



Selma Herndon Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Livingston Union School District

922 B Street

Livingston, CA

(209) 394-5400

www.livingstonusd.org

District Governing Board

Mr. Vernon Boyd

Mr. Rigo Espinoza

Mrs. Anne Land

Mrs. Yolanda Correia

Mrs. Kanwaldeep Bains

District Administration

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Superintendent

Mrs. Sara Crawley

Director of

Fiscal and Business Services

Mrs. Kuljinder Sekhon

**Assistant Superintendent of
Instruction and Student Services**

Mrs. Maria Torres-Perez

Director of

**Categorical Programs and
Special Projects**

Mr. Nick Jones

Director of

MOT and Facilities

Mrs. Tiffany Pickle

**Director of Instructional
Technology**

School Description

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!!!

Selma Herndon Elementary School (SHE) is located in Livingston, California serving TK through 5th grade students. The current total student enrollment is 633. The ethnic makeup is: 82.46% Hispanic, 13.72% Asian, 2.39% White, .32% American Indian/Alaskan Native, 0.32% Black/African American, 0.32% Hawaiian/Pacific Islander, and 0.47% other. In addition, 83.88% of students are Socio-Economically Disadvantaged, 61.40% are English Learners (ELs), and 4.31% are in Special Education.

The school is composed of a diverse group of staff members that consists of instructional aides, literacy tutors, academic clinicians, and an academic coach who provide instructional support in all classrooms. Each member brings a caring and talented energy for student learning. It's because of such diverse and culturally accepting individuals that a love for learning is fostered for all students. Staff members bring forth ideas and positive challenges that motivate all student learners. The school provides support to the teaching staff, SHE also provides student support services through a school site counselor, health aide, district nurse, district speech pathologist, and district psychologist. 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.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	123
Grade 1	117
Grade 2	106
Grade 3	120
Grade 4	65
Grade 5	101
Total Enrollment	632

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	11.9
Filipino	1.4
Hispanic or Latino	82.9
Native Hawaiian or Pacific Islander	0.3
White	2.4
Socioeconomically Disadvantaged	78.5
English Learners	60.8
Students with Disabilities	5.1
Foster Youth	0.6

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			
Selma Herndon Elementary School	16-17	17-18	18-19
With Full Credential	31	28	31
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0
Livingston Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	115.5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Selma Herndon Elementary	16-17	17-18	18-19
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 2018-19)

All LUSD students have access to core instructional materials. All teachers are currently utilizing the State approved core instructional materials as well as supplemental materials as appropriate to meet their students' diverse needs.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Co., Advance/Adelante: 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw-Hill My Math/Mis matematicas: 2015 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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Selma Herndon Elementary permanent buildings were constructed between 1948 and 1966. Classrooms have been modernized, offer adequate heat and air conditioning, and are maintained in accordance with stringent state and district guidelines. 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. Playground areas feature play equipment and groomed fields for sport play.

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	37.0	34.0	34.0	48.0	50.0
Math	27.0	29.0	22.0	24.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.8	26.7	18.8

* 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.

**School Year 2017-18 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	286	284	99.30	37.32
Male	151	149	98.68	34.23
Female	135	135	100.00	40.74
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100.00	62.50
Filipino	--	--	--	--
Hispanic or Latino	238	236	99.16	33.90
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	215	213	99.07	33.80
English Learners	214	212	99.07	34.43
Students with Disabilities	18	18	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--

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 2017-18 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	286	285	99.65	29.47
Male	151	150	99.34	24.67
Female	135	135	100	34.81
American Indian or Alaska Native	--	--	--	--
Asian	32	31	96.88	64.52
Filipino	--	--	--	--
Hispanic or Latino	238	238	100	24.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	215	214	99.53	27.1
English Learners	214	213	99.53	27.23
Students with Disabilities	18	18	100	5.56
Students Receiving Migrant Education Services	--	--	--	--

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 2018-19)

Parent Level of Education is as follows: 0.25% are not a high school graduates, 0.33% are high school graduates, 0.20% have some college, 0.20% are college graduates and 0.03% 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.

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 school safety plan includes fire, earthquake, lockdown 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 October 2018. School safety procedures are reviewed yearly by site administrators and are included in the school's parent handbook. Our school implements the Positive Behavior Intervention and Supports (PBIS) and 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 25 students who participate in our Character Counts Club each week after school.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.7	1.1	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.4	2.6	1.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.50
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	0
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	22	21		1	3	6	5	3			
1	24	21	23		2		5	3	5			
2	22	25	21	2		1	2	5	4			
3	18	21	24	2	2		4	2	5			
4	28	26	22			2	4	4	1			
5	26	28	25				3	4	4			
Other	9	8		1	1							

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

Professional Development provided for Teachers

Selma Herndon Elementary site has a full time Academic Coach who is certified in GLAD and received Coaching Training. In addition, the site has access to an additional two academic coach who have more than 14 years of intensive training and coaching support in the area of English Language Arts with emphasis on effective strategies for ELLs.

Each grade level is allocated three days of professional development (PD) release time with district grade level teams during the 2016-2017 and 2017-2018 school year. During the 2018-2019 school year teachers collaborate during "Early Release Day" for PD and grade level release time. The focus is on English Language Arts, Math, Science and ELD. Teachers are supported through different opportunities such as conference workshops, one on one coaching support, teacher-principal meetings, and grade level team meetings.

The school continues to implement Positive Behavior Intervention System (PBIS). This provided an opportunity to bring common language and actions to a school wide plan for student behavior expectation. In addition, the school continues to implement "Second Steps" curriculum for all grade levels, taught weekly, directly supporting the social and emotional learning for all students. In addition to the support of Common Core State Standards Assessments, continued staff support for understanding the CAASPP system of accountability, the use of Digital Library, Interim assessment Blocks (IABs) scoring, and understanding the data is provided to all teachers who administer the IABs and CAASPP assessments.

The professional development referenced above has been an essential component of successful implementation of the district's curriculum. Teachers, through professional development continue to learn and refine their teaching skills to enhance their instruction effectively, to increase their ability to further plan lessons, and collaborate across grade levels. The district has invested in fully certifying elementary ELA coaches in GLAD, which supports ongoing staff development, thus influencing positive student learning.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,553	\$48,064
Mid-Range Teacher Salary	\$70,195	\$75,417
Highest Teacher Salary	\$93,642	\$94,006
Average Principal Salary (ES)	\$119,939	\$119,037
Average Principal Salary (MS)	\$113,581	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$174,921	\$183,692
Percent of District Budget		
Teacher Salaries	35.0	36.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,130	689	6,441	\$78,100
District	◆	◆	8,381	\$76,917
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-26.2	1.5
Percent Difference: School Site/ State			-56.8	2.7

* Cells with ◆ 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.

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, on-going staff development, Academic Coach support, Accelerated Reader program, and Reflex Math.

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.