

School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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

Contact Information (School Year 2011-12)

School		District	
School Name	Herman Leimbach Elementary	District Name	Elk Grove Unified
Street	8101 Grandstaff Drive	Phone Number	(916) 686-5085
City, State, Zip	Sacramento CA, 95823	Web Site	www.egusd.net
Phone Number	(916) 689-2120	Superintendent	Steven M. Ladd, Ed.D.
Principal	Sonjhia Lowery	E-mail Address	sladd@egusd.net
E-mail Address	Slowery@egusd.net	CDS Code	34673146077291

School Description and Mission Statement (School Year 2011-12)

Herman Leimbach Elementary "Home of the Lion's Pride"

As a staff we believe that by empowering our students, we provide them with opportunities to become successful members of society. Every child can achieve!

We are committed to building a culture of academic excellence. Each day our goal is to provide each student with an exciting learning experience that encompasses the rigor of instruction and a warm climate. We offer a variety of programs to provide the best education in the safest environment. Students receive a standards-based curriculum with extra support for those with special needs. Grades 3-6 have accelerated classes which extend beyond the core curriculum. We have an academic intervention teacher that works with designated students who show promise of rapid improvement or need intensive support. Learning Center staff assists those who need to make gains in reaching grade level standards. We also offer an after school "Lions Club" where over 200 students have assistance with homework and enrichment opportunities in technology, fine arts, and physical education. Our MESA/Science Club, Visual and Performing Arts Club, and Student Council provide students with options to match their interests. Consistent with the need to provide differentiated instruction to maximize student success, we engage in weekly collaborative meetings to plan instruction to meet students' needs.

Parent support and involvement are essential to the success of our students. While some parents serve as classroom volunteers, others support student success by providing space, time and encouragement for daily homework and by reinforcing the importance of education and regular school attendance.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. With family and community support, we are committed to making this happen for every child. We urge all stakeholders to join forces with us as we embark upon the exciting work of educating our future.

Sonjhia Lowery, Principal Herman Leimbach Elementary

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities.

Parent Involvement is critical to the success of each child at Herman Leimbach. We encourage active participation in our PTO and create varied opportunities for parents to be involved. The simplest way to partner with us is frequent communication between parent and teacher. Beyond the essential Back to School Night, Parent/Teacher Conferences and Open House, Herman Leimbach staff provides additional opportunities for families to connect by attending school events and assemblies recognizing student achievement. This year we will host grade level curriculum nights to help parents become more familiar with the content standards as well as how those standards are assessed through the annual California Standards Test. Finally, parents are always welcome to visit or volunteer in the classroom. Teachers can always use an extra pair of eyes and hands to help meet the needs of our students!

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	84	Grade 8	0
Grade 1	110	Ungraded Elementary	15
Grade 2	91	Grade 9	0
Grade 3	109	Grade 10	0
Grade 4	104	Grade 11	0
Grade 5	78	Grade 12	0
Grade 6	82	Ungraded Secondary	0
Grade 7	0	Total Enrollment	774

Student Enrollment by SubGroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	25.19%	White (Not Hispanic)	9.30%
American Indian or Alaska Native	0.65%	Two or more	4.01%
Asian	17.96%	Socioeconomically Disadvantaged	71.58%
Filipino	3.10%	English Learners	32.56%
Hispanic or Latino	37.47%	Students with Disabilities	7.7%
Pacific Islander	2.33%		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	6	0	0	20	5	0	0	20.4	5	0	0
1	20.0	6	0	0	20	6	0	0	23.8	0	4	0
2	19.8	5	0	0	18	5	1	0	22.6	3	2	0
3	20.0	6	0	0	18	5	1	0	22	5	0	0
4	23.8	0	5	0	23	0	5	0	26	0	3	0
5	23.8	0	5	0	23	0	5	0	25	0	4	0
6	23.8	0	5	0	24	0	4	0	26	0	4	0
Other	0.0	0	0	0	0	0	0	0	0	0	0	0

III. School Climate

School Safety Plan (School Year 2011-12)

Your child's safety is the first priority at Herman Leimbach. Yard duty supervisors meet monthly and are supported by the Vice Principal and Academic Program Coordinator. Our school staff reviews and revises the School Safety Plan every year in January and presents it to our School Site Council for approval, and formulates a new committee to implement the components of the plan. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office and procedures are practiced on a regular basis during our monthly safety drills. In addition, the district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	10.8	15.36	18.35	19.5	19.58	18.05
Expulsions	0.1	0.12	0.00	0.3	0.67	0.65

*The rate of suspensions and expulsions is calculate by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this facility survey indicate that the Herman Leimbach Elementary School campus is in good repair. Our school has 37 classrooms, a multipurpose room, a library, a computer lab, a learning center and an administration building. The main campus was built in 1972 and the multipurpose room in 1990. The portable classrooms which are currently used by our pre-school, primary programs and daycare program were constructed in different stages between 1987 and 1999. Our campus has undergone a modernization process which began in July of 2006 and was completed in June of 2007. The process included the modification of our permanent buildings, the learning center, the library and the technology center, a new kindergarten wing and a more spacious school office. The expansion and reconfigured traffic pattern of the parking lot increased the number of parking spaces and the two-sided entry and exit have reduced traffic congestion. With the use of modernization funds we were able to invest in additional technology for the classrooms and new fencing to secure the school.

District maintenance staff ensures that the repairs needed to keep the school in good condition are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given high priority. The district governing board has also adopted cleaning standards for all schools. A summary of these standards is available at the district Facilities Department. With multiple after school programs, the administration works closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status (School Year 2011-12)

Date of facilities inspection: 8/30/2011

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary	x			

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	43	40	36	2913
Without Full Credential	2	2	0	138
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

This School	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	96.61%	3.39%
High-Poverty Schools in District	97.52%	2.48%
Low-Poverty Schools in District	98.39%	1.61%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)		
Other		

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-2011)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Core Curriculum Area Year and Month Data Collected: August 16, 2011 and September 6, 2011	Quality & Currency, and Availability of Textbooks & Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
English/Language Arts	All English/Language Arts books are provided one per student.	
Open Court Reading Program by SRA/McGraw Hill © 2002 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Sounds & Letters Workbook, Pre-decodable book. 1st- Phonics Skills Workbook, Comprehension & ELA Skills Workbook, Decodable book, Anthology 1, Anthology 2 2 nd - Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 3 rd - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 4 th -6 th - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. . The following materials are provided one per student by grade level:	9th-12th - Student Edition	Yes
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local	AP Courses: 11 th – Language of Composition ©2008,	Yes

governing Board of Education. The following materials are provided one per student by grade level:	Bedford/St. Martins 12 th – Bedford Introduction to Literature ©2008, V.H.P.S.	
Mathematics	All Math books are provided one per student.	
California Mathematics by Scott Foresman © 2001 in grades K through 6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- 6 th – Student Edition and homework workbook	No; 2002 SBE adopción
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7 th -12 th - McDougal/Littell © 2001 Math-Concepts & Skills, Geometry, Geometry-Concepts & Skills; Prentice Hall © 2001 Pre-Algebra CA Edition, Algebra I CA Edition	No; 2001 SBE adopción
	9 th -12 th - McDougal/Littell © 2001 Algebra 2, Trigonometry 5 th Edition, Precalculus with Limits© 2005, Glencoe/McGraw Hill © 2006 Elementary Statistics	Yes
AP mathematics books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: McDougal Littell © 2006 Calculus 8 th Edition; VHPS © 2003, Practice of Statistics	Yes
Science	All K-12 Science books are provided one per student.	
California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K – Lab Activity Book 1 st - Student Workbook 2 nd - 5 th - Student Edition, Student Workbook	Yes
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6 th – Earth Science, Student Edition, Student Interactive Reader, Workbook 7 th – Life Science, Student Edition, Student Interactive Reader, Workbook 8 th – Physical Science, Student Edition, Student Interactive Reader, Workbook	Yes
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9 th – Prentice Hall: Earth Science, © 2006 Student edition and workbook 9 th – Pearson/Globe Fearon: Concepts and Challenges in Earth Science, © 2003 Student Guided Reading and Study (supplemental for English Learners) 9 th -12 th Glencoe/McGraw Hill © 2000 Biology: Dynamics of Life; ©1999 Physics McGraw Hill, ©2000 Biochemistry; ©2005 Environmental Science, Foundations in Microbiology HRW: © 2006 Modern Biology, © 1999 Modern Chemistry Prentice Hall: © 2002 Astronomy Today, ©2000 Essentials in Geology, ©2006 Fundamentals of Anatomy & Physiology, ©2004 Criminalistics, ©2006, Biotechnology: Science for the New	Yes

	<p>Millennium including textbook, lab manual, and lab notebook.</p> <p>Delmar/Thompson Learning Agriscience: Fundamentals & Applications © 2004, Agriscience & Technology © 1998;</p> <p>Addison Wesley: ©1998 Conceptual Physics; American Society: ©1996 Recombiant DNA & Biotechnology</p>	
<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses:</p> <p>Addison Wesley ©1999, Biology/Pearson; Harcourt Brace: ©2006 Chemistry & Chemical Reactivity; Wiley & Sons: ©2000 Physics, ©2003 Environmental Science</p>	Yes
History-Social Science	All 1-12 History-Social Science books are provided one per student.	
<p>California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- Our World: Now and Long Ago, Student Workbook</p> <p>1st – A Child's View, Student Edition and Student Workbook</p> <p>2nd – People We Know, Student Edition and Student Workbook</p> <p>3rd – Our Community, Student Edition and Student Workbook</p> <p>4th – California: A Changing State, Student Edition and Student Workbook</p> <p>5th – The United States: Making a Nation, Student Edition and Student Workbook</p>	Yes
<p>Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - Ancient Civilizations, Student Edition and Interactive Reader Workbook</p> <p>7th - Medieval to Early Modern Times, Student Edition and Interactive Reader Workbook</p> <p>8th – United States History, Student Edition and Interactive Reader Workbook</p>	Yes
<p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9th - Glencoe © 2008, World Geography and Cultures</p> <p>10th - McDougal Littell © 2006, Modern World History – Patterns of Interaction</p> <p>11th - HRW © 2007 American Anthem- Modern American History</p> <p>12th – Prentice/Pearson © 2006, Magruder's American Government; Prentice/Pearson © 2007, Economics – Principles in Action</p> <p>10th-12th – Glencoe © 2008 Understanding Psychology</p>	Yes
<p>AP social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses</p> <p>10th - 12th - Houghton/Mifflin © 2006 The Earth and Its Peoples – A Global History</p> <p>11th - 12th - Houghton/Mifflin © 2006 The American Pageant</p> <p>12th – Prentice/Pearson © 2008, Government in</p>	Yes

	<p>America- People, Politics, and Policy</p> <p>12th – Thompson/Wadsworth © 2006, Comparative Politics</p> <p>12th – Mc Graw Hill © 2008, Economics AP Edition</p> <p>10th-12th – Pearson/Allyn & Bacon © 2007, Psychology</p>	
	<p>Supplemental for English Learners</p> <p>9th-12th – AGS Globe Fearon © 2002, Pacemaker – World Geography & Cultures</p> <p>9th-12th – AGS Globe Fearon © 2008, Pacemaker – World History</p> <p>9th-12th – AGS Globe Fearon © 2004, Pacemaker – US History</p> <p>9th-12th – AGS Globe Fearon © 2001, Pacemaker – American Government</p> <p>9th-12th – AGS Globe Fearon © 2001, Pacemaker – Economics</p>	Yes
World Language	All 7-12 World language books are provided one per student.	
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<p>7th-12th Spanish I, II, & III, IV, Pearson/Prentice ©2000, Paso A Paso</p> <p>McDougal Littell ©2003 Abriendo puertas level 1 & 2; Heath ©1997 TuMundo & Nuestra Nundo</p> <p>7th-12th French I, II, & III, HRW, ©2000, Allez viens!; French IV, People’s Publishing ©1999 Ensemble Gramaire, Ensemble Culture et Societe, Ensemble Literature</p> <p>7th-12th Japanese I, II, & III, IV, Cheny & Tsui, ©2004, Adventures in Japanese</p> <p>7th-12th German I, II, & III, IV, EMC-Paradigm, ©1998, Deutsch Aktuell</p>	Yes
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses:</p> <p>AP Spanish: McDougal Littell ©2003 Abriendo Puertas; EMC Publishing ©2008 A toda vela.</p> <p>AP French: McDougal Littell ©2001 En Bonne Forme</p> <p>AP Japanese: McGraw-Hill ©2004 Yookoso!</p> <p>AP German: McDougal Littell ©1998 Ubungsbuch Kaleidoskop</p>	Yes
Visual and Performing Arts		
All 7 th – 12 th school textbooks are from the most recent adoption of the local governing Board of Education.	<p>7th-8th: Davis ©2000 Exploring Visual Design; McGraw-Hill ©1997 Exploring Theatre</p> <p>9-12th: Glencoe ©2000 Art in Focus, ©2005 the Stage & the School, ©2005 Art Talk; Davis ©2003 Exploring Painting, ©2005 The Visual Experience, ©1995 Photographic Eye; McGraw-Hill ©2000 Make It In Clay, ©2004 Hands in Clay, ©2005 Theatrical Design & Production, Play Production Today; West ©2002 Black and</p>	Yes

	White Photography, ©1994 Jazz Dance Today; Human Kinetic ©1997 Choreography, ©2005 A Sense of Dance; Merwetter ©1996 Playing Contemporary Scenes; Princeton ©1995 Dance – the Art of Production; Brown & Benchmark – Art Context & Criticism	
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: Thomson/Wadsworth ©2005 Gardner's Art Through the Ages; Glencoe ©2003 Music in Theory & Practice,	Yes
Health	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	9 th -12 th Glencoe, © 2004, Glencoe Health	Yes
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.	

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Visual and Performing Arts	0%
Health	0%
Science Lab Equipment	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,437	\$1,720	\$4,717	\$57,025
District			\$6,517	\$65,348
Percent Difference – School Site and District			-32%	-14%
State			\$5,681	\$68,179
Percent Difference – School Site and State			-19%	-18%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

Our Learning Center assists special education students and general education students who need additional support to meet grade level standards. English Language Development instruction assists English Learners in accessing the core curriculum. Academic intervention staff meets the needs of students who are at risk of retention through reading and math push-in or pull out support. Students who would like enrichment opportunities or homework help are encouraged to attend our after school Leimbach Lions program. Self-contained accelerated classes exist in grades 3-6. Our Gifted and Talented/accelerated students may also take advantage of our after-school enrichment programs such as MESA and Visual and Performing Arts. This year we will be recognizing students with outstanding performance in our induction year of the National Honor Society. Other programs such as student leadership and sports teams are available to match student interest.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,047	\$42,017
Mid-Range Teacher Salary	\$59,384	\$67,294
Highest Teacher Salary	\$82,031	\$86,776
Average Principal Salary (Elementary)	\$110,369	\$108,534
Average Principal Salary (Middle)	\$110,319	\$112,893
Average Principal Salary (High)	\$121,593	\$123,331
Superintendent Salary	\$255,030	\$226,417
Percent of Budget for Teacher Salaries	44.00%	38.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	37	36	37	55	56	57	49	52	54
Mathematics	37	37	40	51	52	53	46	48	50
Science	12	21	21	53	57	60	50	54	57
History-Social Science	0	0	0	47	50	54	41	44	48

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57	53	60	54
All Students in the School	37	40	21	0
Male	33	37	26	0
Female	42	42	17	0
African American	25	24	17	0
American Indian or Alaska Native	0	0	0	0
Asian	62	68	31	0
Filipino	33	60	0	0
Hispanic or Latino	32	35	13	0
Pacific Islander	33	60	0	0
White (not Hispanic)	69	66	0	0
Two or More Races	34	23	0	0
Economically Disadvantaged	37	40	21	0
English Learners	29	38	18	0
Students with Disabilities	30	31	0	0
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.6	23.5	26.5
7	0	0	0
9	0	0	0

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API** rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	2	2
Similar Schools	6	6	5

API Changes by Student Group – Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	7	8	-16
African American	-6	-25	-31
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	11	-14
Pacific Islander			
White (not Hispanic)			
Two or More Races			
Socioeconomically Disadvantaged	7	8	-16
English Learners	14	15	-15
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	466	707	45259	800	4683676	778
African American	125	625	7177	701	317856	696
American Indian or Alaska Native	2		210	731	33774	733
Asian	71	836	9661	849	398869	898
Filipino	14	813	2385	865	123245	859
Hispanic or Latino	183	691	11375	754	2406749	729
Pacific Islander	15	709	809	774	26953	764
White (not Hispanic)	32	830	10990	852	1258831	845

Two or More Races	22	620	2429	826	76766	836
Socioeconomically Disadvantaged	466	707	24931	747	2731843	726
English Learners	211	720	11458	746	1521844	707
Students with Disabilities	52	551	4928	583	521815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
API	No	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		18.2

XII. Instructional Planning and Scheduling

Professional Development

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

During this school year, our Professional Development initiatives are aimed to provide support for all students. Our focal points include but are not limited to: The implementation of our 90/90/90 5 year school vision; Site Support Team focused work; daily implementation of differentiated instruction to support all learners; effective teacher collaboration; developing teacher leadership; the implementation of fluency teams; goal setting and data analysis; and building automaticity with math facts. The work at Herman Leimbach Elementary School centers on closing the Achievement Gap. To this end, our teachers continue to focus on strategies that provide opportunities for all students to excel. During our weekly RESULTS collaboration meetings teachers use this time to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs. Our teachers also take part in a site-based math professional development that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers are provided with professional learning opportunities to best meet the needs of our students with disabilities. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

	2008-2009	2009-2010	2010-2011
School Days Dedicated to Staff Development	0	0	0