



[SARC Home](#) » Herman (Leonard) Intermediate

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Ms. Christy Flores, Principal

- Principal, Herman (Leonard) Intermediate

About Our School

Contact

Herman (Leonard) Intermediate
5955 Blossom Ave.
San Jose, CA 95123-4032

Phone: 408-226-1886

Email: cflores@ogsd.net

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	José Manzo
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net
School Contact Information (School Year 2020–2021)	
School Name	Herman (Leonard) Intermediate
Street	5955 Blossom Ave.
City, State, Zip	San Jose, Ca, 95123-4032
Phone Number	408-226-1886
Principal	Ms. Christy Flores, Principal
Email Address	cflores@ogsd.net
Website	herman.ogsd.net
County-District-School (CDS) Code	43696256068167

Last updated: 1/9/2021

School Description and Mission Statement (School Year 2020–2021)

Herman Intermediate School and the AdVENTURE/STEM 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. We have created a rigorous 21st-century academic program 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 our 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 a specialized program for students in grades 5-8 within our campus, focused on Science, Technology, Engineering and Math called the AdVENTURE program. The program supports students to become lifelong learners, adept in the use of

critical thinking and 21st-century skills through an integrated curriculum.

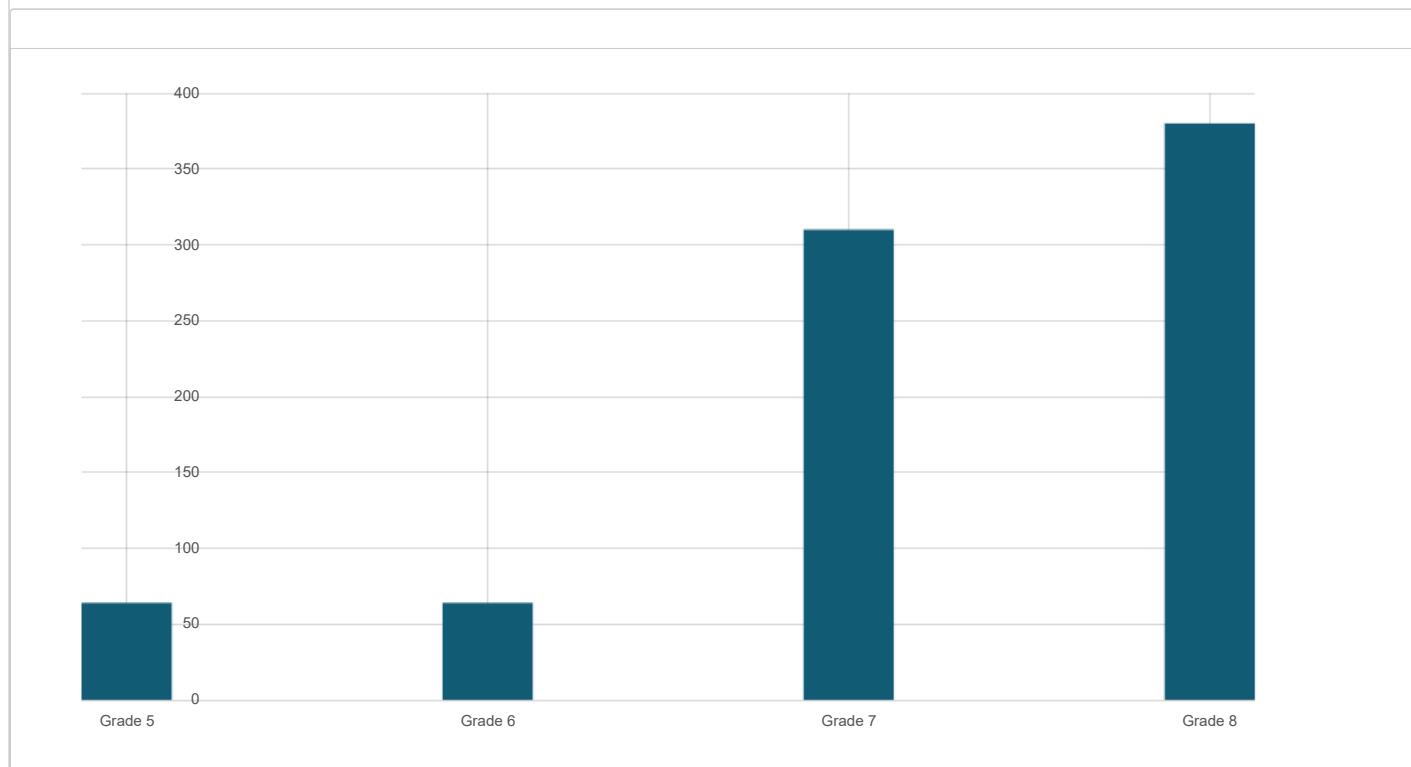
Our vital signs of student progress include possession of high-level technological skills, critical thinking and problem-solving, accelerating learning for all student groups, acquisition of positive life-skills, self-responsibility and initiative, participation and collaboration in school activities.

During this unprecedented year we had the task of implementing an online learning model that would continue to offer a strong academic program in conjunction with social-emotional learning platforms. Herman and AdVENTURE have accomplished this goal by using various technology tools to foster the engagement, socialization and emotional well-being of our students.

Last updated: 1/9/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	64	64	310	380	818



Last updated: 1/9/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	2.30 %	0.40 %	19.90 %	3.20 %	42.10 %	0.90 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless	
Percent of Total Enrollment	24.80 %	10.80 %	9.50 %	0.10 %	0.40 %	

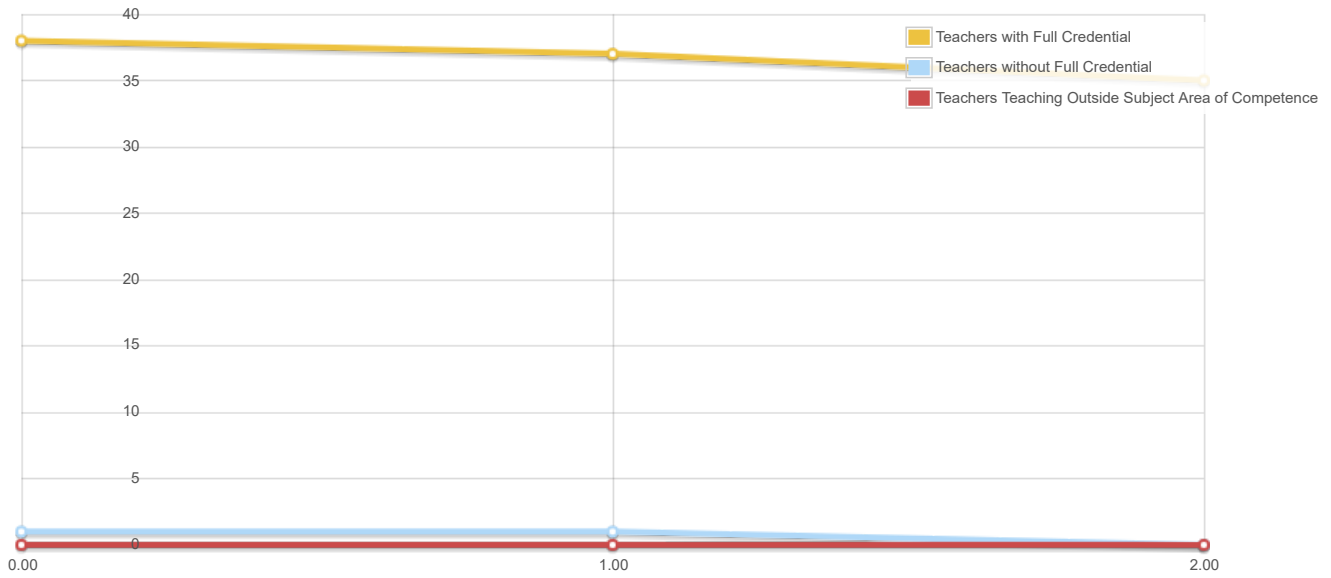
State Priority: Basic

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

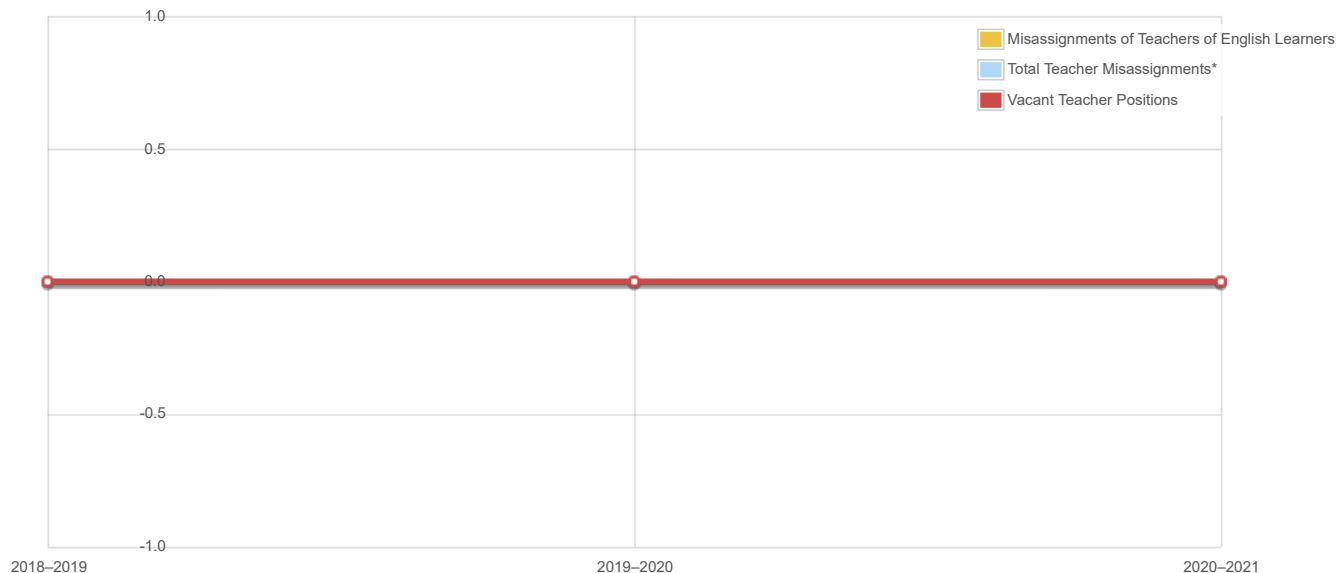
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	38	37	35	427
Without Full Credential	1	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/9/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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.

Last updated: 1/9/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	3-8: Expeditionary Learning Adopted 2015	Yes	0.00 %
Mathematics	K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015	Yes	0.00 %
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0.00 %
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2021

School Facility Conditions and Planned Improvements

During the FIT inspection we noted that we had a few lighting issues, one broken restroom dispenser, and a couple door stop issues. Work orders were created for the repairs. Overall the site is in "Good" condition.

Last updated: 1/7/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues.
Interior: Interior Surfaces	Good	No issues.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
Electrical: Electrical	Fair	A few lighting issues were found. Work orders were created to replace light bulbs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Found a broken soap dispenser. Work order was created.
Safety: Fire Safety, Hazardous Materials	Good	No issues.
Structural: Structural Damage, Roofs	Good	No issues.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Two door stops were found broken. Work orders were created.

Overall Facility Rate

Year and month of the most recent FIT report: November 2020

Overall Rating	Good
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Last updated: 1/7/2021

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	68%	N/A	50%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	56%	N/A	42%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

Last updated: 1/9/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/9/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/9/2021

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	60	N/A	40	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/9/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/9/2021

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 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/9/2021

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 2020–2021)

Research findings tell us that students do better academically when parents take an active role in their children’s learning, and students are more successful in school when schools have strong linkages with, and respond to, the needs of the communities they serve. Strategies to increase parent involvement at Herman Intermediate School includes the following:

Materials sent home are translated into one or more languages

Parent education/events are provided on a monthly basis

Family Engagement events are provided throughout the year

Parent leadership opportunities are provided through our Parent Faculty Group, School Site Council, GATE Parent Meetings, Site English Learner Advisory Council, HABLA group, and through our District Advisory Council

Academic Counselors are assigned to every student for support and communication

Online meetings using Zoom and Google Meets

Weekly newsletters are sent out via Parentsquare to keep parents and students informed of events and information regarding programs, activities and updates

Surveys are sent to parents to involve them in decision making

Last updated: 1/9/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
6.72%	0.00%
7.70%	0.00%
2.90%	0.00%
2.80%	0.00%
3.50%	0.10%
3.50%	0.10%

Rate

School Suspensions and Expulsions for School Year 2019–2020 Only
2017–2018 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	2.00%	0.00%
District 2019–2020	1.20%	0.00%
2017–2018	--	--

State 2019–2020
2017–2018

State 2018–2019

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/9/2021

School Safety Plan (School Year 2020–2021)

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, revised and shared with staff each year. While the number of students recognizing the serious effects of tobacco, marijuana and vaping increased, teachers continue to work with students using the materials and program practices currently in place. 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. Our School Climate Committee is currently investigating and implementing alternatives to suspension, with a goal of reducing and/or eliminating suspensions altogether this year. 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 to observers for action, or to our various mental health providers. All students and administrators report that they have seen a reduction in unresolved conflict on the campus as well as in the virtual 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, and qualify for an E2 positive referral for improved academics or behavior, and refer a student each month to receive the student of the month honor.

Last updated: 1/9/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size						32.00	32.00	
Number of Classes * 1-20						12	12	
Number of Classes * 21-32								

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

Number of Classes * ** "Other" category is for multi-grade level classes.

33+

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size						32.00	32.00	
Number of Classes * 1-20						12	12	
Number of Classes * 21-32								

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

** "Other" category is for multi-grade level classes.

Number of Classes *
33+

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size						32.00	31.00	
Number of Classes * 1-20						12	1	
Number of Classes * 21-32							12	

Number of Classes *
33+

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

** "Other" category is for multi-grade level classes.

Last updated: 1/9/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	23.00	27.00	31.00
Number of Classes * 1-22	10	13	4	14
Number of Classes * 23-32	18	14	18	10
Number of Classes * 33+	4	5	6	

Number of Classes *
33+ * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	27.00	25.00	31.00
Number of Classes * 1-22	9	5	6	1
Number of Classes * 23-32	19	16	18	15
Number of Classes * 33+	4	6	5	8

Number of Classes *
33+ * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	20.00	26.00	29.00	28.00
Number of Classes * 1-22	21	5	4	5
Number of Classes * 23-32	11	18	10	17
Number of Classes * 33+	2	3	10	3

**Number of Classes *
33+**

* 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.

Last updated: 1/9/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	355.7

*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.

Last updated: 1/9/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other	0.10

*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.

Last updated: 1/9/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12659.00	\$3751.00	\$8908.00	\$83882.00
District	N/A	N/A	\$8430.00	\$85351.00
Percent Difference – School Site and District	N/A	N/A	3.60%	-1.10%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	9.00%	-0.20%

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

Last updated: 1/9/2021

Types of Services Funded (Fiscal Year 2019–2020)

To assist staff during Distance Learning this year, Herman and the AdVENTURE/STEM program have implemented several platforms, technologies, programs and services. In order to foster student engagement, we purchased Peardeck which allows students to interface with Google slides directly. They can answer questions or provide feedback on the slides themselves. We also purchased document cameras with allow teachers to provide more visually stimulating lessons. Listenwise is a platform purchased to engage students in listening activities and critical thinking. GoFormative is a web-app for classrooms that allows teachers to give live assignments to students, allowing instant teaching adjustments and long-term student data tracking. We also purchased programs such as Project Lead the Way to invest in our students STEM learnings such as computer science, robotics and engineering. We also purchased NetRef and a student monitoring platform to assist with student engagement and collaboration while learning remotely.

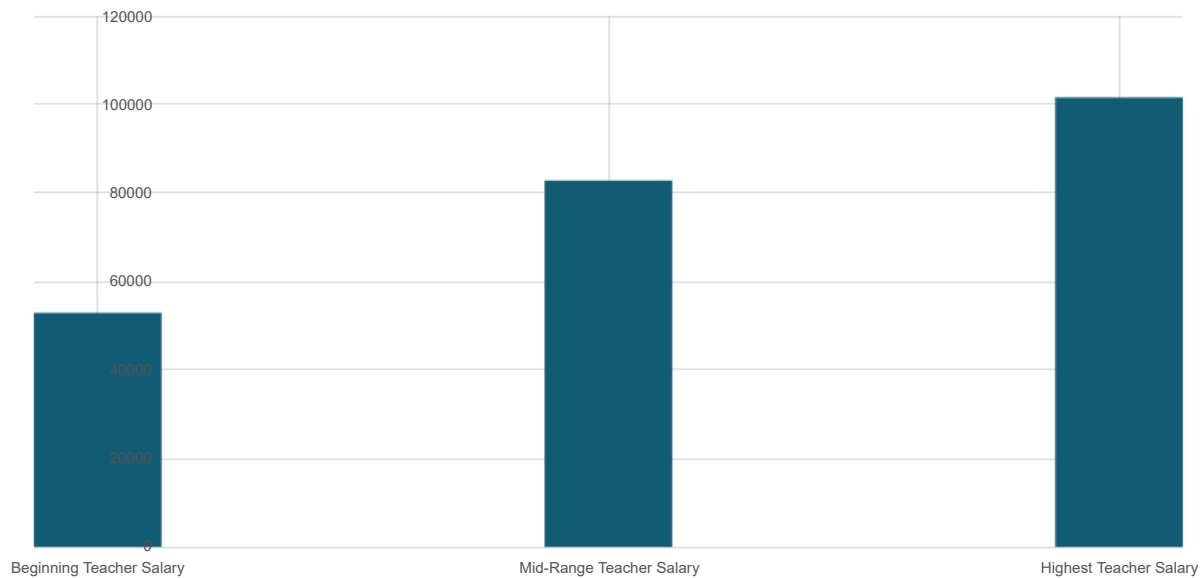
Last updated: 1/9/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

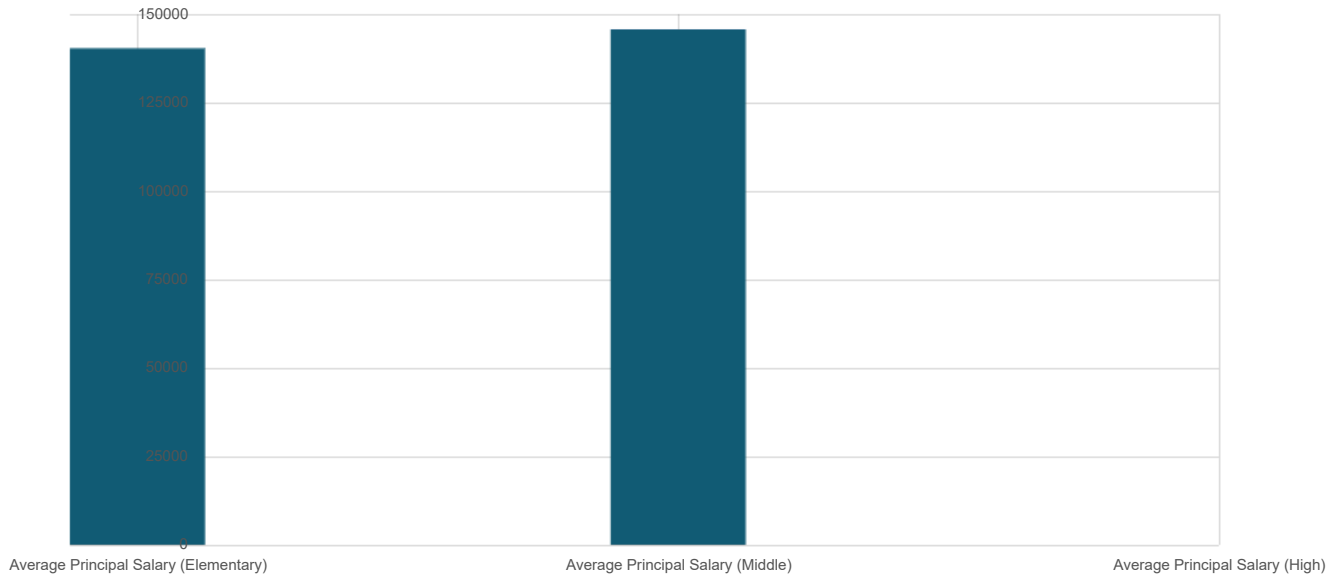
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,915	\$51,004
Mid-Range Teacher Salary	\$82,818	\$82,919
Highest Teacher Salary	\$101,605	\$104,604
Average Principal Salary (Elementary)	\$140,343	\$131,277
Average Principal Salary (Middle)	\$145,697	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$283,851	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/9/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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