

Selma Herndon Elementary School

714 Prusso Street • Livingston, CA 95334 • (209) 394-5480 • Grades TK-5

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Livingston Union School District

922 B Street
Livingston, CA
(209) 394-5400
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District Governing Board

Mr. Vernon Boyd
Mrs. Susan Ruth
Mrs. Anne Land
Mr. Luis Enrique Flores
Mrs. Yolanda Correia

District Administration

Mr. Andrés Zamora
Superintendent
Mrs. Sara Crawley
**Director of
Fiscal and Business Services**

Mrs. Kuljinder Sekhon
Director of Educational Services

Ms. Filomena Sousa
**Director of
Categorical Programs and
Special Projects**

Mr. Nick Jones
**Director of
MOT and Facilities**

Mrs. Tiffany Pickle
Director of Instructional Technology

School Description

Selma Herndon Elementary School (SHE) is located in Livingston, California serving TK through 5th grade students. The school is composed of a diverse group of staff members who each brings a caring and talented energy to students. It's because of such diverse and cultural accepting backgrounds that a love for learning is fostered for all students. Staff members bring forth ideas and positive challenges that move all student learners, whether they are high performing students or low performing students who need the extra support. The school offers a well-articulated Dual Language Academy Program in grades Kindergarten through 5th grade

and a Structured English Immersion Program for TK-5th grade. The current total student enrollment is 652 students. The ethnic makeup is: 78.53% Latinos, 4.49% White, 15.38% Asian, 0.32% Black/African American, 0.44% Hawaiian/Pacific Islander, 4.49% White, and 0.16% other. In addition, 83.49% of students are Socioeconomically Disadvantaged, 64.26% are English Language Learners (ELLs) and 9.94% are in Special Education.

Ninety-seven percent of all teachers (29) are fully credentialed and highly qualified. One teacher, 3%, is on a teaching permit due to the teacher shortage. This year 3 teachers are participating in the Beginning Teacher Support and Assessment Program (BTSA). The school also has a full-time counselor on campus Monday through Friday. The counselor services include, but are not limited to, small group counseling, one-on-one student counseling, and guidance counseling lessons brought into the classrooms. Parent Level of Education is as follows: 28.01% are not a high school graduates, 32.42% are high school graduates, 19.03% have some college, 17.96% are college graduates and 2.59% have completed graduate school. Parent participation in school and student activities is a big factor in the school's positive learning environment. A very strong emphasis is placed on parent participation and involvement in: School Conferences, Back to School Night Programs, Open House, Coffee/Tea Hour with the Principal and Staff, Student Performances, Parent Volunteer Center for Parents, READING IS FUNDAMENTAL (RIF) program, School Site Council, English Language Advisory Council, Parent Evening Programs, Adult Education Classes, and Volunteering in the classroom. Regular communication from school to home is provided through parent notices and newsletters provided in English and Spanish.

Vision Statement:

Students will prepare for tomorrow's world through today's meaningful experiences while implementing the 6 C's: Collaboration,

Creativity, Critical Thinking, Communicating, Character Education and Citizenship which will prepare them to be productive members of society.

Mission Statement:

All members of Selma Herndon will Believe in themselves, Excel in academics, Achieve high academic standards, display Respect for themselves and the community and overall "WE" will Succeed... "WE" are the Selma Herndon BEARS!!!

Each classroom teacher is provided with support from paraprofessional services. Support services with certificated staff are also provided for Reading, English Language Development, Primary Language-Spanish Instruction, Library and Resource Materials, and Special Needs Services. School tutoring sessions are offered in the areas of Reading, Language Arts, and Math during the day for all students in Kindergarten through 5th grade. In addition to academic support, students are recognized on a regular basis for: positive behavior and demonstration of the core values in the character education program, language arts, mathematics and physical education achievements. The school's discipline program is based on the assertive discipline model, with the integration of Positive Behavior Intervention and Support Model (PBIS). All students and staff adhere to system-wide rules and procedures which are regularly taught and reinforced with all students.

A strong staff development strand has also been integrated throughout the curriculum areas. Training needs are identified and workshops planned, release days with substitute teachers are also provided as needed. A complete assessment program is in place to provide continuous evaluation of student programs and instruction. Progress is continuously monitored towards achieving identified goals and objectives. The Principal utilizes the support and guidance of the school staff, school site council, parent groups, and school grade level and curriculum committees.

Each fall new members are elected to be representatives on the Student Body Council. This is a special honor for 4th & 5th grade students who would like to run for an office and represent their fellow student body. The elected seats are voted in by fellow 4th & 5th grade students and they are; President, Vice-President, Secretary, Treasurer and Classroom Representatives.

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 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 at (209) 394-5480 or the district office.

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	14.2
Filipino	1.1
Hispanic or Latino	79
Native Hawaiian or Pacific Islander	0.5
White	4.5
Socioeconomically Disadvantaged	84.2
English Learners	65.1
Students with Disabilities	8.4
Foster Youth	0.2

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.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	131
Grade 1	92
Grade 2	112
Grade 3	102
Grade 4	86
Grade 5	96
Total Enrollment	619

Teacher Credentials			
Selma Herndon Elementary School	13-14	14-15	15-16
With Full Credential	28	28	29
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Livingston Union School District	13-14	14-15	15-16
With Full Credential	◆	◆	111.5
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	2

Teacher Misassignments and Vacant Teacher Positions at this School

Selma Herndon Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
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

**2014-15 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	97.3	2.7
High-Poverty Schools	97.3	2.7
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 2015-16)

The District has taken great strides in establishing a framework for instructional delivery consistency, ongoing monitoring of implementation of ELD, ELA, and Mathematics and extending learning time for students. The district has adopted and purchased SBE approved core and supplemental materials which all teachers are currently utilizing in conjunction with district-wide pacing calendars for ELA and Mathematics. Each year, site leadership ensures that each student has the needed textbooks and instructional materials. Tri-annual district benchmark assessments have been developed and are administered and scored by staff in the areas of ELA and Mathematics as well as Science. To manage individual student district and state assessment data the LEA has in place a comprehensive, multidimensional electronic assessment and reporting system that includes benchmark and summative reporting capabilities. All teaching and administrative staff has access to the electronic assessment system allowing for rapid retrieval of assessment data from both state and ongoing local assessments. Staff is able to view results and formulate reports in a timely manner in order to analyze data and modify instruction as needed. Struggling students scoring below or far below basic on CSTs or local assessments have access to extended learning time whether it be through during or after school interventions or the district's four-week summer school program. Also included in the after school support system is additional support provided to those students at each site who are enrolled in the district's After School Student Education Teamwork for Success (ASSETS) Program.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillian/McGraw-Hill, California Treasures & Tesosros de Lectura: 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Harcourt CA HSP Math: 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton Mifflin CA Science: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin Social Studies: 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Harcourt Health and Fitness, Harcourt School Publishers: 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

General: The Livingston Union School District staff members pride themselves on offering clean, safe and adequate school facilities. Selma Herndon Elementary offers a safe and clean learning environment where students are housed in fully equipped, modernized classrooms. Playground areas feature play equipment and groomed fields for sport play.

Maintenance and Repair: The facilities are kept in good condition by district maintenance and operations department. These facilities as well as all restrooms, floors, walls, roofs, plumbing and electrical systems are routinely inspected and repaired as part of the preventive maintenance program. All facilities are fully lighted, heated, air conditioned, and wired in an infrastructure with Internet access to all rooms. The fire alarm and safety system is inspected routinely by school staff and by the local city fire department. In addition, the grounds and facilities are clean and free of litter and graffiti. In joint efforts, staff, students, and custodians work together to pick up and clean up.

Age of School Buildings: Selma Herndon Elementary permanent buildings were constructed between 1948 and 1966. Classrooms have been modernized and offer adequate heat and air conditioning and are maintained in accordance with stringent state and district guidelines. There are 35 classrooms, two computer labs, one library and resource room, one kitchen and cafeteria, and one school support services office.

Safety: A safety plan is in effect. Certificated and classified staff members are vigilant in maintaining student safety. All visitors check in and out at the school office upon entering and leaving school grounds. The school grounds are equipped with a perimeter fence to discourage unauthorized access during the school day. The grounds are well lighted and monitored by a video surveillance camera system with a direct link to the local police department, to ensure the safety of grounds twenty-four hours a day.

Cleaning Process and Schedule: SHE employs a team of custodians that provide students and staff with a clean and safe school environment daily. Custodial staff receives specialized training that allows them to perform their duties effectively and efficiently. All state and district guidelines that govern custodial tasks have been implemented and are followed in accordance with the law. In addition, the District's groundskeepers maintain the grounds and landscape features. Regular inspections are conducted to ensure a safe and clean environment for students and staff.

MOT director and administrative staff conduct yearly inspections to evaluate the need for major and minor school facility improvements and maintenance.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: March 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	35	29	44
Math	21	17	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	45	46	30	47	43	39	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.00	23.20	14.70

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	39
All Student at the School	30
Male	25
Female	34
Black or African American	--
Asian	13
Filipino	--
Hispanic or Latino	34
White	--
Socioeconomically Disadvantaged	--
English Learners	5
Students with Disabilities	24
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	101	99	98.0	31	30	24	14
	4	84	83	98.8	40	27	20	13
	5	95	95	100.0	39	29	23	8
Male	3		47	46.5	36	21	23	19
	4		43	51.2	47	23	23	7
	5		47	49.5	49	26	19	6
Female	3		52	51.5	27	38	25	10
	4		40	47.6	33	30	18	20
	5		48	50.5	29	33	27	10
Black or African American	5		1	1.1	--	--	--	--
Asian	3		23	22.8	26	13	35	26
	4		13	15.5	31	15	0	54
	5		15	15.8	33	40	27	0

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		1	1.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		68	67.3	35	37	21	7
	4		62	73.8	42	27	26	5
	5		74	77.9	38	30	23	9
White	3		7	6.9	--	--	--	--
	4		7	8.3	--	--	--	--
	5		4	4.2	--	--	--	--
Socioeconomically Disadvantaged	3		83	82.2	34	33	23	11
	4		68	81.0	41	31	16	12
	5		80	84.2	43	30	20	8
English Learners	3		78	77.2	35	29	24	12
	4		39	46.4	67	28	5	0
	5		36	37.9	58	36	6	0
Students with Disabilities	3		10	9.9	--	--	--	--
	4		7	8.3	--	--	--	--
	5		10	10.5	--	--	--	--
Students Receiving Migrant Education Services	3		2	2.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		3	3.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	101	99	98.0	33	36	26	4
	4	84	83	98.8	42	37	13	6
	5	95	95	100.0	68	20	7	4
Male	3		47	46.5	32	34	32	2
	4		43	51.2	49	33	14	5
	5		47	49.5	72	13	11	4

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		52	51.5	35	38	21	6
	4		40	47.6	35	43	13	8
	5		48	50.5	65	27	4	4
Black or African American	5		1	1.1	--	--	--	--
Asian	3		23	22.8	22	35	39	4
	4		14	16.7	43	29	14	14
	5		15	15.8	73	20	7	0
Filipino	3		1	1.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.1	--	--	--	--
Hispanic or Latino	3		68	67.3	38	38	21	3
	4		61	72.6	41	39	15	3
	5		74	77.9	66	22	8	4
White	3		7	6.9	--	--	--	--
	4		7	8.3	--	--	--	--
	5		4	4.2	--	--	--	--
Socioeconomically Disadvantaged	3		83	82.2	36	35	25	4
	4		68	81.0	46	41	7	4
	5		80	84.2	70	20	6	4
English Learners	3		78	77.2	40	32	24	4
	4		39	46.4	64	33	3	0
	5		36	37.9	89	8	3	0
Students with Disabilities	3		10	9.9	--	--	--	--
	4		7	8.3	--	--	--	--
	5		10	10.5	--	--	--	--
Students Receiving Migrant Education Services	3		2	2.0	--	--	--	--
	4		2	2.4	--	--	--	--
	5		3	3.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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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

Parent Level of Education is as follows: 28.01% are not a high school graduates, 32.42% are high school graduates, 19.03% have some college, 17.96% are college graduates and 2.59% have completed graduate school. Parent participation in school and student activities is a big factor in the school's positive learning environment. A very strong emphasis is placed on parent participation and involvement in: School Conferences, Back to School Night Programs, Open House, Coffee/Tea Hour with the Principal and Staff, Student Performances, Parent Volunteer Center for Parents, READING IS FUNDAMENTAL (RIF) program, School Site Council, English Language Advisory Council, Parent Evening Programs, Adult Education Classes, and Volunteering in the classroom. Regular communication from school to home is provided through parent notices and newsletters provided in English and Spanish.

Parent participation in school and student activities is a large part of Selma Herndon's positive learning environment. A very strong emphasis is placed on parent participation and involvement in Parent Conferences, Back to School Night Programs, Open House, Student Performances, READING IS FUNDAMENTAL (RIF), School Site Council, English Language Advisory Council (ELAC), Dual Language Academy (DLA) Parent Education Meetings, Award Assemblies, Parent Evening Programs, Adult Education Classes, and Volunteering in the classroom. Regular communication from school to home is provided through parent notices, newsletters provided in English and Spanish, and through a Spanish/English phone messaging system. Parents are invited to become involved by volunteering in classrooms, attending Back to School Night, Open House, and various other family reading activities offered by the school. All parents are also invited to join the School's Site Council, English Learner Advisory Committee and the Parent/Teacher Club and monthly participation in attending Principals Coffee/Tea Hour. Parents whose children are enrolled in the Dual Language Academy are invited to attend parent meetings which are held 3-4 times per year. Migrant parent meetings are held about six times a year. The district operates a CBET program that assists parents in acquiring English so they are able to volunteer in their child's classroom and support learning at home. The CBET program is well established and parents and community members who attend have also volunteered at the school site. The Latino Literacy Project is another program which invites parents to participate in learning new reading strategies to promote literacy in the homes of students. The program provided parents with a great opportunity to help build a network among parents and families as well as building on existing ideas in ways to further promote literacy in the home.

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 includes fire, earthquake, and disaster training for both students and staff.

Key Elements of the School Safety Plan

In Livingston Schools, components satisfying each of the following items have been developed and are included in the comprehensive school safety plan:

- 1) Disaster procedures, routine and emergency.
- 2) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1(commencing with Section 48900).
- 3) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- 4) A sexual harassment policy, pursuant to subdivision (b) of Section 212.6.
- 5) The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel."
- 6) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- 7) A safe and orderly environment conducive to learning at school.
- 8) The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291-5.
- 9) Assessment of the current status of school crime committed on school campuses and at school related functions.
- 10) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code.

The District-School Safety Plan was last reviewed and updated February 2014. School safety procedures are reviewed yearly by site administrators and are included in the school's parent handbook. Our school implements the "Six Pillars of Character" with a focus on one particular character trait each month, thus promoting positive student behavior. Along with this program we have a group of 20 students who participate in our Character Counts Club each week after school.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.58	0.88	0.60
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.51	3.71	1.28
Expulsions Rate	0.11	0.18	0.04
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	N/A

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	24	23	22	1	1		4	4	6			
1	23	21	23		2		5	3	4			
2	20	23	22	3	1		2	4	5			
3	23	23	24	2	1		3	3	4			
4	31	32	28				3	2	3		1	
5	27	26	31	1	1		1	3	1	2		2
Other			10			1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.25
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Professional Development provided for Teachers

Each elementary site has access to 1-3 full time Instructional Coach who has received over 10 years of intensive training and coaching support in the area of English Language Arts with emphasis on effective strategies for ELLs. One additional day of training was provided for Language Arts for the entire K-5 staff. Selma Herndon offers site specific staff professional development (Language Arts, ELD, Mathematics and Technology) during staff meetings, instructional aide training meetings, and grade level meetings. These collaborative meetings enhance and support school and district programs. Teachers also receive professional development support throughout the year by the site Instructional Resource Teacher, District Specialists, and Instructional Coaches. Technology training is provided to staff throughout the year covering new instructional technology tools as well as managing classroom electronic resources.

Selma Herndon Teachers participate in district and site-level professional development for the following content areas: ELA, Math, ELD, Science and Technology. Release days, grade level team meetings, and staff meetings are provided for all teachers.

27 Teachers, (100%) of SHE teachers are highly qualified. Teachers participate in on-going professional development during the school year.

27 Teachers (100%) and one administrator (100%) have been trained in CCSS in Math and English Language Arts.

4 Teachers (14.81%) will participate in district wide support in CCSS in Math and English Language Arts Extra Support

26 Teachers (96.27%) and one administrator (100%) have been trained in the new ELD Standards.

3 Teachers (11.10%) were trained and participated in the Silicon Valley Math Initiative (SVMI) through MCOE.

2 Teachers (7.40%) of all 5th grade teachers collaborated with LMS on Next Generation Science Standards Lesson

Designs/Planning Across Grade Level Articulation.

27 Teachers (100%) and 1 administrator (100%) were trained in Google Applications for Education and the use of ChromeBooks.

27 Teachers (100%) and 1 administrator (100%) will participate in Instructional Rounds as visiting team members and as classroom teachers being visited.

27 Teachers (100%) and 1 administrator (100%) will provide input on the Instructional Rounds Problem of Practice and Guiding Questions.

27 Teachers (100%) and 1 administrator (100%) will participate in district training with support from District Academic Coaches.

Training will focus on Common Core State Standards (CCSS) Unit Development in Science and Math.

SBE-adopted instructional materials are provided to all students for all subject matters. Support professional development is provided for all teachers in the area of ELA, Math, Science and ELD.

26 teachers (96.27%) and 1 administrator (100%) are appropriately credentialed.

26 Teachers (96.27%) and 1 administrator (100%) have been trained in Guided Language Acquisition Design (GLAD).

27 teachers (100%) and 1 administrator (100%) have participated in CCSS training and the incorporation of technology as a tool for learning.

PD is provided to new, first and second year, teachers in areas such as CCSS, GLAD, Close Reading and Technology use.

The District ensures that every English Learner receives daily English Language Development instruction for a minimum of 30 minutes in a self-contained or departmentalized setting. The guidelines for grouping English Learners (ELs), as delineated in the District Master Plan for English Learners, are followed. Adherence to daily ELD instructional time is continuously monitored by site staff with oversight provided by district level staff. In addition all elementary staff has received ELD training and lesson demonstrations conducted by a district Literacy Coach.

The professional development referred to above has been an essential component of successful implementation of the district's curriculum. Not only does the training provide teachers with the tools to be able to effectively instruct but has allowed for significant opportunities for within and across grade level planning and collaboration. Systems are being put into place to enable the district to maintain current implementation and support efforts with highly trained and in some cases certified in-house experts. (District has invested in fully certifying elementary ELA coaches in GLAD. Professional Development is The Key to improving instruction and influencing positive student learning. The district has invested heavily in this endeavor both fiscally and philosophically.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,663	\$42,723
Mid-Range Teacher Salary	\$64,899	\$65,936
Highest Teacher Salary	\$86,577	\$84,545
Average Principal Salary (ES)	\$107,367	\$106,864
Average Principal Salary (MS)	\$106,514	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$163,200	\$159,133
Percent of District Budget		
Teacher Salaries	44%	40%
Administrative Salaries	6%	6%

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

Types of Services Funded

The majority of our funds are spent on teacher salaries and benefits, classroom aides, textbooks, library books and supplies, all of which are directly related to classroom instruction. Selma Herndon Elementary funds a variety of programs with Supplemental Concentration Grant, Title I, State Lottery and Title III. The programs include: Intensive Tutorial Program, during-school intensive reading intervention and after school intervention in Math and Language Arts, Computer Center, on-going staff development, Instructional Coach support, Kaplan Reading and Math Empowerment and Accelerated Reader program.

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, the county, and the state. 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,680.64	\$753.47	\$4,927.17	\$75,406
District	♦	♦	\$6212	\$74,824
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-20.7	0.8
Percent Difference: School Site/ State			-7.9	9.1

* Cells with ♦ do not require data.