

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2018 - 2019 School Year**  
*Published During 2019 - 2020*

**For: Herman Leimbach Elementary**

**Address:** 8101 Grandstaff Dr, Sacramento, CA 95823

**Principal:** Abelardo Cordova

**Phone:** 916-689-2120

**Grade Span:** K-6

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### District Contact Information (School Year 2019 - 2020)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	<a href="http://www.egusd.net">www.egusd.net</a>
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	<a href="mailto:choffman@egusd.net">choffman@egusd.net</a>

### School Contact Information (School Year 2019 - 2020)

<b>School Name</b>	Herman Leimbach Elementary
<b>Street</b>	8101 Grandstaff Dr
<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	916-689-2120
<b>Principal</b>	Abelardo Cordova
<b>E-mail Address</b>	<a href="mailto:ACordova@egusd.net">ACordova@egusd.net</a>
<b>Web Site</b>	<a href="http://blogs.egusd.net/leimbach/">http://blogs.egusd.net/leimbach/</a>
<b>County-District-School(CDS) Code</b>	34673146077291

### School Description and Mission Statement (School Year 2019 - 2020)

Herman Leimbach Elementary  
"Leimbach Lions R.O.A.R. with Pride"

The mission of Herman Leimbach Elementary is to provide an inclusive learning community that challenges all students to realize their greatest learning potential and prepare them for college and career readiness.

Leimbach staff are committed to building a culture that focuses on academic excellence and personal growth. Our goal is to provide students with an exciting learning experience that encompasses the rigor of instruction within a safe and supportive climate. Students receive a standards-based curriculum with extra support for those with special needs. We have an academic intervention team 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 "ROAR Academy" where over 200 students receive assistance with homework and enrichment opportunities in technology, fine arts, and physical education. Additional programs consist of AVID, CREST, Visual and Performing Arts, and Student Council providing students with leadership and college and career opportunities. Teachers meet regularly to discuss and design engaging lessons, share effective instructional strategies, and discuss how to help each student achieve and succeed.

Parent support and involvement are the cornerstone to our students' success. Parents serve as classroom volunteers, serve on school and district committees, serve as chaperones at field trips, encourage regular attendance, completion of homework, and promote daily practice of essential reading and math skills.

Technology is incorporated daily to help students become proficient in using software and hardware to engage in learning. Students learn how to navigate technology to develop presentations, and produce informational segments for the school community.

Our staff is committed to continuous improvement and collaborating with teams and families to deliver high quality instruction within learning environments that are physically, intellectually, and emotionally safe.

Abelardo Cordova, Principal  
Herman Leimbach Elementary

### Student Enrollment by Grade Level (School Year 2018 - 2019)

Grade Level	Number of Students
Kindergarten	99
Grade 1	89
Grade 2	95
Grade 3	90
Grade 4	92
Grade 5	96
Grade 6	102
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	663

### School Enrollment by Student Group (School Year 2018 - 2019)

Student Group	Percent of Total Enrollment
Black or African American	23.20%
American Indian or Alaska Native	0.30%
Asian	14.20%
Filipino	3.60%
Hispanic or Latino	42.80%
Native Hawaiian or Pacific Islander	3.00%
White	5.30%
Two or More Races	7.50%
Socioeconomically Disadvantaged	90.00%
English Learners	28.80%
Students with Disabilities	19.30%
Foster Youth	1.20%
Homeless	1.20%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2017 - 2018	School 2018 - 2019	School 2019 - 2020	District 2019 - 2020
With Full Credential	36	37	35	3142
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017 - 2018	2018 - 2019	2019 - 2020
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2019 - 2020)

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

Date of Public Hearing on Sufficiency: August 13, 2019

Year and month in which data were collected: August 13, 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd-6th: <i>Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 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 Adopted EGUSD 2017	No	0
AP English 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:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017  10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. 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: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013 Adopted EGUSD 2015  12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. 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:	IB Courses: <i>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010  <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016	Yes	0

	<i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017		
<b>Mathematics</b>	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>CA GoMath</i> , © 2015 in grades K-6. All 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:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-8. All 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:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015  8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 9-12. 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:	9th-12th <i>Trigonometry 5th Edition</i> © 2007, McDougal/Littell; Adopted EGUSD 2006  Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015  <i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018	Yes	0
AP mathematics books by multiple publishers in grades 10-12. 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: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016  <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. 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:	IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition, <i>Standard Level Mathematics</i> , <i>Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012  <i>Calculus 7th edition</i> , McDougal Littell © 2002 Adopted EGUSD 2014	Yes	0
<b>Science</b>	All 2-12 Science books are provided one per		

	student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
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 - Literature Big Book Package 1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008	Yes	0
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:	6th - <i>Earth Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2008	Yes	0
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><i>Biology: Dynamics of Life</i>, © 2000, <i>Physics: Principles and Problems</i> © 1999, McGraw Hill, <i>Modern Chemistry</i>, <i>Modern Biology</i>, HRW © 1999; Adopted EGUSD 2000</p> <p><i>Agriscience &amp; Technology</i> © 1998, Delmar/Thompson, <i>Essentials in Geology</i>, Prentice Hall © 2000; Adopted EGUSD 2001</p> <p><i>Astronomy Today</i>, Prentice Hall © 2002; Adopted EGUSD 2002</p> <p><i>Agriscience: Fundamentals &amp; Applications</i>, Prentice Hall © 2002; Adopted EGUSD 2004</p> <p><i>Criminalistics</i>, Prentice Hall © 2004, <i>Environmental Science</i>, McGraw Hill © 2005; <i>Fundamentals of Anatomy &amp; Physiology</i> © 2006, Prentice Hall; <i>Modern Biology</i> © 2006, HRW; Adopted EGUSD 2006</p> <p><i>Foundations in Microbiology</i>, McGraw Hill, © 2005, <i>Earth Science</i>, Prentice Hall © 2006; Adopted EGUSD 2008</p>	Yes	0
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>AP Courses: <i>Biology by Campbell</i>, Pearson © 2011; Adopted EGUSD 2012</p> <p><i>Chemistry: A Molecular Approach</i>, Pearson © 2014; Adopted EGUSD 2013</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p>	Yes	0
IB science books by multiple publishers in grades 11-12. 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>IB Courses:</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012; Adopted EGUSD 2014</p> <p><i>Higher Level Biology</i>, 2nd Ed., Pearson © 2014;</p> <p><i>Standard Level Chemistry</i>, 2nd Edition, Pearson</p>	Yes	0

	<p>© 2014;  <i>Higher Level Chemistry</i>, 2nd Edition, Pearson © 2014;            Adopted EGUSD 2015</p> <p>Supplemental for English Learners:</p> <p><i>Concepts and Challenges in Earth Science</i>,            Pearson/Globe Fearon © 2003            Adopted EGUSD 2008</p>		
<b>History-Social Science</b>	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History &amp; Geography</i> Adopted EGUSD 2019	Yes	0
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:	<i>World Geography and Cultures, Understanding Psychology</i> , Glencoe © 2008, <i>Modern World History - Patterns of Interaction</i> , McDougal Littell© 2006, <i>American Anthem- Modern American History</i> , HRW © 2007, <i>Magruder's American Government</i> © 2006, <i>Economics - Principles in Action</i> © 2007, Prentice/Pearson; Adopted EGUSD 2008	Yes	0
AP social science books by multiple publishers in grades 10-12. 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:	AP Courses  <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth; Adopted EGUSD 2016  <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017	Yes	0
IB social science books by multiple publishers in grades 11-12. 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:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017  <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0



	Supplemental for English Learners <i>World Geography &amp; Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008	Yes	0
<b>Foreign Language</b>	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.	<i>Adventures in Japanese</i> III, Cheng & Tsui, © 1998; Adopted EGUSD 2000  <i>Realidades</i> I, II, III, IV, Pearson © 2014, <i>Bien dit!</i> I, II, III, HMH © 2013, <i>Intrigue</i> 3rd Ed., Pearson © 2011, <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i> , Kisetu, © 2014; Adopted EGUSD 2014  <i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017	Yes	0
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.	AP Courses: <i>Abriendo Puertas</i> , McDougal Littell © 2003; Adopted EGUSD 2002  <i>Kaleidoskop</i> , Houghton Mifflin © 2007; Adopted EGUSD 2006  <i>Yookoso!</i> , McGraw-Hill © 2006; Adopted EGUSD 2007  <i>Temas</i> , Vista Higher Learning © 2014, <i>Intrigue</i> 3rd Ed., Pearson © 2011; Adopted EGUSD 2014	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>Adventures in Japanese</i> III, Cheng & Tsui © 1998; Adopted EGUSD 2000  <i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007  <i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2018	Yes	0
<b>Visual and Performing Arts</b>			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection	Yes	0

	Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018		
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: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005  <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes	0
<b>Health</b>	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.	<i>Health</i> , Glencoe © 2004 Adopted EGUSD 2004	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	All 9-12 students utilizing a lab have access to appropriate equipment.		

### School Facility Conditions and Planned Improvements (School Year 2019 - 2020)

Our school has 33 classrooms, a library, a computer lab, and an administration building. The main campus was built in 1988. A new classroom building was completed in 2006. In 2010, an all-weather track was installed. Additional perimeter fencing as well as a gate in front of the multipurpose room was added in 2013. Our custodial staff, along with Maintenance and Operations, ensure our campus is kept clean and safe for everyone.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

### School Facility Good Repair Status (School Year 2019 - 2020)

Year and month of the most recent FIT report : 8/28/2019

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

## Overall Facility (School Year 2019 - 2020)

Year and month of the most recent FIT report: 8/28/2019

### Overall Rating

Exemplary	Good	Fair	Poor
x			

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Last year, the district's governing board approved deferred maintenance projects for this school that will resulted in the replacement of the roof on the multipurpose room and the installation of a new fire alarm system for all classrooms, and new air conditioning units for designated buildings, including the multipurpose room. The work of this project concluded in September 2019.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA 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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percent of Students Meeting or Exceeding the State Standards

Subject	School 2017 - 2018	School 2018 - 2019	District 2017 - 2018	District 2018 - 2019	State 2017 - 2018	State 2018 - 2019
English Language Arts/Literacy (grades 3-8 and 11)	23%	31%	55%	56%	50%	50%
Mathematics (grades 3-8 and 11)	17%	17%	45%	45%	38%	39%

Note: Percentages 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.

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.

CAASPP Test Results in ELA by Student Group  
 Grades Three through Eight and Grade Eleven  
 (School Year 2018 - 2019)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	344	338	98.26	1.74	31.07
Male	178	175	98.31	1.69	22.86
Female	166	163	98.19	1.81	39.88
Black or African American	83	80	96.39	3.61	23.75
American Indian or Alaska Native	--	--	--	--	--
Asian	40	39	97.50	2.50	43.59
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	156	155	99.36	0.64	25.16
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	30.00
White	21	21	100.00	0.00	33.33
Two or More Races	20	20	100.00	0.00	65.00
Socioeconomically Disadvantaged	308	302	98.05	1.95	29.47
English Learners	156	154	98.72	1.28	27.92
Students with Disabilities	73	70	95.89	4.11	1.43
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	27.27

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 on the CAAs divided by the total number of students who participated in both assessments.

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 students that did not receive a score; 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 students with scores.

CAASPP Test Results in Mathematics by Student Group  
 Grades Three through Eight and Grade Eleven  
 (School Year 2018 - 2019)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	341	336	98.53	1.47	17.01
Male	177	175	98.87	1.13	17.14
Female	164	161	98.17	1.83	16.88
Black or African American	83	80	96.39	3.61	8.75
American Indian or Alaska Native	--	--	--	--	--
Asian	39	38	97.44	2.56	26.32
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	156	155	99.36	0.64	15.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	21	21	100.00	0.00	23.81
Two or More Races	20	20	100.00	0.00	15.00
Socioeconomically Disadvantaged	305	300	98.36	1.64	16.39
English Learners	153	152	99.35	0.65	16.56
Students with Disabilities	73	70	95.89	4.11	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	9.09

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 on the CAAs divided by the total number of students who participated in both assessments.

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 students that did not receive a score; 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 students with scores.

CAASPP Test Results in Science for All Students  
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017 - 2018	School 2018 - 2019	District 2017 - 2018	District 2018 - 2019	State 2017 - 2018	State 2018 - 2019
Science (grades 5, 8, and 10)	NA	NA	NA	NA	NA	NA

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

## California Physical Fitness Test Results (School Year 2018 - 2019)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	14.70	9.50	
7			
9			

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2019 - 2020)

Parent engagement is critical to the success of each child. We encourage all parents to become involved. Beyond the essential Back to School Night, Parent/Teacher Conferences and Open House, families can connect by volunteering in class, attending assemblies recognizing student achievement and other school events. A Parent Liaison and Bilingual Teaching Associate are also available to connect with parents and provide parents with additional support and information. Please contact Mr. Cordova at 916-689-2120 for more information.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School 2016 - 2017	School 2017 - 2018	School 2018 - 2019	District 2016 - 2017	District 2017 - 2018	District 2018 - 2019	State 2016 - 2017	State 2017 - 2018	State 2018 - 2019
<b>Suspensions</b>	7.5%	4.8%	6.3%	4.7%	4.3%	5.1%	3.6%	3.5%	3.5%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

#### School Safety Plan (School Year 2019 - 2020)

Your child's safety is the first priority at Herman Leimbach. Yard Supervisors meet monthly with administration to discuss procedures and how to deal with incidents. Our School Safety Plan was reviewed and updated with our stakeholders in February 2020. Each room has evacuation maps, emergency procedure flip charts for emergencies such as earthquakes, fires, floods, and chemical spills, along with monthly drills. The school is surrounded by fencing and visitors are required to check in and enter the premises through the main office. Safety procedures are in place during regular and after school program hours. In addition, the district's Police Services Department works closely with our school administrators to provide a safe, secure environment for all students.

## 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 2016 - 2017)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26		3	
1	23	1	3	
2	23		3	
3	26		3	
4	28		3	
5	23	1	3	
6	23	1	3	
Other**	8	4		

\* 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 2017 - 2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		4	
1	24		3	
2	22	1	3	
3	26		3	
4	28		3	
5	25	1	3	
6	24	1	3	
Other**	8	4		

\* 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 2018 - 2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21	1	4	
1	22	1	3	
2	23		4	
3	26		3	
4	27		3	
5	20	2	3	
6	22	2	3	
Other**	10	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.

## Ratio\*\* of Academic Counselors to Pupils (School Year 2018 - 2019)

Title	Ratio
<b>Academic Counselors*</b>	1326

\*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.

\*\*Average Number of Pupils per Counselor

## Student Support Services Staff (School Year 2018 - 2019)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	.5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	3.5
<b>Other</b>	

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017 - 2018)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,414	\$2,767	\$5,647	\$76,596
<b>District</b>	N/A	N/A	\$6,191	\$80,261
<b>Percent Difference - School Site and District</b>	N/A	N/A	-9.19%	-4.67%
<b>State</b>	N/A	N/A	\$7,507	\$82,403
<b>Percent Difference - School Site and State</b>	N/A	N/A	-28.28%	-7.30%

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

## Types of Services Funded (Fiscal Year 2019 - 2020)

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 support. Students who would like enrichment opportunities or homework help are encouraged to attend our after school Roar Academy. Students may also take advantage of our after-school enrichment programs such as CREST and Visual and Performing Arts. This year, we will be recognizing students with outstanding performance at our 7th Annual National Elementary Honor Society Induction Ceremony. Students also participate in district sponsored competitions and events.

## Teacher and Administrative Salaries (Fiscal Year 2017 - 2018)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$45,416	\$48,612
<b>Mid-Range Teacher Salary</b>	\$67,345	\$74,676
<b>Highest Teacher Salary</b>	\$94,890	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$121,248	\$125,830
<b>Average Principal Salary (Middle)</b>	\$118,997	\$131,167
<b>Average Principal Salary (High)</b>	\$135,300	\$144,822
<b>Superintendent Salary</b>	\$330,951	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	38.00%	34.00%
<b>Percent of Budget for Administrative Salaries</b>	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/>.

## Professional Development

Our professional development initiatives include: collegial walks focused grade level work; daily implementation of differentiated instruction through workshop; implementation of guided reading; developing Professional Learning Communities, goal setting and data analysis; and effective use of technology (SMARTBOARDS, Chromebooks, etc.) Our collaborative work centers on closing the Achievement Gap. Teachers meet weekly during PLC Wednesdays (Early Out) and through grade level meetings and focus student work and analyze students' strengths and weaknesses. Teachers utilize SMART Goals to measure progress. Grade level Literacy is emphasized for all students and teachers use research based programs and assessments. Additionally, special education teachers are provided with professional learning opportunities to meet the needs of our students with disabilities. New teachers are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss successes, challenges and strategies to use in the classroom.

	2017 - 2018	2018 - 2019	2019 - 2020
<b>School Days Dedicated to Staff Development</b>	8	8	10