



# Herndon Barstow Elementary School

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Central Unified School District

4605 North Polk Ave.

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#### District Governing Board

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Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

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Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

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Mr. Jack Kelejian

**Assistant Superintendent, Human  
Resources**

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Mr. David Paliughi

**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 the Central Unified School District. The school's population is currently 680 students, 52% of whom are socio-economically disadvantaged. Herndon-Barstow Elementary School houses many special populations. Fresno County Office of Education operates a severely emotionally disturbed classroom and an autism classroom. These students range in age from kindergarten through sixth grade. The County also operates the Circles program for autistic students from kindergarten to 2nd grade. Central Unified has one State preschool program on the campus for four-year-olds, which serves two groups of twenty-four students. Herndon Barstow also houses Central Unified's Elementary Opportunity Program.

The School Plan for Student Achievement was created with the input of SSC, School Site Leadership, ELAC, staff members, Student Council, and various other stakeholders. This input was extremely important as the categorical budget was formed to expend all of HB's funds: Title I Part A: Allocation; LCFF; 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 will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning". The goals identified in the School Plan were established after reviewing multiple measures (ie. District Benchmarks, Fountas and Pinnell, Acadience, STAR 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 results of the significant subgroups, focusing specifically on the English Learner (EL), Foster Youth (FY), and Socio-Economically Disadvantaged (SED) subgroup results in English Language Arts (ELA), and, Mathematics. Herndon-Barstow continues to work hard to ensure that all targets are met to ensure academic improvement.

Our primary focus on staff development and professional growth is geared toward 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, using academic vocabulary, and the infusion of student technology. This will be accomplished using core materials and assessing students periodically for mastery.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	84
Grade 2	99
Grade 3	85
Grade 4	87
Grade 5	100
Grade 6	95
<b>Total Enrollment</b>	<b>673</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.6
Asian	23.2
Filipino	1.2
Hispanic or Latino	53.3
White	14.7
Two or More Races	1.3
Socioeconomically Disadvantaged	53.3
English Learners	14.6
Students with Disabilities	6.8
Foster Youth	0.7
Homeless	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Herndon Barstow	17-18	18-19	19-20
With Full Credential	25	29	29
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Herndon Barstow Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 reviews 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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017  McGraw Hill Wonders, ELD Adopted 2016-17  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017  Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Discovery Education Science K-6 Adopted 2019-2020  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

### 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. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 5/25/19**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	CEILING TILE HAS A WATER STAIN, CEILING TILE LOOSE WALLPAPER TORN FLOORING REPAIRS NEEDED, FORMICA COUNTERTOP CHIPPED, WATER DAMAGE TO MAIN BEAM
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	ACCESS TO ELECTRICAL PANEL IS BLOCKED LIGHT BULBS OUT LIGHT SWITCH BROKEN LIGHT DIFFUSER BROKEN
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	FAUCET HAS A CONSTANT DRIP FAUCET BROKEN
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	IMPROPERLY STORED SUPPLIES PAINT IS PEELING PLUG-IN AIR FRESHENER TRIP HAZARDS
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	57	44	44	50	50
Math	53	51	31	33	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.6	35.2	18.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	344	342	99.42	57.02
Male	176	175	99.43	51.43
Female	168	167	99.40	62.87
Black or African American	20	20	100.00	40.00
American Indian or Alaska Native	--	--	--	--
Asian	83	83	100.00	66.27
Filipino	--	--	--	--
Hispanic or Latino	178	176	98.88	52.84
White	54	54	100.00	61.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	196	99.49	50.00
English Learners	73	73	100.00	42.47
Students with Disabilities	26	25	96.15	12.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	344	342	99.42	51.17
Male	176	175	99.43	52.00
Female	168	167	99.40	50.30
Black or African American	20	20	100.00	30.00
American Indian or Alaska Native	--	--	--	--
Asian	83	83	100.00	66.27
Filipino	--	--	--	--
Hispanic or Latino	178	176	98.88	44.32
White	54	54	100.00	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	196	99.49	45.92
English Learners	73	73	100.00	43.84
Students with Disabilities	26	25	96.15	20.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2019-20)

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 for more than 20 hours in one year. The administration encourages on-going communication with parents. The Parent Square platform is used by teachers and administrators to convey messages to the community, as well as weekly classroom newsletters or Bloomz App, parent/teacher conferences, telephone contact, and Parent Portal to 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
- Parent Input Meetings with Principal and GIA
- Parent Workshops
- 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, Grade Level Literacy Nights, Principal Coffees, 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 of or participation in awards ceremonies, special events, academic competitions, and evening performances. 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, the 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 State priority: School Climate (Priority 6):

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

#### School Safety Plan

The Site Emergency Response Plan 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 a 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 in August 2019 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 Site Emergency Response Plan during School Site Council, English Learner Advisory Council, Parent Teacher Association, staff meetings, and Parent Square. A copy is on file for all to view in the front office of the school site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.2	1.2
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.



**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

\* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	4		25	1	3		25		5	
1	27		3		25		4		28		3	
2	27		3		28		3		24		4	
3	28		3		28		3		28		3	
4	33			3	30		3		22	1	3	
5	26		3		33		1	2	33			3
6	27		3		24	1	3		25	1	3	
Other**					8	1						

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	19	19

Professional Development is scheduled for early dismissal days. 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 or by site administration at leadership meetings as needed)
- \* Professional Learning Communities
- \* Conference attendance by site administrative suggestion or teacher choice
- \* District Instructional Support Coach (DISC) mentoring

Wednesdays are devoted to staff development throughout the school year. 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 training as appropriate. Support is provided via substitutes covering for conferences with District Instructional Support Coaches, Guidance Instructional Advisor, and principal, for co-planning and co-teaching sessions. Individual staff members participate as site representatives at district advisory, adoption selection, and articulation committees.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,520	\$51,374
Mid-Range Teacher Salary	\$68,110	\$80,151
Highest Teacher Salary	\$89,569	\$100,143
Average Principal Salary (ES)	\$109,417	\$126,896
Average Principal Salary (MS)	\$114,433	\$133,668
Average Principal Salary (HS)	\$121,149	\$143,746
Superintendent Salary	\$201,571	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### 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:

Students who are determined to be English learners are serviced in a pullout/push-in program or by classroom teachers in Designated English Language instruction. They are serviced in groups by English language proficiency 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 Language!, 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. Students who need Tier 2 intervention based on data collection receive daily 30 minute sessions in our Reading Lab which is facilitated by a credentialed teacher and support staff to provide additional literacy skills and concepts.

"HB ASP" is Herndon Barstow'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).

Alternative Support Services are available to qualified students to receive additional tutoring type services during the school year.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,359.74	\$201.44	\$5,158.29	\$77,426.19
District	N/A	N/A	\$8,972.98	\$72,234.80
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-54.0	6.9
School Site/ State	-77.0	-7.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.