

## 2017 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**


Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


### **School Contact Information (School Year 2017-18)**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<b>School Name</b>	Herndon Barstow Elementary School
<b>Street</b>	6265 N. Grantland Ave.
<b>City, State, Zip</b>	Fresno, CA 93723
<b>Phone Number</b>	(559) 276-5250
<b>Principal</b>	Sandi Morehead
<b>E-mail Address</b>	smorehead@centralusd.k12.ca.us
<b>School Website</b>	hb.centralunified.org
<b>CDS Code</b>	10-73965-6006654
<b>School Logo</b>	<div><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p></div>

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	<div></div> <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### **District Governing Board**

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Mr. Mark G. Sutton
<b>Administrator 1</b>	
<b>Administrator 2</b>	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
<b>Administrator 3</b>	Mrs. Ketti Davis Assistant Superintendent, Educational Services
<b>Administrator 4</b>	Mr. Jack Kelejian Assistant Superintendent, Human Resources
<b>Administrator 5</b>	Mrs. Andrea Valadez Administrator, Special Education & Support Service
<b>Administrator 6</b>	Mr. Paul Birrell Director, 7-12 & Adult Education
<b>Administrator 7</b>	Dr. Tami Boatright Director, K-8 Education
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

### School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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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 expanded current enrollment.

Herndon-Barstow Elementary School houses many special populations. Fresno County Superintendent of Schools (FCSS) 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 (PBIS) 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 the categorical budget was formed to expend all of HB's funds: Title I Part A: Allocation; SLIP; 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

engages in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning".

### Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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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. 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

### School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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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 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 August 2017 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 on our automated calling system (Blackboard Connect). A copy is on file for all to view in the front office of the school site.

### School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

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**Year and month of the most recent FIT report:** 06/14/2017

This section should be kept to 1-2 paragraphs.

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 667.

### School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Loose vent cover. Exhaust fan missing.
<b>Interior:</b> Interior Surfaces		X		Wall paper is torn.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Loose faucets. Plug in candle warmer.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

### Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	26	25	25	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	1	22
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0



### Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	0
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	1.00	♦
Social Worker	0.00	♦
Nurse	0.60	♦
Speech/Language/Hearing Specialist	0.80	♦
Resource Specialist (non-teaching)	1.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

### Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2017

This section should be kept to 1-2 paragraphs.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017  McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017  Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17	Yes	0%
Science	Scott Foresman: Science California Adopted 2007-2008	Yes	0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$4,461.91	\$938.91	\$3,523.00	\$70,892.81
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-50.1	2.0
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-37.9	-4.5

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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 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.

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).

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

#### Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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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)(direction provided by site administration at leadership meetings as needed)
- \* Professional Learning Communities
- \* 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. 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. Individual staff members participate as site representatives at district advisory, adoption selection and articulation committees.

### **School Completion and Postsecondary Preparation**

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

#### **Career Technical Education Programs (School Year 2016-17)**

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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### Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	