

Herman (Leonard) Intermediate
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 5065 Blossom Ave
San Jose, California ,
95125

Principal: Christy Flores

Phone: 4082261886

Grade
Span:

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 and access to prior year reports, 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.

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.

About This School

Christy Flores

📍 Principal, Herman (Leonard) Intermediate

About Our School

Contact

Herman (Leonard) Intermediate
5065 Blossom Ave
San Jose, California 95125

Phone: [4082261886](tel:4082261886)

Email: cflores@ogsd.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Oak Grove Elementary
Phone Number	4082261886
Superintendent	Flores, Christy
Email Address	cflores@ogsd.net
Website	https://herman.ogsd.net

School Contact Information (School Year 2022–23)

School Name	Herman (Leonard) Intermediate
Street	5065 Blossom Ave
City, State, Zip	San Jose, California , 95125
Phone Number	4082261886
Principal	Christy Flores
Email Address	cflores@ogsd.net
Website	https://herman.ogsd.net
County-District-School (CDS) Code	43696256068167

Last updated: 1/25/23

School Description and Mission Statement (School Year 2022–23)

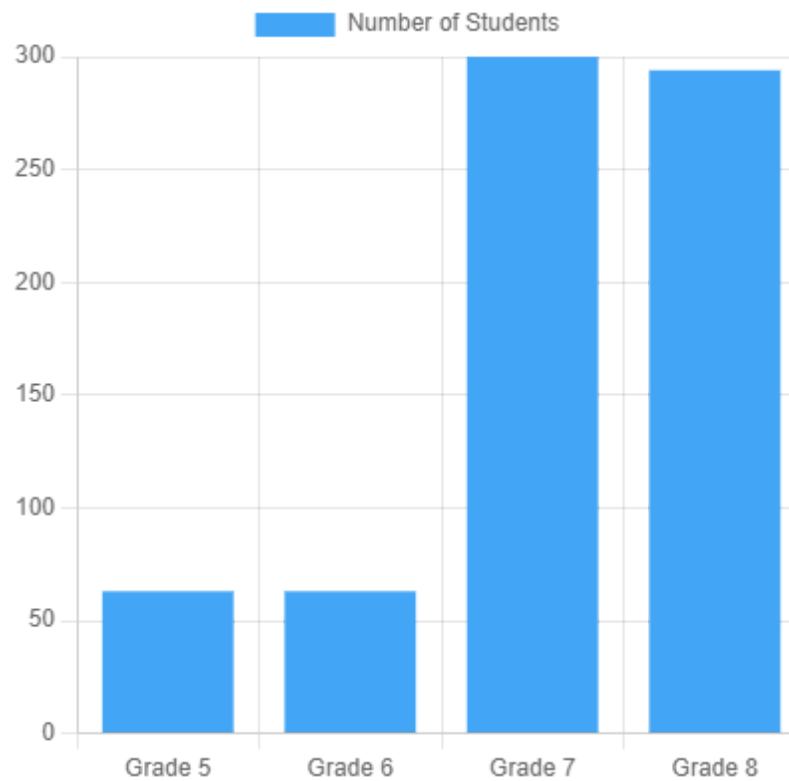
Herman Intermediate School and the AdVENTURE/STEM Program's mission is to create a 21st-century middle school that engages students, staff and the community. We are devoted to providing an exceptional educational organization where, at the core, we have a safe, respectful and responsible, student centered 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 reintroducing students to an in-person 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 implementing an advisory period and creating a structured social emotional learning component using various technology tools to foster the engagement, socialization and emotional well-being of our students.

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 5	63
Grade 6	63
Grade 7	300
Grade 8	294
Total Enrollment	720



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/25/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	51.70%
Male	48.10%
Non-Binary	0.30%
American Indian or Alaska Native	0.00%
Asian	26.00%
Black or African American	3.50%
Filipino	3.30%
Hispanic or Latino	35.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.10%
Foster Youth	0.30%
Homeless	0.40%
Migrant	0.10%
Socioeconomically Disadvantaged	14.90%
Students with Disabilities	9.30%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	1.00%
Two or More Races	8.90%
White	21.40%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.60	90.37	385.40	91.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.30	1.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.60	0.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.57	3.10	0.74	12115.80	4.41
Unknown	3.10	9.03	22.40	5.32	18854.30	6.86
Total Teaching Positions	35.00	100.00	420.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.20	
Total Out-of-Field Teachers	0.20	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

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%
Mathematics	<p>6-8: College Prep Math (CPM) Adopted 2015</p> <p>K-5: EngageNY Adopted 2015, not SBE adopted, local board approved</p> <p>Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. Further, the effects of the COVID pandemic paused our ability to begin a new pilot/adoption process. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels and CCSS-related areas for which they were reviewed.</p>	Yes	0%
Science	K-5 Harcourt Science Adopted 2001	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	6-8 Prentice Hall Adopted 2007		
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/31/23

School Facility Conditions and Planned Improvements

Herman is a large intermediate school with several classroom buildings, a large gym, and a central library, administration, and classroom building.

The District completed a larger streetscape improvement of the campus thanks to Bond Measure S. We look forward to future modernization of the classrooms and furniture thanks to the recent passing of Bond Measure P.

Last updated: 2/1/23

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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	Several work orders have been generated to address light out requests.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Several work orders have been generated to address door lock hardware issues and replacement of door stops.

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Fair
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Last updated: 2/1/23

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	76%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	54%	N/A	41%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/26/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	715	703	98.32	1.68	76.10
Female	366	359	98.09	1.91	79.11
Male	347	342	98.56	1.44	73.10
American Indian or Alaska Native	0	0	0	0	0
Asian	187	187	100.00	0.00	87.70
Black or African American	21	21	100.00	0.00	57.14
Filipino	25	25	100.00	0.00	80.00
Hispanic or Latino	257	249	96.89	3.11	64.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	61	96.83	3.17	80.33
White	155	153	98.71	1.29	81.05
English Learners	45	43	95.56	4.44	44.19
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	101	97.12	2.88	61.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	66	98.51	1.49	24.24

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.

Last updated: 1/25/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	717	707	98.61	1.39	53.75
Female	367	361	98.37	1.63	50.97
Male	348	344	98.85	1.15	56.98
American Indian or Alaska Native	0	0	0	0	0
Asian	187	187	100.00	0.00	77.54
Black or African American	21	21	100.00	0.00	38.10
Filipino	25	25	100.00	0.00	60.00
Hispanic or Latino	259	254	98.07	1.93	29.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	60	95.24	4.76	71.67
White	155	153	98.71	1.29	60.13
English Learners	45	45	100.00	0.00	8.89
Foster Youth	--	--	--	--	--
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	102	98.08	1.92	25.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	67	97.10	2.90	13.43

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.

Last updated: 1/25/23

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 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
Science (grades 5, 8, and high school)	NT	58.77	NT	36.27	28.72	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/25/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	353	342	96.88	3.12	58.77
Female	186	179	96.24	3.76	58.66
Male	165	161	97.58	2.42	59.01
American Indian or Alaska Native	0	0	0	0	0
Asian	101	101	100.00	0.00	79.21
Black or African American	11	11	100.00	0.00	54.55
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	117	110	94.02	5.98	36.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	26	92.86	7.14	76.92
White	79	77	97.47	2.53	61.04
English Learners	21	21	100.00	0.00	23.81
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	52	96.30	3.70	38.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	34	91.89	8.11	20.59

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.

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)
 – divided by –
 (The total number of students enrolled at time of testing)

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	94%	100%	94%	94%	94%
7	98%	98%	97%	97%	97%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/29/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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.

State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	753	744	138	18.5
Female	384	380	70	18.4
Male	367	362	66	18.2
American Indian or Alaska Native	0	0	0	0.0
Asian	192	190	11	5.8
Black or African American	26	25	6	24.0
Filipino	25	25	1	4.0
Hispanic or Latino	276	274	92	33.6
Native Hawaiian or Pacific Islander	7	7	2	28.6
Two or More Races	66	65	7	10.8
White	161	158	19	12.0
English Learners	58	56	20	35.7
Foster Youth	3	3	2	66.7
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	128	127	59	46.5
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	77	77	32	41.6

Last updated: 1/25/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	1.66%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	4.25%	0.02%	2.08%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/25/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.25	0.00
Female	2.34	0.00
Male	6.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	3.13	0.00
Asian	0.00	0.00
Black or African American	11.54	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.24	0.00
English Learners	5.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.39	0.00

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1). The Herman School Site Council last reviewed on 1/19/22.

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data

may include:

Mental Health Data

State, District or Site Surveys (such as the Youth Risk Behavior Survey)

Disciplinary Data

Community Police Data

School Accountability Report Card

<https://sarconline.org/public/print/43696256068167/2020-2021>[2/8/2022 10:44:33 AM]

Herman Intermediate strives to provide a safe and healthy environment for our students and staff.

Herman Intermediate School is one of 18 schools in the Oak Grove School District in South San Jose.

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, alcohol prevention program. 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 all students

Last updated: 1/25/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5	32.00		12	
6	31.00	1	12	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5	31.00		12	
6	29.00	1	12	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5	32.00		14	
6	32.00		14	
Other**	17.00	1		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

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

* 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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	3	15	3
Mathematics	27.00	3	15	4

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
Science	29.00		17	3
Social Science	27.00	3	15	4

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	6	11	5
Mathematics	29.00	2	10	7
Science	32.00		6	12
Social Science	32.00		6	12

* 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: 1/25/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	313.04

* 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: 1/25/23

Student Support Services Staff (School Year 2021–22)

Title	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	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other	0.00

* 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: 1/25/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12173.00	\$4276.00	\$7897.00	\$86886.00
District	N/A	N/A	\$7501.00	\$86461.00
Percent Difference – School Site and District	N/A	N/A	3.40%	0.33%
State	N/A	N/A	\$6593.62	\$87271.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	11.64%	-0.30%

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

Last updated: 1/26/23

Types of Services Funded (Fiscal Year 2021–22)

In addition to implementing the district adopted curriculum with fidelity, Herman and the AdVENTURE/STEM program have researched and purchased several platforms, technologies, programs and services to support teachers and students in the classroom. In order to foster student engagement, we purchased the following:

- Peardeck-allows students to interface with Google slides directly
- Formative- web-app for classrooms that allows teachers to give live assignments to students, allowing instant teaching adjustments and long-term student data tracking
- WE Video-a cloud-based editing platform that allows users of all skill levels the opportunity to create professional style videos, podcasts and more.
- Flocabulary-creates educational songs, videos and materials to support students in all subject areas
- Raz Kids-a guided reading program with interactive ebooks, downloadable books and reading quizzes
- Rocketlit-differentiated, standards-based science and history readings for students
- Breakout EDU-builds critical thinking and social and emotional skills necessary to solve complex problems
- Scholastic-books and literary resources for students
- Project Lead the Way-to invest in our students STEM learnings such as computer science, robotics and engineering. Computer Science, forensics and ethnic studies electives have been added this year.

Additionally, we have budgeted 2 planning/release days for each teacher to work collaboratively in departments to improve upon their curriculum and instructional design.

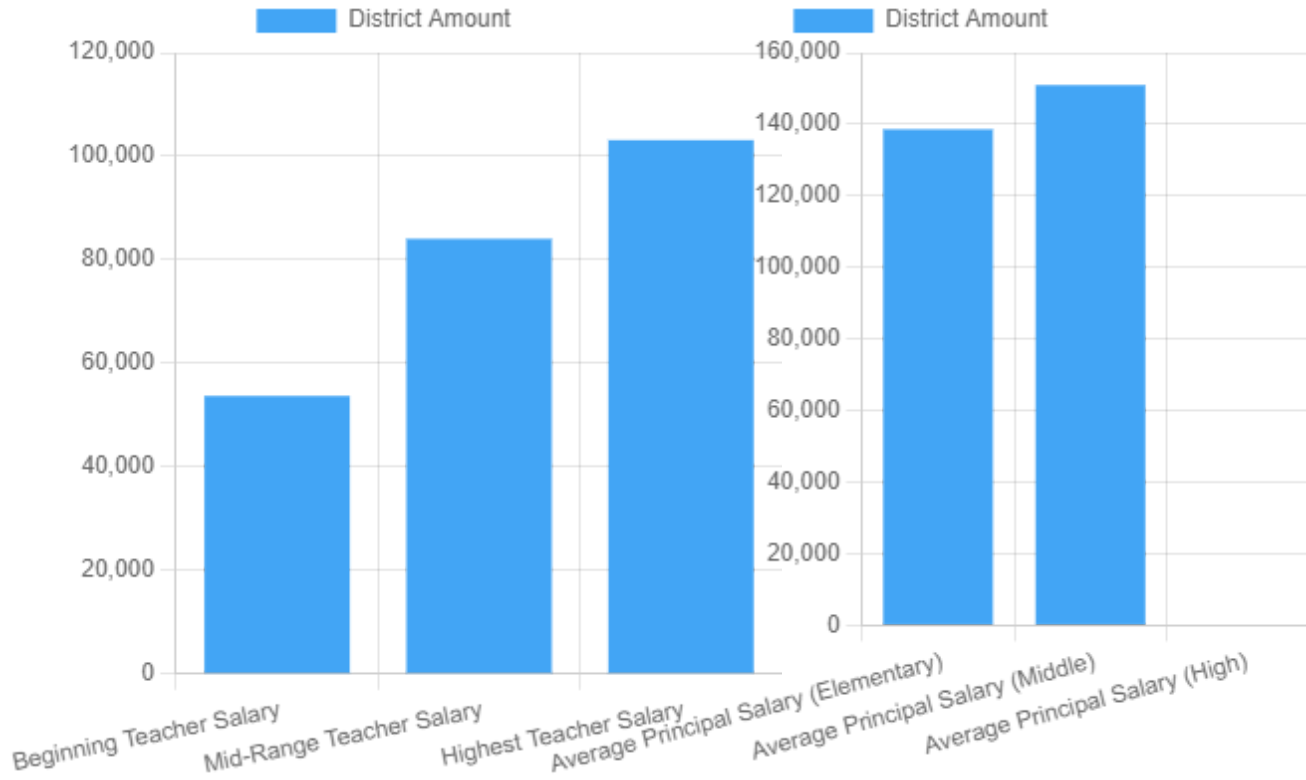
Last updated: 1/26/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53709.00	\$52640.75
Mid-Range Teacher Salary	\$84060.00	\$83981.39
Highest Teacher Salary	\$103129.00	\$107521.97
Average Principal Salary (Elementary)	\$138613.00	\$136246.56
Average Principal Salary (Middle)	\$150958.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$298043.00	\$242165.89
Percent of Budget for Teacher Salaries	35.24%	34.07%
Percent of Budget for Administrative Salaries	5.13%	5.47%

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



Last updated: 1/25/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/25/23

Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/25/23

