

Barstow Unified School District Henderson Elementary School

Grades K through 6
Michele Enriquez, Principal
michele_enriquez@busdk12.com



400 South Avenue E
Barstow, CA 92311
PH: (760) 255-6250 FAX: (760) 255-6253
www.barstow.k12.ca.us/HES

2014-15 School Accountability Report Card *Published January 2016*

Barstow Unified School District
551 South Avenue H
Barstow, CA 92311-2500
(760) 255-6000

Website Address
www.barstow.k12.ca.us

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Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Henderson Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a Common Core State Standards-based, challenging curriculum provided by a dedicated professional staff based on the individual needs of the students. Ongoing evaluation/monitoring of student progress and achievement, helps us refine the instructional program so students can reach academic proficiency. Students' academic progress is monitored through class and district assessments with intervention provided as needed. Assessments also help the school update and refine the instructional program to meet student needs.

We have made a commitment to provide the best educational program possible for students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. The school's focus is always on helping all students succeed in reaching grade level standards.

Mission Statement

Henderson Elementary is a community of RESPONSIBLE, RESPECTFUL, and SAFE citizens. Together we create a powerful and positive learning environment for everyone!

School Motto: I Can Succeed, I Will Succeed!

School Profile

Henderson Elementary School is located in the central region of Barstow and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2014-15 school year, 610 students were enrolled, including 6.7% in special education, 13.8% qualifying for English Language Learner support, and 75.9% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	13.30%	Kindergarten	91
Amer. Indian or Alaskan Native	0.80%	Grade 1	99
Asian	0.50%	Grade 2	95
Filipino	0.70%	Grade 3	108
Hisp. or Latino	55.20%	Grade 4	87
Pacific Islander	1.30%	Grade 5	73
Caucasian	23.90%	Grade 6	57
Multi-Racial	4.30%	Ungraded	0
Students with Disabilities	6.70%		
Economically Disadvantaged	75.90%		
English Learners	13.80%		
Foster Youth	0.80%		
Total Enrollment			610

Student Achievement

Physical Fitness

In the spring of each year, Henderson Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	24.7	19.2	6.8

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.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	HES	BUSD	California
Overall Results	Yes	No	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Henderson Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I

school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	HES	BUSD
PI Status	In PI	In PI
First Year of PI	2011-2012	2006-2007
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		6
% of Schools Currently in PI		50.0%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Henderson Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	48	53	24	51	48	40	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	40
All Students (School)	24
Male	23
Female	25
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	--
Hisp. or Latino	16
Pacific Islander	--
Caucasian	50
Multi-Racial	
English Learners	--
Economically Disadvantaged	--
Migrant Educ.	--
Students with Disabilities	25
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Henderson Elementary School	District	California
English-Language Arts/Literacy	25	30	44
Mathematics	29	24	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	118	114	96.6	40	36	15	9
Male	118	60	50.8	47	35	12	7
Female	118	54	45.8	33	37	19	11
African-Amer.	118	18	15.3	33	39	11	17
Amer. Indian or Alaskan Native	118	1	0.8	--	--	--	--
Filipino	118	1	0.8	--	--	--	--
Hisp. or Latino	118	63	53.4	44	38	11	6
Pacific Islander	118	2	1.7	--	--	--	--
Caucasian	118	27	22.9	37	30	22	11
Multi-Racial	118	2	1.7	--	--	--	--
English Learners	118	16	13.6	38	38	6	19
Economically Disadvantaged	118	85	72.0	46	34	13	7
Students with Disabilities	118	7	5.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	118	114	96.6	36	36	20	7
Male	118	60	50.8	40	35	18	5
Female	118	54	45.8	31	37	22	9
African-Amer.	118	18	15.3	39	28	11	17
Amer. Indian or Alaskan Native	118	1	0.8	--	--	--	--
Filipino	118	1	0.8	--	--	--	--
Hisp. or Latino	118	63	53.4	37	41	17	5
Pacific Islander	118	2	1.7	--	--	--	--
Caucasian	118	27	22.9	37	26	30	7
Multi-Racial	118	2	1.7	--	--	--	--
English Learners	118	16	13.6	38	31	25	6
Economically Disadvantaged	118	85	72.0	41	34	19	5
Students with Disabilities	118	7	5.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	91	88	96.7	47	23	24	7
Male	91	37	40.7	51	24	24	0
Female	91	51	56.0	43	22	24	12
African-Amer.	91	7	7.7	--	--	--	--
Asian	91	2	2.2	--	--	--	--
Hisp. or Latino	91	52	57.1	50	21	23	6
Pacific Islander	91	3	3.3	--	--	--	--
Caucasian	91	20	22.0	35	35	25	5
Multi-Racial	91	4	4.4	--	--	--	--
English Learners	91	11	12.1	36	45	18	0
Economically Disadvantaged	91	65	71.4	54	25	15	6
Students with Disabilities	91	7	7.7	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	91	88	96.7	22	52	20	6
Male	91	38	41.8	18	55	24	3
Female	91	50	54.9	24	50	18	8
African-Amer.	91	7	7.7	--	--	--	--
Asian	91	2	2.2	--	--	--	--
Hisp. or Latino	91	53	58.2	21	57	19	4
Pacific Islander	91	3	3.3	--	--	--	--
Caucasian	91	19	20.9	26	42	26	5
Multi-Racial	91	4	4.4	--	--	--	--
English Learners	91	11	12.1	45	36	9	9
Economically Disadvantaged	91	64	70.3	27	56	14	3
Students with Disabilities	91	7	7.7	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	81	76	93.8	42	33	18	5
Male	81	28	34.6	43	39	11	4
Female	81	48	59.3	42	29	23	6
African-Amer.	81	10	12.3	--	--	--	--
Amer. Indian or Alaskan Native	81	1	1.2	--	--	--	--
Filipino	81	1	1.2	--	--	--	--
Hisp. or Latino	81	43	53.1	49	23	26	2
Pacific Islander	81	2	2.5	--	--	--	--
Caucasian	81	16	19.8	44	38	6	13
Multi-Racial	81	3	3.7	--	--	--	--
English Learners	81	13	16.0	69	23	8	0
Economically Disadvantaged	81	59	72.8	41	34	17	7
Students with Disabilities	81	6	7.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	81	74	91.4	28	42	18	11
Male	81	27	33.3	30	37	19	15
Female	81	47	58.0	28	45	17	9
African-Amer.	81	9	11.1	--	--	--	--
Amer. Indian or Alaskan Native	81	1	1.2	--	--	--	--
Filipino	81	1	1.2	--	--	--	--
Hisp. or Latino	81	43	53.1	21	56	16	7
Pacific Islander	81	2	2.5	--	--	--	--
Caucasian	81	16	19.8	31	31	19	13
Multi-Racial	81	2	2.5	--	--	--	--
English Learners	81	13	16.0	38	54	8	0
Economically Disadvantaged	81	58	71.6	26	47	16	10
Students with Disabilities	81	6	7.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	64	59	92.2	36	42	19	2
Male	64	32	50.0	38	34	22	3
Female	64	27	42.2	33	52	15	0
African-Amer.	64	5	7.8	--	--	--	--
Amer. Indian or Alaskan Native	64	1	1.6	--	--	--	--
Hisp. or Latino	64	32	50.0	38	44	19	0
Pacific Islander	64	1	1.6	--	--	--	--
Caucasian	64	17	26.6	35	35	24	6
Multi-Racial	64	3	4.7	--	--	--	--
English Learners	64	10	15.6	--	--	--	--
Economically Disadvantaged	64	47	73.4	40	43	15	0
Students with Disabilities	64	5	7.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	64	57	89.1	42	21	25	12
Male	64	31	48.4	42	13	29	16
Female	64	26	40.6	42	31	19	8
African-Amer.	64	4	6.3	--	--	--	--
Amer. Indian or Alaskan Native	64	1	1.6	--	--	--	--
Hisp. or Latino	64	32	50.0	41	25	22	13
Pacific Islander	64	1	1.6	--	--	--	--
Caucasian	64	16	25.0	38	19	31	13
Multi-Racial	64	3	4.7	--	--	--	--
English Learners	64	10	15.6	--	--	--	--
Economically Disadvantaged	64	45	70.3	44	22	22	11
Students with Disabilities	64	5	7.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

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.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts; Academic Performance Index, including API chart; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, newsletters, the school marquee, and the school website. Contact the school office at (760) 255-6250 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone
- Classroom Helper
- Parent Teacher Association (PTA)
- School Site Council

Committees

- District English Learner Advisory Council
- English Learner Advisory Council
- English Language Learners Committee
- Parent Teacher Association
- School Site Council

School Activities

- End of the Year Carnival
- Family Nights
- Float for Barstow Mardi Gras Parade
- Open House
- Parent Meetings
- Student Performances

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Henderson Elementary School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Addition of a Husky mural in front of the school
- Pavement repair throughout the campus

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Henderson Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- Facility safety checks

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Restroom cleaning
- Evening event cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1952
Acreage	25
Square Footage	27,018
Quantity	
Permanent Classrooms	19
Portable Classrooms	4
Restrooms (sets)	6
Library	1
Computer Lab	1
Computers in Classrooms	5
Nurse's Room	1
Staff Work Room	1
Teacher Lounge	1

Facilities Inspection

The district's maintenance department inspects Henderson Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Henderson Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, December 01, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, December 01, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and noon duty supervisors are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. The principal and noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

Henderson Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Henderson Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2015.

Classroom Environment

Discipline & Climate for Learning

Henderson Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	HES		
# of Students Suspended	9	39	30
# of Students Expelled	0	0	0
	BUSD		
# of Students Suspended	791	706	696
# of Students Expelled	6	4	0
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	25.0		9	
1	28.0		9	
2	27.0		9	
3	29.0		6	
4	29.0		4	2
5	27.0		5	1
6	24.0	2	7	
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	34.0			9
1	31.0		6	3
2	28.0		12	
3	31.0		9	
4	35.0		2	4
5	33.0		1	6
6	30.0	1	5	5
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.0		12	
1	28.0		9	
2	24.0		12	
3	27.0		12	
4	29.0		9	
5	32.0		3	3
6	33.0		3	3

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Henderson Elementary School revolve around the Common Core State Standards. During the 2014-15 school year, Henderson Elementary School held staff development training devoted to:

- Common Core State Standards
- Go Math!
- Illuminate Training
- Positive Behavior Interventions and Supports (PBIS)
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Henderson Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Henderson Elementary School's teachers attended the following events hosted by the Barstow Unified School District:

- Crisis Prevention Intervention (CPI) Training
- English/Language Arts (ELA) Curriculum Guides
- Report Cards/Specification and Technology Scope and Sequence
- Think Central Go Math!

Henderson Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
1	4	3

Instructional Materials

All textbooks used in the core curriculum at Henderson Elementary School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 22, 2015, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #13-2015-2016 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Barstow Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks			Pupils Lacking Textbooks
Adoption Year	Publisher & Series		
English Language Arts			
2010	Houghton Mifflin/HSP, <i>California Excursions</i>		0 %
History-Social Science			
2005	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>		0 %
Mathematics			
2014	Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i>		0 %
Science			
2007	Pearson Scott Foresman, <i>Scott Foresman California Science</i>		0 %

Professional Staff

Counseling & Support Staff

Henderson Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Henderson Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on

campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Health Clerk	1	1.0
Library Clerk	1	0.4
Nurse	1	*
Occupational Therapist (from county)	1	*
Speech Therapist	1	0.2

* as needed

Note: 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.

Teacher Assignment

During the 2014-15 school year, Henderson Elementary School had 23 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Henderson Elementary School	100.0 %	0.0 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	90.0 %	10.0 %
Low-Poverty	0.0 %	0.0 %

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

Teacher Credentials & Assignments				
	HES			BUSD
	13-14	14-15	15-16	15-16
Total Teachers	24	23	23	238
Teachers with full credentials	24	23	23	226
Teachers without full credentials	0	0	0	12
Teachers teaching outside subject area of competence (with full credential)	0	0	0	17
Teacher misassignments for English learners	0	0	0	1
Total teacher misassignments	0	0	0	1
Vacant teacher positions	0	0	0	3

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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,290	\$42,315
Mid-Range Teacher Salary	\$58,810	\$66,451
Highest Teacher Salary	\$80,702	\$85,603
Superintendent Salary	\$145,230	\$189,899
Average Principal Salaries:		
Elementary School	\$90,058	\$105,079
Percentage of Budget:		
Teacher Salaries	34%	39%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2013-14 school year, Barstow Unified School District spent an average of \$8,289 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Common Core State Standards Implementation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	HES	BUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	635	N/A	N/A	N/A	N/A
Total**	\$3,832	N/A	N/A	N/A	N/A
Restr. †	\$510	N/A	N/A	N/A	N/A
Unrestr. ††	\$3,322	\$4,139	80.25	\$5,348	62.11
Avg. Teacher Salary	\$65,252	\$64,481	101.20	\$69,257	94.22

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Henderson Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Henderson Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Henderson Elementary School is Barstow Branch Library, a branch of San Bernardino County Library.

Address: 304 E. Buena Vista, Barstow

Phone Number: (760) 256-4850

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 16

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2015. Data to prepare the school facilities section were acquired in December 2015.