



Herndon-Barstow Elementary School

6265 N. Grantland Ave. • Fresno, CA 93723 • (559) 276-5250 • Grades K-6

Sandi Morehead, Principal

smorehead@centralusd.k12.ca.us

hb.centralunified.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Central Unified School District

4605 North Polk Ave.

Fresno, CA 93722

(559) 274-4700

www.centralunified.org

District Governing Board

Mr. Cesar Granda, Area 1

Mr. Ruben Coronado, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Rama Dawar, Area 7

District Administration

Mr. Mark G. Sutton

Superintendent

Dr. Laurel Ashlock

**Assistant Superintendent, Chief
Academic Officer**

Mr. Kelly Porterfield

**Assistant Superintendent, Chief
Business Officer**

Mrs. Ketti Davis

**Assistant Superintendent,
Professional Development**

Mr. Jack Kelejian

**Assistant Superintendent, Human
Resources**

Mrs. Andrea Valadez

**Administrator, Special Education &
Support Service**

Mr. Paul Birrell

Director, 7-12 & Adult Education

Dr. Tami Boatright

Director, K-8 Education

School Description

Herndon-Barstow Elementary School's Vision and Mission is aligned with the Central Unified School District's Guiding Principles.

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day, to ensure student learning.

Core Values: Character, leadership, innovation, and continuous Improvement

Herndon-Barstow (HB) Elementary School is located west of Highway 99 in northwest Fresno. It is part of Central Unified School District. Due to development of mid and high priced new homes, the demographics of this school have changed drastically in the last few years. The school has been identified for much of its existence as a rural school without a natural population within its boundaries large enough to fill it to capacity. The building of neighborhoods within the natural boundaries in the last three years has changed this.

Herndon-Barstow Elementary School houses many special populations. Fresno County Office of Education operates two severely emotionally disturbed classrooms. These students are in kindergarten through sixth grade. Central Unified has one State preschool program on the campus for four-year-olds, which serves two groups of twenty-four students.

The goals identified in the Single Plan were established after reviewing multiple measures (ie. the SBAC Data, District Benchmarks, Fountas and Pinnell, DIBELS, Accelerated Reader and ST Math data). The data reflects the students' current performance levels, the current instructional practices of the teachers, and the beliefs and behaviors of our population and community. An in-depth analysis was made by reviewing various multiple measures to review the progress of the significant subgroups results, focusing specifically on the English Learner (EL), Foster Youth (FY), and Socio-economically disadvantaged (SED) subgroup results in English Language Arts *(ELA), and, Mathematics. Our primary focus with staff development and professional growth is to continue implementing "best first instruction." Instructional strategies include, but are not limited to, Common Core State Standards (CCSS), student engagement strategies, the 21st Century Skills, the 8 Math practices, Guided Reading, engaging students in rigorous, relevant, standards-based instruction, checking for understanding, and the infusion of student tablet/chrome book technology. This will be accomplished using core materials and assessing students for mastery. School safety is addressed as a goal. Actions include continuing a tiered behavior support program, surveys for school safety and a school-wide token economy which rewards behavior. In addition, students who struggle with behavior are placed on positive behavior plans which reward good choices and provide daily monitoring for parents and teachers. HB and Central Unified are implementing the Positive Behavior and Intervention Support Program to address the various needs of all of our students.

The Single Plan for Student Achievement was created with the input of School Site Council, School Site Leadership, English Learner Advisory Committee, staff members, Student Council, and various other stakeholders. This input was extremely important as

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	113
Grade 1	85
Grade 2	83
Grade 3	100
Grade 4	76
Grade 5	81
Grade 6	86
Total Enrollment	624

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.6
Asian	20.4
Filipino	1
Hispanic or Latino	57.9
Native Hawaiian or Pacific Islander	0.2
White	15.4
Two or More Races	0.5
Socioeconomically Disadvantaged	57.7
English Learners	14.4
Students with Disabilities	6.7
Foster Youth	0.6

the categorical budget was formed to expend all of HB's funds: Title I Part A: Allocation; SLIP; LCFF-EL; LCFF-ED; and ASES funds. The current budget for Herndon-Barstow Elementary School is very healthy and will be expended for the purpose of improving student achievement, building teacher capacity and providing support for our beliefs and behaviors to ensure that "every student is prepared for success in college, career, and community" by ensuring that "every student engages in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning".

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Herndon-Barstow Elementary School	14-15	15-16	16-17
With Full Credential	26	26	27
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Herndon-Barstow Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted 2008-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Envisions Adopted 2016-2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman: Science California Adopted 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Herndon-Barstow sits on 11.6 acres and 60,460 square feet. It contains 38 classrooms at 39,693 sq ft, and 14 restrooms at 2,599 sq ft. The oldest main building was built in 1967. Current enrollment is 640.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Dirty vents (Work order submitted)
Interior: Interior Surfaces		X		Stained ceiling tiles are being replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		Plug in air fresheners in admin office. Burned candle in mail room. Improperly stored cleaning supplies have been relocated.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	37	53	31	39	44	48
Math	37	43	22	26	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	56	41	50	48	41	41	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.8	23.5	23.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	81	80	98.8	50.0
Male	37	36	97.3	58.3
Female	44	44	100.0	43.2
Asian	18	18	100.0	61.1
Hispanic or Latino	46	45	97.8	40.0
White	13	13	100.0	61.5
Socioeconomically Disadvantaged	53	52	98.1	44.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	99	97	98.0	50.5
	4	77	76	98.7	59.2
	5	82	82	100.0	57.3
	6	85	83	97.7	45.8
Male	3	45	44	97.8	43.2
	4	36	35	97.2	51.4
	5	37	37	100.0	64.9
	6	50	49	98.0	40.8
Female	3	54	53	98.2	56.6
	4	41	41	100.0	65.8
	5	45	45	100.0	51.1
	6	35	34	97.1	52.9
Asian	3	19	18	94.7	55.6
	4	16	15	93.8	53.3
	5	18	18	100.0	83.3
	6	18	17	94.4	52.9
Hispanic or Latino	3	53	53	100.0	45.3
	4	49	49	100.0	61.2
	5	47	47	100.0	46.8
	6	49	48	98.0	41.7
White	3	18	17	94.4	58.8
	5	13	13	100.0	61.5
	6	12	12	100.0	66.7

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	53	53	100.0	41.5
	4	45	45	100.0	57.8
	5	54	54	100.0	46.3
	6	51	50	98.0	40.0
English Learners	3	11	11	100.0	
Students with Disabilities	3	12	12	100.0	16.7

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	98	96	98.0	47.9
	4	77	76	98.7	52.6
	5	81	81	100.0	32.1
	6	85	83	97.7	41.0
Male	3	45	44	97.8	43.2
	4	36	35	97.2	60.0
	5	37	37	100.0	43.2
	6	50	49	98.0	40.8
Female	3	53	52	98.1	51.9
	4	41	41	100.0	46.3
	5	44	44	100.0	22.7
	6	35	34	97.1	41.2
Asian	3	19	18	94.7	61.1
	4	16	15	93.8	53.3
	5	18	18	100.0	50.0
	6	18	17	94.4	47.1
Hispanic or Latino	3	52	52	100.0	40.4
	4	49	49	100.0	51.0
	5	46	46	100.0	23.9
	6	49	48	98.0	37.5
White	3	18	17	94.4	52.9
	5	13	13	100.0	38.5
	6	12	12	100.0	58.3

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	52	52	100.0	38.5
	4	45	45	100.0	53.3
	5	53	53	100.0	24.5
	6	51	50	98.0	40.0
English Learners	3	11	11	100.0	9.1
Students with Disabilities	3	12	12	100.0	16.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parent volunteers are encouraged to be on campus or help from home as much as possible. Parents are cleared through the district wide Raptor system and are fingerprinted when they volunteer more than 20 hours in one year. The administration encourages on-going communication with parents. The weekly Blackboard Connect automated phone dialer for messages, weekly classroom newsletters or Bloomz App, parent/teacher conferences, telephone contact and Parent Portal provide contact with the home. The school also utilizes flyers and notices to make important reminders via Peach jar on the site website and Xeroxed copies that are sent home. Parents participate in meetings that evaluate the academic progress of the school and students, and provide input for school improvement in the following committees or meetings:

Annual Title 1 Meeting
 School Attendance Review Board (SARB)
 English Learner Advisory Committee (ELAC)
 Student Success Team (SST) Meetings
 504/Individual Educational Plan (IEP) Meetings
 Parent Involvement Events (ST Math, Jiji, EL, Lexia, etc.)
 School Site Council (SSC)
 GATE Parent Meetings
 Parent/Teacher Association (PTA)

Families are encouraged to attend and support Back to School Night, Open House, Family Events (Carnival, Pastries with Parents, Goodies with Grandparents, Cookies and Cocoa with Santa, School Plays, Musical Concerts, Art Exhibits, etc.), and various parent and student events and fundraisers throughout the year.

Parents are notified of their child's recognition at or participation in awards ceremonies, special events, academic competitions and evening performances. All parents are invited and encouraged to attend.

Parents are involved in site and district level committees such as DELAC, DAC and the Superintendent's Advisory Council. Invitations are extended to parents for award ceremonies, classroom functions/programs, annual carnival, and student activities.

Parents are invited to attend informational meetings regarding History Day, Science Fair, GATE, Peach Blossom, Young Authors Fair, and others. These events are to inform parents as well as encourage involvement in their child's education.

Contact Person Name: Sandi Morehead
 Contact Person Phone Number: 559-276-5250

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The School Safety Plan for Herndon-Barstow has been prepared in compliance with Central Unified School District Governing Board Policy and California Administrative Code, Title 5, California Education Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed at least annually by the local governing board.

The plan is devoted to the welfare and safety of the students of Herndon-Barstow Elementary School during school and after school program hours. It includes a procedure whereby the school could be used, under disaster conditions as a community resource for the care of people.

The major objectives of emergency response procedures are to save lives and protect property in the event of disaster. This plan has been developed with these objectives in mind. Drills are held on a regular basis. Two-way radios and surveillance cameras have been provided.

The plan is updated each year. Revisions were completed October 2016 and shared with the staff. The plan includes all of the components required by the local, State and Federal Agencies in cooperation with Homeland Security and law enforcement. In addition, items will be more comprehensive than in previous years. Parents are made aware of the Safe School Plan during School Site Council, English Learner Advisory Council, Parent Teacher Association, staff meetings and on our automated calling system (Blackboard Connect). A copy is on file for all to view in the front office of the school site.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.5	3.3	1.3
Expulsions Rate	0.2	0.0	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	91.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	585

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	25	28		1		4	3	4			
1	24	30	28				4	2	3			
2	21	29	27	1			3	4	3			
3	26	27	25				3	3	4			
4	25	27	33				3	3	1			
5	29	28	29				2	3	3			
6	18	19	29	1	1		3	2	3			

Professional Development provided for Teachers

Professional Development is scheduled for every Wednesday afternoon. Students are dismissed at 1:30 pm on Wednesdays to provide the teachers with 2-3 hours for the following:

- * District directed staff development (program or curriculum specific)
- * Site based staff development (determined by the site needs assessment and survey conducted annually)
- * Grade level planning time (direction determined by student assessed needs)(direction provided by site administration at leadership meetings as needed)
- * Professional Learning Communities
- * District Collaborative Meetings
- * Conference attendance by site administrative suggestion or teacher choice
- * Instructional Support Coach (ISC) mentoring

37 Wednesdays are devoted to staff development throughout the school year. Three to four additional days are set aside at the District level for Professional Collaborative Cohorts (PCCs).

Teachers participate in staff development during the school year and throughout their vacations. Identified staff development needs are also provided for by staff attending conferences and trainings as appropriate. Support is provided via substitutes covering for conferences with the ISC, GIA, and principal, co-planning and co-teaching sessions, to name a few.

Individual staff members participate as site representatives at district advisory, adoption selection and articulation committees.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,763	\$44,958
Mid-Range Teacher Salary	\$61,731	\$70,581
Highest Teacher Salary	\$81,368	\$91,469
Average Principal Salary (ES)	\$97,728	\$113,994
Average Principal Salary (MS)	\$102,715	\$120,075
Average Principal Salary (HS)	\$109,802	\$130,249
Superintendent Salary	\$201,759	\$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,461.91	\$938.91	\$3,523.00	\$70,892.81
District	♦	♦	\$7,062.53	\$69,536.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-50.1	2.0
Percent Difference: School Site/ State			-37.9	-4.5

* Cells with ♦ do not require data.

Types of Services Funded

Herndon-Barstow Elementary School uses data to assign students to high-quality intervention programs. Each program is described below. Students who meet multiple categories receive services as needed.

English Learners:

English Language Development (ELD) and Accelerated ELD students who are determined to be an English Learner are serviced in a pullout / push in program (AELD) or by classroom teachers in English Language instruction. They are serviced in groups by ability level by CLAD certified teachers and instructional aides.

Educationally Disadvantaged Students (EDY/Below Grade Level):

Students who need core replacement in English Language Arts instruction (intensive intervention) are given intervention with the Language! Program, an approved intervention program. These students receive 90 minutes of instruction daily in Language!. They receive access to grade level core through activities in the regular classroom utilizing the Universal Access materials.

All students receive intervention from their grade level teachers each week for a minimum of 30 minutes a day, five times per week, in a flexible group. These groups are determined by common core assessments in the standards for their grade level core. Information is retaught to assist the students in mastering the core standard utilizing core ancillary materials. This is supplementary to instruction in the core curriculum.

Kids Inc. is HB's after school program. This program services first through sixth grade students five days per week. Services and activities include academics, enrichment, recreation and snacks. Services are provided by a combination of certificated and classified staff. Groupings are by grade and/or instructional levels. Students receive services according to their needs as referred by staff based on data.

Gifted and Talented (GATE):

Gifted and Talented Education (GATE) students are provided differentiated opportunities for learning by the classroom teacher. In addition, the students meet weekly with an itinerant GATE teacher to participate in a thematic, supplemental enrichment program based on a depth and complexity model. The program prepares the students emotionally and intellectually for advanced career opportunities. The components of the program focus on values and attitudes, multi-sensory approach to learning, time management skills, research and study skills, career education, parent education/involvement, and academic curriculum.

Students with Disabilities (Special Education):

SAI and Speech/Language Specialists work with students in a pullout program to meet individual needs specified on their Individual Educational Plans (IEP).

SES services are available to qualified students to receive additional tutoring type services during the school year.

More information can be found in our Single Plan for Student Achievement (SPSA).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.