

# Herbert C. Green Middle School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

## 2023-24 School Contact Information

<b>School Name</b>	Herbert C. Green Middle School
<b>Street</b>	3781 Forni Road
<b>City, State, Zip</b>	Placerville, CA 95667
<b>Phone Number</b>	530.622.4668
<b>Principal</b>	Mary Beal
<b>Email Address</b>	mbeal@mlusd.net
<b>School Website</b>	<a href="https://www.mlusd.net/o/hgms">https://www.mlusd.net/o/hgms</a>
<b>County-District-School (CDS) Code</b>	09-61929-6005615

## 2023-24 District Contact Information

<b>District Name</b>	Mother Lode Union School District
<b>Phone Number</b>	530.622.6464
<b>Superintendent</b>	Curtis Wilson
<b>Email Address</b>	cwilson@mlusd.net
<b>District Website</b>	<a href="http://www.mlusd.net">www.mlusd.net</a>

## 2023-24 School Description and Mission Statement

Herbert Green Middle School is located in Placerville, California, 32 miles east of Sacramento, in the beautiful foothills of the Sierra Nevada Mountain Range. We serve fifth, sixth, seventh, and eighth grade students with a staff dedicated to creating a learning environment that enables students to achieve their maximum potential. Herbert Green provides a high quality educational experience in conjunction with a collaborative learning partnership between parents, teachers and students.

Students at Herbert Green Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, kindness and acceptance of others. Parents and students are informed of school rules and discipline policies via the website, mailers, e-mail, school messenger phone system (Parent Square), and the Parent Handbook with the school's policies distributed at the beginning of the year. Parents are able to view student grades online via the Aeries Student Information System (SIS) Portal. Herbert Green Middle School has instituted a school-wide disciplinary program based on Positive Behaviors Interventions and Supports (PBIS). At Herbert Green we encourage our students to follow the Miner's Pride Expectations of Be Safe, Be Respectful, Be Responsible, and Be Kind. All students receive Social Emotional Learning through their zero period "Connections" where they build positive relationships with one another and address topics that are

## 2023-24 School Description and Mission Statement

components of building a positive school climate. The staff has fully implemented programs that are aligned with the Common Core State Standards (CCSS). Herbert Green Middle School uses the following programs and practices to support our students with specific emphasis on our under-performing students.

- 5th-8th Grade Block Schedule which includes built in intervention and enrichment opportunities for all students
- After school tutoring and clubs
- iReady - Intervention and Extension; used with all students to individualize learning paths
- Reflex Math implementation in all grade levels
- Designated ELD small group instruction for all students using Lexia English
- Accelerated Reader - Reading comprehension program 5th-8th grade
- Focused connections on self-advocacy, goal setting, and strengthening academics supported by Collaborative Classroom.
- Differentiation/remediation strategies within the regular instructional day
- Parent/Community volunteers
- Local Control Accountability Plan (LCAP) Instructional Assistants (3)
- Co-teaching supports for Special Education and English Learner students

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, sports, and programs include: Band, Leadership/Student Council, Hands-4-Hope Community Service Club, Various sports are offered through the El Dorado County Sports League which include Flag Football, Girls and Boys Volleyball, Girls and Boys Basketball, Wrestling, Cross Country, and Track.

The school recognizes and celebrates the achievements and successes of student and staff on a regular basis. Students are recognized for their achievements with the You Make a Difference Awards, Miner's Bucks, Student Recognition Postcards, Trimester Awards Assemblies, Major Awards Assembly, and Accelerated Reader Recognition events.

**Mission:** To provide a safe and respectful environment which promotes academically excellent, responsible citizens, healthy behavior, with a desire for life-long learning.

**Vision:** Herbert Green Middle School is dedicated to creating a challenging learning environment that enables students to achieve their maximum potential in academic performance, critical thinking skills, expressive talents, physical development, social and emotional growth, and use of technology. We strive to maintain a safe, organized, enriched school climate where students have the freedom to think critically and creatively. We believe that all students can and want to learn and meet the expectations of the California Content Standards in all subject areas. Curriculum, instruction, and staff development to support and improve teaching and learning are based on current research and sound educational practice. Herbert Green Middle School is a place where students, staff, and parents are welcome, comfortable and treated with respect. We value the contributions of both parents and the community in the education of our students.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	95
Grade 6	92
Grade 7	85
Grade 8	102
Total Enrollment	374

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
American Indian or Alaska Native	2.9%
Asian	0.3%
Black or African American	0.5%
Filipino	0.5%
Hispanic or Latino	34.5%
Two or More Races	2.9%
White	58.3%
English Learners	14.2%
Homeless	5.3%
Socioeconomically Disadvantaged	51.6%
Students with Disabilities	14.2%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.80	43.45	30.80	75.05	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	8.81	1.60	3.89	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	8.60	47.74	8.60	21.06	18854.30	6.86
<b>Total Teaching Positions</b>	18.10	100.00	41.10	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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.40	62.77	35.00	81.43	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.65	1.00	2.32	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.00	13.96	3.00	6.96	11953.10	4.28
<b>Unknown</b>	4.00	18.61	4.00	9.28	15831.90	5.67
<b>Total Teaching Positions</b>	21.40	100.00	43.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.60	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	3.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.4	4.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Mother Lode Union Elementary School District held a public hearing and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science equipment pursuant to the settlement of Williams vs. the State of California. All students are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Curriculum materials are approved for use by the California State Board of Education and were reviewed by teachers and administration before implementation.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill- Wonders (5th only) Adopted 2016	Yes	0.0%
	McGraw Hill- Study Sync (6th-8th) Adopted 2016		
<b>Mathematics</b>	Pearson EnVisions Math (5th Only) Adopted 2014	Yes	0.0%
	Big Ideas Math Course 1 (6th Grade) Adopted 2015		
	Big Ideas Math Course 2 (7th Grade) Adopted 2015		
	Big Ideas Math Accelerated (7th Grade) Adopted 2015		
	Big Ideas Math Course 3 (8th Grade) Adopted 2015		
	Pearson Algebra 1 Adopted 2015		
<b>Science</b>	McGraw-Hill Inspire Science (5th Grade) Adopted 2022	Yes	0.0%
	McGraw-Hill Inspire Earth Science (6th Grade) Adopted 2022		
	McGraw-Hill Inspire Life Science (7th Grade) Adopted 2022		
	McGraw-Hill Inspire Physical Science (8th Grade) Adopted 2022		
<b>History-Social Science</b>	Pearson My World (5th Grade) Adopted 2019	Yes	0.0%
	Pearson My World: A World History (6th Grade) Adopted 2019		
	Cengage National Geographic World History (7th Grade) Adopted 2019		
	Cengage National Geographic US History: American Stories		



	Adopted 2019		
<b>Foreign Language</b>	Prentice Hall Realidades Spanish A, Spanish B Adopted 2015	Yes	0.0%
<b>Health</b>	Positive Prevention Plus Adopted 2016/Updated 2021	Yes	0.0%

## School Facility Conditions and Planned Improvements

Herbert C. Green Middle was originally constructed in 1960, updated in the 1980s, and modernized in 2001, with additional modernization improvements made in 2018. The campus is comprised of 19 permanent classrooms, nine portables, one gym, one multipurpose room, one library, one staff lounge, and one playground. The chart displays the most recent facilities inspection.

### Cleaning Process

The school principal and Maintenance, Operations, and Transportation (MOT) team work daily with the staff of three custodians (two full-time and one part-time) to ensure that students and staff have a safe and clean learning environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

### Maintenance and Repair

The MOT team ensures that necessary repairs are completed in a timely manner. A work order process is used by all staff to ensure an efficient response time with the highest priority given to urgent repairs. The MOT team meets with the Lead Maintenance worker daily to review all facility needs were completed or are in process.

### Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			roof trim/gutters will be replaced on the gym
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## 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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	32	30	34	29	47	46
<b>Mathematics</b> (grades 3-8 and 11)	21	22	24	25	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	384	379	98.70	1.30	29.82
<b>Female</b>	182	181	99.45	0.55	31.49
<b>Male</b>	202	198	98.02	1.98	28.28
<b>American Indian or Alaska Native</b>	11	10	--	9.09	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	133	133	100.00	0.00	21.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	10	90.91	9.09	--
<b>White</b>	224	221	98.66	1.34	34.84
<b>English Learners</b>	46	46	100.00	0.00	2.17
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	30	30	100.00	0.00	23.33
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	202	199	98.51	1.49	22.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	52	94.55	5.45	7.69

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	384	378	98.44	1.56	22.49
<b>Female</b>	182	181	99.45	0.55	16.57
<b>Male</b>	202	197	97.52	2.48	27.92
<b>American Indian or Alaska Native</b>	11	10	--	9.09	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	133	132	99.25	0.75	9.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	10	90.91	9.09	--
<b>White</b>	224	221	98.66	1.34	30.32
<b>English Learners</b>	46	46	100.00	0.00	2.17
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	30	29	96.67	3.33	17.24
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	202	198	98.02	1.98	14.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	52	94.55	5.45	7.69

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	21.91	18.78	21.91	18.59	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	200	198	99.00	1.00	18.69
<b>Female</b>	95	95	100.00	0.00	12.63
<b>Male</b>	105	103	98.10	1.90	24.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	67	67	100.00	0.00	8.96
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	119	118	99.16	0.84	24.58
<b>English Learners</b>	20	20	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	11	11	100.00	0.00	9.09
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	108	106	98.15	1.85	11.32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	26	96.30	3.70	0.00

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	78.1%	75%	80.2%	80.2%	75%
Grade 7	89%	92%	89.7%	87.5%	87.5%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Parents and community members play an important role in the success of Indian Creek Elementary's students. The partnership between the dedicated and hard working volunteers and staff is commendable. An active Parent Teacher Club coordinates numerous fundraisers over the course of the year to support enrichment, including field trips. Students explore the rich history of our area throughout their school career at Indian Creek.

Back to School Night is held shortly after school starts in the Fall. Parents can meet teachers, learn about classroom routines and policies, as well as get information about classroom volunteer opportunities. Indian Creek Elementary holds parent teacher conferences twice during the school year or throughout the school year if needed. At the end of each year families are invited to Open House in the evening to tour classrooms and see a variety of student work samples. Parents can stay informed through our school website, Student Handbook, and monthly newsletters.

Indian Creek Elementary greatly benefits from its supportive parents who volunteer in the classroom and serve as members of the Parent Teacher Club (PTC), School Site Council/English Language Advisory Committee (SSC/ELAC), and as classroom Art Docents. The school also benefits from several community partnerships, including the local Rotary and Lion's Club, Big Brothers/Big Sisters, Boys and Girls Club, UC Davis Nutrition Program, and receives support from retail merchants such as WalMart, Target, SaveMart, Home Depot, and Raley's.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	399	102	25.6
Female	191	191	52	27.2
Male	214	208	50	24.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	11	11	5	45.5
Asian	1	1	0	0.0
Black or African American	2	2	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	141	138	29	21.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	12	12	7	58.3
White	235	232	60	25.9
English Learners	60	57	9	15.8
Foster Youth	0	0	0	0.0
Homeless	33	33	17	51.5
Socioeconomically Disadvantaged	219	215	71	33.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	60	20	33.3

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.48	8.81	6.91	1.30	4.35	3.77	0.20	3.17	3.60
Expulsions	0.00	0.24	0.00	0.00	0.11	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.91	0
Female	4.19	0
Male	9.35	0
Non-Binary		
American Indian or Alaska Native	18.18	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.8	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.96	0
English Learners	5	0
Foster Youth	0	0
Homeless	18.18	0
Socioeconomically Disadvantaged	10.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.56	0

## 2023-24 School Safety Plan

Herbert Green Middle School provides a safe, clean environment for students, staff, and volunteers. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, lockdown, and evacuation drills are held regularly throughout the school year to prepare students and staff for an emergency.

The Comprehensive School Site Safety Plan was reviewed and updated during the 2021-22 school year and presented to the school board. Revisions were communicated to both classified and certificated staff. The school's emergency preparedness plan includes steps for ensuring student and staff safety during a lockdown or evacuation.

Students are supervised before and after school by classified and certificated staff. Students are also supervised during lunch by classified staff. There is a designated area for student drop-off and pick-up. Visitors must sign-in at the main office and wear a badge while on campus. A campus monitor is also employed to assist with student supervision and ensure campus safety. Emergency response packets detailing what to do in an emergency are available and visible in all classrooms.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	3	5	2
Mathematics	28	3	5	2
Science	20	4	7	
Social Science	22	3	7	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	4	7	
Mathematics	21	4	6	
Science	23	2	7	
Social Science	23	2	7	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	1	7	0
Mathematics	23	2	6	0
Science	23	1	7	0
Social Science	23	1	7	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	748

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10708	3683	7025	70976
District	N/A	N/A	7485	\$72,621
Percent Difference - School Site and District	N/A	N/A	-6.3	-0.1
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	6.3	-4.2

## Fiscal Year 2022-23 Types of Services Funded

Herbert Green is committed to student success. Students have access to a variety of supplemental educational services. Through the use of web-based intervention programs and strong partnerships with our local community agencies, our students still have access to academic, social, and emotional support. Students participate in Social Skills groups, Connections, Miner Block (whole school intervention and enrichment), Read Live, iReady, Lexia English, and Reflex Math.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,978	\$48,481
Mid-Range Teacher Salary	\$65,492	\$73,129
Highest Teacher Salary	\$90,673	\$99,406
Average Principal Salary (Elementary)	\$121,704	\$117,381
Average Principal Salary (Middle)	\$121,704	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$180,000	\$138,991
Percent of Budget for Teacher Salaries	29.85%	29.34%
Percent of Budget for Administrative Salaries	6.13%	5.99%

## Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers early release Wednesdays for Structured Collaboration Time and staff development. Faculty meet each Wednesday to work in grade level, department teams, and as an entire staff to review and analyze student data, teaching strategies/methodologies, and to share best practices.

In addition, the district calendar has three minimum days scheduled throughout the school year. The afternoon of each of these three days is devoted to professional development. The staff development focus includes: Universal Design for Learning (UDL) to reduce barriers to learning and meet the needs of a variety of learners in the classroom, review of iReady Data and Assessment, coordinating the Accelerated Reader program, planning English Language Development lessons, Step Up To Writing, Step Up To Writing Math, special education services and general education responsibilities, incorporating Love and Logic lessons in the Classroom, inspiring a Growth Mindset, managing Google Classroom, CAASPP Trainings, Bridges Out of Poverty book review, use of technology in the classroom, review of data related to state and district level assessments, areas of focus related to specific duties according to grade level and subject area, and other topics as they arise as an area of need based on site goals for the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	