

SARC 2016-17

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18

Herman (Leonard) Intermediate

Address: 5955 Blossom Ave. San Jose, CA 95123-4032

Principal: Laura Meusel, Principal

Phone: (408) 226-1886

Email: lmeusel@ogsd.net

Web Site: <https://herman.ogsd.net> &
<https://adventure.ogsd.net>

CDS Code: 43696256068167

Oak Grove Elementary

Superintendent: José Manzo

Phone: (408) 227-8300

Email: jmanzo@ogsd.net

Web Site: www.ogsd.net



I DATA AND ACCESS

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

DataQuest

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Oak Grove Elementary
 Phone Number: (408) 227-8300
 Superintendent: José Manzo
 E-mail Address: jmanzo@ogsd.net
 Web Site: www.ogsd.net

School Contact Information Most Recent Year

School Name: Herman (Leonard) Intermediate
 Street: 5955 Blossom Ave.
 City, State, Zip: San Jose, CA 95123-4032
 Phone Number: (408) 226-1886
 Principal: Laura Meusel, Principal
 E-mail Address: lmeusel@ogsd.net
 Web Site: <https://herman.ogsd.net> & <https://adventure.ogsd.net>
 County-District-School
 (CDS) Code: 43696256068167

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

Herman Intermediate School and the Adventure Program's vision is to create a 21st century middle school that engages students, staff and the community. We are devoted to providing an exceptional educational organization where at the core we have a safe, respectful and responsible, student-centered learning environment where a rigorous 21st century academic program is balanced with the development of personal relationships between our students, staff, and community. Our academic program focuses on common core instruction with an emphasis on project based learning and the integration of technology. We use our equity lens and the cycle of inquiry to develop high expectations for all students as we evaluate student performance through our professional learning communities model as a vehicle for continuous improvement to adjust the instruction. We strive to ensure that all students leave Herman as responsible, active, global citizens in the digital age ready for college, career and beyond.

In order to meet the ever changing demands of student needs, Herman has added a specialized program for students in grade 5-8 within our campus focused on Science, Technology, Engineering and Math, called the AdVENTURE program. The program supports students to become life long learners adept in the use of critical thinking and 21st century skills through an integrated curriculum.

Our vital signs of student progress include: possession of high-level technology savvy, critical thinking and problem-solving, accelerating learning for all student groups, acquisition of positive life-skills, self-responsibility and initiative, participation and collaboration in school activities.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 5 | 60 |
| Grade 6 | 61 |
| Grade 7 | 363 |
| Grade 8 | 359 |
| Total Enrollment | 843 |

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 5.1% |
| American Indian or Alaska Native | 0.4% |
| Asian | 20% |
| Filipino | 3.3% |
| Hispanic or Latino | 40.1% |
| Native Hawaiian/Pacific Islander | 0.4% |
| White | 28.1% |
| Two or More Races | 2.6% |
| Socioeconomically Disadvantaged | 31.8% |
| English Learners | 13.6% |
| Students with Disabilities | 8.2% |
| Foster Youth | 0.2% |

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

| Teachers | School 2015-16 | School 2016-17 | School 2017-18 | District 2017-18 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 37 | 36 | 39 | 464 |
| Without Full Credential | 2 | 2 | 1 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 2 | 0 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of 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 2017-18)

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

Month and year in which data were collected: September 2017

| Subject | Textbooks and instructional materials/year of adoption | From most recent adoption? | % Students lacking own assigned copy |
|--|--|---|--------------------------------------|
| Reading/Language Arts | Adopted in 2014/excellent quality/one per student | Engage New York | 0% |
| Mathematics | Adopted in 2014/excellent quality/one per student | CPM 6-8 College Preparatory Math at 7-8 | 0% |
| Science | Adopted in 2001/poor quality/one per student | Harcourt School Publishers, Harcourt Science. Prentice Hall Publishers, Science Explorer. | 0% |
| History-Social Science | Adopted in 1999/poor quality/one per student | Mc Graw Hill, Adventures in Time and Place. | 0% |
| Foreign Language | | | 0% |
| Health | | Harcourt Brace Jovanovich, HBJ Health | 0% |
| Visual and Performing Arts | | Silver Burdett & Ginn, World of Music | 0% |
| Science Laboratory Equipment (grades 9-12) | | | 0% |

School Facility Conditions and Planned Improvements

As per the Williams' settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation.

Measure P: On November 4, 2014 the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of \$89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology.

During the summer of 2015, 2016 and 2017, ten school sites (Anderson, Bernal, Davis, Del Roble, Edenvale, Oakridge, Parkview, Herman, Hayes and Sakamoto), had over approximately 38 million dollars of HVAC and Roofing renovations completed.

After the successful completion of the Measure Q Bond program, the Oak Grove community approved Measure S in November 2008 that authorized an additional \$125 million General Obligation Bond to continue needed school modernization projects, construct two new intermediate school gymnasiums, and consider solar technology systems throughout the district. Combined with local Routine Repair funds and State Deferred Maintenance funds, future facility improvements will insure that critical services continue to be provided for our students for years to come.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: August 2017

| System Inspected | Repair Needed and Action Taken or Planned | | | |
|--|---|------|------|----------------------|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✓ | - | - | |
| Interior: Interior Surfaces | - | ✓ | - | Work order submitted |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | ✓ | - | - | |
| Electrical: Electrical | - | - | ✓ | Work order submitted |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | - | ✓ | - | Work order submitted |
| Safety: Fire Safety, Hazardous Materials | ✓ | - | - | |
| Structural: Structural Damage, Roofs | ✓ | - | - | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | - | ✓ | - | Work order submitted |

Overall Facility Rate

Month and year in which data were collected: August 2017

| | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| Overall Rating | - | - | ✓ | - |

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/ Literacy (grades 3-8 and 11) | 61% | 65% | 50% | 50% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 47% | 51% | 42% | 42% | 36% | 37% |

NOTE: Scores are not shown 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 842 | 832 | 98.81% | 65.06% |
| Male | 444 | 440 | 99.10% | 59.13% |
| Female | 398 | 392 | 98.49% | 71.68% |
| Black or African American | 44 | 44 | 100.00% | 47.73% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 173 | 173 | 100.00% | 84.39% |
| Filipino | 29 | 28 | 96.55% | 75.00% |
| Hispanic or Latino | 333 | 331 | 99.40% | 51.06% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 231 | 228 | 98.70% | 71.93% |
| Two or More Races | 24 | 22 | 91.67% | 72.73% |
| Socioeconomically Disadvantaged | 284 | 281 | 98.94% | 51.25% |
| English Learners | 195 | 193 | 98.97% | 47.15% |
| Students with Disabilities | 79 | 76 | 96.20% | 21.62% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 843 | 830 | 98.46% | 51.45% |
| Male | 445 | 438 | 98.43% | 52.74% |
| Female | 398 | 392 | 98.49% | 50.00% |
| Black or African American | 44 | 44 | 100.00% | 31.82% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 173 | 173 | 100.00% | 76.88% |
| Filipino | 29 | 28 | 96.55% | 53.57% |
| Hispanic or Latino | 334 | 329 | 98.50% | 36.78% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 231 | 227 | 98.27% | 58.59% |
| Two or More Races | 24 | 22 | 91.67% | 40.91% |
| Socioeconomically Disadvantaged | 285 | 280 | 98.25% | 35.36% |
| English Learners | 195 | 194 | 99.49% | 35.05% |
| Students with Disabilities | 79 | 74 | 93.67% | 12.16% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 80% | 80% | 56% | 55% | 56% | 54% |

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.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 24.10% | 31.00% | 27.60% |
| 7 | 23.50% | 20.70% | 37.60% |

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.

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 2017-18)

Parents are encouraged to join the Herman School Community and continue to be involved in their child's educational program in multiple ways. Parents may choose to volunteer in the classrooms, copy center, and in a variety of extracurricular activities. Parents may participate in various decision-making and fund raising activities such as School Site Council (SSC) and Parent Faculty Club (PFC). Herman also has an active Hispanic Parent Group, HABLA which meets monthly. Key communicators are often selected for leadership positions on various site and District committees including the District Advisory Committee (DAC), GATE parents, Hispanic Advisory Committee, Community Forums, feature topics (High School Articulation, Gang and Drug Awareness, Disability Awareness topics) and as a discussion topic leader at our PFC meetings.

Safety nets for parents include two full-time counselors, Student Study Team meetings, access to daily student progress reports including grades and assignments, a community liaisons, daily parent email bulletins and live events via our Herman School Loop Website, Ed Connect phone communications, and master school calendar including rules and policies as well as access to all staff via district email and School Loop.

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.

Suspensions and Expulsions

| Rate* | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 5.16 | 4.29 | 7.14 | 1.75 | 2.64 | 3.18 | 3.79 | 3.65 | 3.65 |
| Expulsions | 0.00 | 0.11 | 0.00 | 0.00 | 0.01 | 0.00 | 0.09 | 0.09 | 0.09 |

School Safety Plan – Most Recent Year

School safety ranks first in Oak Grove School District. Each year our Safe School's Plan is reviewed and modified by our School Site Council to address four components: goals, areas of pride and desired change, specific objectives, and activities to support these objectives. This plan addresses school safety, increased student performance, emergency preparedness, bullying and harassment, school discipline and school incentives, health, and an extensive tobacco, drugs, and alcohol prevention program.

Providing a safe school has always been a high priority for Herman school. With the collaborative efforts to maintain Safe Schools in the District (i.e., Safe School Specialists, Community Liaisons, The Academy, Health Clerks, Health Liaisons, bond facility renovation funds, District Safety Committee, collaboration with the San Jose Police Department for Code Reds), and the local site (i.e., Parent/Faculty Club, School Site Council, staff, students, Student Council, the community, Safety Checks, Wellness Policy, Bond and Parcel Tax Funding) an emphasis has been in place within the district and throughout the community to ensure that safety is our number one concern. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for every student.

Prevention education at Herman includes supplemental programs and policies including but not limited to Second Steps conflict resolution, Challenges and Choices, Safe Place, conflict/peer mediation, positive discipline, refusal training for students and parents, drug, gangs, alcohol, substance abuse, bullying, harassment, graffiti, tobacco prevention education, developmental assets, and the Wellness Policy including physical education and nutritional education. A comprehensive health education program at Herman combines all aspects of health education, embedding them across curriculum areas and enhanced by the Second Step (elementary and intermediate), science researched-based programs and our District Wellness Policy. Our Health Liaison monitors the preventive education program and keeps staff and the School Site Council informed of new developments and assessment data. Our Life Skills for 7th and 8th Grade classes help fortify our prevention education.

Attendance is closely monitored and students with unexcused absences of 10% or more receive law/school district/partnership intervention. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships. Currently, Herman has instituted an Attendance Incentive Program, which is targeting attendance and tardies.

This Safe School Action Plan was developed through collaboration with the District's Safe School Committee and based on the results of the surveys administered to students, staff, and community as well as the Oak Grove District Five-Year Plan. This plan is reviewed and revised each year.

While the number of students recognizing the serious effects of tobacco and marijuana increased, teachers continue to work with students using the materials and program practices currently in place. Red Ribbon Week (October) begins each year with an ongoing program of tobacco and drug prevention. As a part of the literacy focus, teachers utilize opportunities in literature to develop healthy attitudes toward alcohol and drug use. Refusal skills are taught throughout our Life Skills classes. Students known to be using tobacco, alcohol, or drugs are referred to agencies for cessation. The percent of students using tobacco or drugs remains very low demonstrating the effectiveness of and need for continuation of our prevention programs.

The number of incidents of violence on our campus is at a minimum. The District's Conflict Resolution Program, taught to all students and staff, provides a vehicle for peaceful resolution of conflicts. In addition, students demonstrating disrespectful (bullying) behavior are addressed, harassment contracts are developed, and the student is referred for observers for action. All students have training in the use of a common language for conflict resolution strategies. As a result, teachers, parents, students, and administrators report that they have seen a reduction in unresolved conflict on the campus as well as in the classroom. Herman believes that a positive climate promotes the best in all students to this end, we offer several positive behavior incentive programs. All staff may nominate students in 15 positive trait areas for the character trait of the month. Students may also qualify for an E2 positive referral for improved academics or behavior.

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | No | In PI |
| First Year of Program Improvement | N/A | 2008-2009 |
| Year in Program Improvement* | N/A | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 4 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0% |

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2014-15 Number of Classes* | | | Avg. Class Size | 2015-16 Number of Classes* | | | Avg. Class Size | 2016-17 Number of Classes* | | |
|-------------|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| 5 | 28 | | 12 | | 29 | | 12 | | 30 | | 12 | |
| 6 | 31 | | 6 | | 32 | | 11 | 1 | 31 | | 12 | |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2014-15 Number of Classes* | | | Avg. Class Size | 2015-16 Number of Classes* | | | Avg. Class Size | 2016-17 Number of Classes* | | |
|----------------|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 24 | 9 | 18 | 5 | 25 | 6 | 20 | 4 | 25 | 8 | 20 | 3 |
| Mathematics | 25 | 5 | 24 | 2 | 25 | 7 | 18 | 6 | 25 | 8 | 21 | 2 |
| Science | 30 | 1 | 17 | 7 | 26 | 6 | 15 | 7 | 26 | 4 | 22 | 2 |
| Social Science | 30 | | 20 | 4 | 30 | | 18 | 6 | 31 | 1 | 14 | 8 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--------------------------------------|---|
| Academic Counselor | 2 | |
| Counselor (Social/Behavioral or Career Development) | .4 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | .2 | N/A |
| Psychologist | .5 | N/A |
| Social Worker | .2 | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | .2 | N/A |
| Resource Specialist (non - teaching) | | N/A |
| Other | | N/A |

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

* 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.

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (UnRestricted) | Average Teacher Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site | | | | |
| District | N/A | N/A | | \$77001 |
| Percent Difference – School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$6574 | \$78363 |
| Percent Difference – School Site and State | N/A | N/A | | |

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

Types of Services Funded (Fiscal Year 2016-17)

Programs funded by categorical or “extra student” funds include:

1. Extended Day and Year Programs
2. Remedial Services provided by teachers
3. Community Liaison and Mental Health Services
4. Coaching (mentoring for staff development)
5. Instructional supplies and technology
6. Visual/performing arts
7. Programs for high achievers and GATE students
8. Safe Schools Specialist who supports student attendance
9. Professional development workshops and visitations

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$49878 | \$48678 |
| Mid-Range Teacher Salary | \$78066 | \$78254 |
| Highest Teacher Salary | \$95775 | \$96372 |
| Average Principal Salary (Elementary) | \$131620 | \$122364 |
| Average Principal Salary (Middle) | \$136089 | \$125958 |
| Average Principal Salary (High) | \$0 | \$126758 |
| Superintendent Salary | \$251146 | \$212818 |
| Percent of Budget for Teacher Salaries | 37% | 38% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Herman staff is dedicated to providing an exceptional educational organization where the staff embraces the professional learning community where they work together on the cycle of inquiry and best practices. The focus is on closing the achievement gap and reaching all students, especially English Language Learners. The use of the Gradual Release method for lesson plan structures and culturally relevant strategies have been the focus of professional development days in the past.

Most recently, the staff has been focused on Rigor, Relevance and Engagement working with the International Center for Leadership in Education (ICLE). As well as trainings from the Buck Institute around Project Based Learning (PBL). Adjusted day, faculty meeting, and staff development time focuses on using assessment data to improve instruction, on aligning the curriculum to the standards, and on acquiring strategies to move children from below standard to proficient as well as differentiating the curriculum to meet the needs of high achievers. Herman staff had also received professional development for the integration of technology in all curriculum areas.

Our Board of Education adopted common core content standards in language arts and math that outline what students should know and be able to do at each grade level. Our district provides extensive training for teachers and principals in the implementation of the standards and the development of effective assessment strategies. To meet needs of students, the staff engages in the Cycle of Inquiry and English Language Development for English Language Learners, classroom management strategies, as well as district wide curriculum development in their subject area.