

Staff Development & Teacher Evaluations

Staff training is ongoing in the Glendora Unified School District. The District calendar includes one non-teaching day prior to the start of the school in September. Individual teachers attend in-services and conferences during the year with classroom coverage provided by substitutes. Title II Funds, Governor's Performance Awards, and a variety of other sources fund the registration fees at professional development seminars for K-5 grade teachers. In addition, Sellers is allowed up to four minimum days for staff training and grade level planning. A pilot program of regular early-out days provides additional time for staff articulation.

The curriculum of the GUSD is appropriately aligned with state-adopted frameworks, standards, and guidelines. Teachers and other staff are involved in the review and evaluation of the curriculum. The District's Teacher Assistance and Development Program provides leadership and assistance for beginner teacher support. New teachers are paired up with and supported by peer coaches.

The teacher evaluation process in the District was adopted by the Board of Education in agreement with the Glendora Teachers' Association. Permanent faculty members are normally evaluated by the principal every other year. To attain permanent status, a teacher must complete two years of teaching in the District with satisfactory evaluations. Tenure is granted at the beginning of a teacher's third year of teaching.

	00/01	01/02	02/03
# Staff Development Days	1	1	1

Teacher Assignments

Under California law, teaching credentials for the elementary grades permit instruction across all subject areas. All teachers at Sellers, 28 teachers are fully credentialed. One teacher has an emergency/permit credential authorizing instruction for their particular grade levels. Qualified substitute teachers are assigned to Sellers by the District to replace regular classroom teachers when they are absent. All substitute teachers are required to have a bachelor's degree, to have passed the California Basic Education Skills Test (CBEST), and to have passed the state-mandated fingerprint screening.

	00/01	01/02	02/03
Total # Teachers	34	30	29
# Full Credentials	28	27	28
# Emergency Credentials	6	3	1

Demographic Information and Class Size Distribution

Sellers is one of six elementary schools in the Glendora Unified School District. Sellers serves the neighborhood between Elwood Avenue and Valley Center Avenue. All students in kindergarten and first, second, and third grades participate in the Class-Size Reduction Program. Each of these classes has a ratio of 20 students to one teacher. The distribution of the 543 kindergarten through fifth grade students is as follows:

Ethnic Breakdown

Racial/ Ethnic Category	% of Students
African American	1.1%
American Indian or Alaska Native	0.4%
Asian	4.2%
Filipino	2.2%
Hispanic or Latino	15.5%
Pacific Islander	0.2%
White (Not Hispanic)	76.4%
Multiple or No Response	0.0%

Average Class Size

Grade	2001			2002			2003		
	Average Class Size	# of Classrooms		Average Class Size	# of Classrooms		Average Class Size	# of Classrooms	
		1-20	21-32		1-20	21-32		1-20	21-32
K	19.20	5		19.00	5		19.20	5	
1	18.00	6		18.50	4		19.00	4	
2	15.00	6		18.33	6		19.00	6	
3	18.43	7		19.67	6		19.50	6	
4	31.00		3	31.33		3	30.00		3
5	31.33		3	31.75		4	31.67		3
3-4	20.00	1		19.00	1				
4-8	30.00		1				30.00		1

Salaries & Expenditures

Last year, the total cost of operating the Glendora Unified School District was \$45,618,246 or \$5,782 per student. This included funds spent for general education, special education, and state and federally funded projects. About 66% (\$3,816 per student) was spent in the classroom for teachers, instructional aides, books, supplies, and equipment. Another 13% (\$752 per student) was allocated for student services such as health care personnel, counselors, and site administrators. Additionally, 19% (\$1,099 per student) was spent for insurance, utilities, repairs (including maintenance and operations), special education tuition, and Regional Occupational Programs (ROP). The remaining 2% (\$116 per student) was for District administration. Income from the California State Lottery is approximately 2.3% of the District total revenue.

	Glendora Unified School District	State Average
Teachers (average)		
Beginning	\$33,625	\$35,344
Mid-Range	\$61,721	\$55,581
Highest	\$72,078	\$69,990
Principals (average)	\$95,815	\$86,279
Superintendent Salary	\$146,775	\$131,273
% of Budget for Teacher Salaries	44.71%	42.90%
% of Budget for Administrative Salaries	4.81%	5.64%

The figures above, the most current data from the state, are from the 2001-02 school year.

Enrollment, by Grade Level

Grade Level	Enrollment
Kindergarten	77
Grade 1	76
Grade 2	76
Grade 3	97
Grade 4	104
Grade 5	111



Sellers Elementary School

"Children First"

School Accountability Report Card 2002-2003



Principal's Message

Welcome to Sellers Elementary School. I look forward to working with you, your children, and the entire staff of Sellers School to provide your children with an exciting standards-based education. I am very proud of the educational program we are able to offer our community of learners as we work together to keep "Children First."

To keep abreast of current events at school, I encourage you to read the "Sellers Sez," our monthly PTA newsletter and to check our school's website regularly for current schedules, lunch menus, and other pertinent information. Be sure to take note of the important people, dates, and different ways that you can become involved in your children's education at Sellers.

As the school year begins, please call me at (626) 852-4574 or you can reach me by e-mail at brendon@glendora.k12.ca.us if I can assist you or your child in any way possible or answer any questions that you may have.

Have a fantastic year and go Vikings!

Mr. Robert Rendon
Principal

School Administration

Robert Rendon
Principal

Sellers Elementary

500 North Loraine Ave • Glendora, CA 91741
Tel: (626) 852-4574 • Fax: (626) 852-4572
<http://www.glendora.k12.ca.us/OurSchl/ourSchl.html>

Sellers Elementary School, through a partnership of students, parents, staff, and community, is committed to providing a challenging education that enables all students to reach their full potential, become independent thinkers, and demonstrate responsibility toward others.

Board of Trustees

Doris Blum
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Glendora Unified School District

Academic Achievement – STAR Testing

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-9, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area.

CST – All Students Percent of Students Advanced or Proficient

Subject	Sellers			Glendora Unified School District			State of California		
	00/01	01/02	02/03	00/01	01/02	02/03	00/01	01/02	02/03
English Language Arts	57%	60%	66%	47%	48%	52%	30%	32%	35%
Mathematics		61%	78%		45%	50%		31%	35%

CST – Racial/Ethnic Groups Percent of Students Advanced or Proficient in 2002-03

Subject	Asian	Hispanic or Latino	White (not Hispanic)
English Language Arts	85%	58%	66%
Mathematics	88%	74%	78%

CST – Subgroups Percent of Students Advanced or Proficient in 2002-03

Subject	Male	Female	Socioeconomically Disadvantaged	Students with Disabilities
English Language Arts	61%	72%	36%	45%
Mathematics	81%	75%	45%	50%



Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average).

NRT – All Students Percent of Students Scoring at or Above the 50th Percentile

Subject	Sellers			Glendora Unified School District			State of California		
	00/01	01/02	02/03	00/01	01/02	02/03	00/01	01/02	02/03
Reading	78%	81%	64%	65%	63%	59%	44%	45%	43%
Mathematics	79%	88%	80%	74%	76%	69%	53%	55%	50%

California Physical Fitness Test

The California Physical Fitness Test is administered to grades five, seven, and nine. The following table shows the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards.)

Grade Level	Sellers			Glendora Unified School District			State of California		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	25.2%	21.1%	29.6%	18.3%	17.5%	19.0%	23.8%	25.2%	22.3%

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Each school year, Sellers's total overall instructional minutes meet or exceed the minimum state requirement of 36,000 minutes for kindergarten; 50,400 minutes for grades one through three; and 54,000 minutes for grades four and five. Annually, in kindergarten, a student receives 7,200 instructional minutes in these subject areas: English language and literature, mathematics, science/ health, history/ social science, physical education, and the arts – 10,159 minutes in grades one-three; and 10,938 minutes in grades four and five.

Instructional Materials

New textbooks are adopted on a seven-year cycle. A different subject area is considered for adoption each year. Generally, the selection occurs one year after the State Board of Education publishes an approved list of textbooks that meets the requirements of the new state curriculum guidelines and the state standards and frameworks. In the Glendora Unified School District, a committee of teachers and administrators examines and pilots samples of approved textbooks and other instructional materials. Then, the committee recommends selections for teacher and parent preview. From these evaluations and recommendations, the committee proposes a final selection to the Glendora Board of Education for use throughout the District. Textbooks, workbooks, encyclopedias, dictionaries, maps, charts, computers, audiovisual equipment, and other resource materials are available. Our well-equipped and staffed Computer/Technology Lab enables our students to word process, research via the internet, and reinforces the latest in educational technology and subject matter as they strive to meet state and district standards.

Language Arts
Houghton Mifflin Reading (K-5)
Phonics Kits (K-2), Open Court

Mathematics
Saxon Math (K-3), Saxon Publishers, Inc.
Math 54, 65, 76 (4-5), Saxon Publishers, Inc.

Science
Harcourt Science (K-5), Harcourt School Publisher
Hands on Elementary Science, Linda Poore

Social Studies
Adventures in Time and Place (K-6), McGraw Hill

Academic Performance Index (API)

The API is the cornerstone of California's Public School Accountability Act (PSAA). The purpose of the API is to measure a school's academic performance. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. The statewide API performance target for all schools is 800. The annual growth target for a school is five percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 on STAR.

Each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students) must also meet its target for the school to be eligible for awards. Schools receiving a Base API score are ranked in ten categories of equal size from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school). Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

Pupil Support Services

Sellers utilizes the services of a District psychologist for testing, case studies, and intervention. A District nurse and a site-based health clerk are also available for the students' health needs. Students are served by a computer aide, library technician, vocal and instrumental music teachers, and a physical education teacher. Identified students may participate in the District's Gifted and Talented Education (GATE) Program. A speech/language program is available to students who qualify for that program. Sellers School will continue a Resource Specialist Program for students who qualify for Special Education. Also an intervention program for targeted K-5 students was implemented last year. Bilingual aides are available to support English language learning students. A breakfast and lunch program and a parent-financed Extended Daycare Program are offered on campus.

Instruction, Curriculum & Leadership

Sellers School participates in the School Based Coordinated Program, which requires the staff and selected parent representatives to annually evaluate the existing programs and plan for future improvements. The funding from this program is utilized for instructional aides that support student learning in the classroom. In addition, Sellers staff presents an annual report to the Board and its community, analyzing STAR-testing data to evaluate the educational program and establish new goals for the upcoming school year. Due to consistent growth over the past few years, Sellers qualifies for the Governor's Performance Award. When economically feasible, funds are awarded. These funds are utilized for books, supplies, conference and/or equipment that support Sellers's effort of continued improvement.

Teachers regularly assess student learning in grade level meetings and during early-out days. Teachers participate in grade level articulation meetings to analyze assessment data and further discuss instructional strategies, curriculum, materials, and practices. Trimester benchmark assessments are administered to assist with the completion of standards-based report cards.

The administrator's role in instruction is to ensure that teachers have the most current information and access to best materials available. All teachers are observed formally and informally throughout the school year to support a high quality instructional program. In addition, the administrator's role includes the facilitation of effective school-to-home communication, development of site budgets, and the task of ensuring a safe and productive learning environment for students and staff.

Student Attendance/ Dropout Prevention

Glendora Unified School District receives reimbursement from the State of California for each student in attendance during an instructional day. The staff works diligently with parents to ensure consistent student attendance. To encourage improvement, parents of students with excessive absences/tardies are contacted. Teachers work to enhance student self-esteem as part of dropout prevention.

Discipline and Climate for Learning

Sellers has classroom, grade level, and school recognition programs that rewards students for academic achievement and good citizenship. The standards for these recognition programs are communicated to parents and students. A parent/student handbook has been developed in cooperation with Sellers's staff and parents. A copy is sent to each student's home at the beginning of the year or at the time of enrollment. Classroom rules are posted and regularly discussed with the students.

Sellers provides a variety of learning experiences and presentations. The PTA furnishes the financial support for a wide variety of enrichment activities including field trips and assemblies.

School Site Facilities and Safety

Sellers was built in 1957 and has 26 classrooms, a resource room, a cafeteria, an administrative office, a library-media center, and a technology center. School custodial, as well as district maintenance and gardening crews, clean, repair, and care for our beautiful facilities and grounds.

School/District safety and disaster plans are available for review in the school office. Earthquake, disaster, lock-down, and fire drills are practiced regularly. The PTA and Sellers School stock an emergency bin with food, water, and medical supplies. Additionally, Sellers's staff and parents seek ways to improve and maintain a safe school environment. Parking lot safety is of major importance at Sellers. A crossing guard at our parking lot entrance is provided to ensure student safety.

2003	# of Suspensions	Rate of Suspensions
Sellers	0	0%
District	654	8.2%

Schoolwide API	2001	2002	2003
% Students Tested	100%	100%	100%
API Growth Score	838	851	868
API Base	812	827	836
Growth Target	#	A	A
Actual Growth	26	24	32
Statewide Rank	9	9	9
Similar Schools Rank	1	1	3
Eligible for Awards	yes	yes	yes

Adequate Yearly Progress (AYP)

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. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements.

In 2002-03, all students and numerically significant subgroups at Sellers met Adequate Yearly Progress. Detailed information about AYP can be found at the California Department of Education web site at <http://www.cde.ca.gov/ta/ac/ay/>.

The rate of suspensions and expulsions is the total number of incidents divided by the school's enrollment.

2003	# of Expulsions	Rate of Expulsions
Sellers	0	0%
District	5	0.001%