



**ROY HERBURGER
ELEMENTARY**
8670 Maranello Dr
Elk Grove, CA 95624
(916) 681-1390

Board of Education
Jeanette J. Amavisca
Pollyanna Cooper-LeVangie
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Hours of Operation

Roy Herburger Elementary's office is open from 7:00 a.m. to 4:00 p.m. Monday through Friday.

School Highlights and Awards

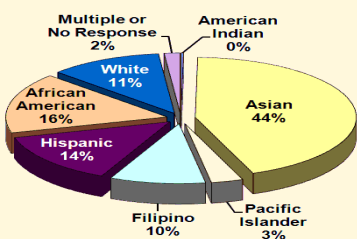
- Mad Scientist Assembly, Science Fair, Explorit Science, Siemens
- Multicultural Fair
- Partnership with Elk Grove Citizen Newspaper and Wells Fargo Bank
- Dance of the Decades
- API Growth of 59 points, 2006
- API Growth of 17 points, 2007
- STARBASE Program
- Oral Language Faire
- Student Council, Dairy Council, PEER Tutoring, GATE, After School Sports, and Jr. Cadets

Student Demographics

	School	District
Enrollment	813	61,573
English Learners	256	10,241
Languages Spoken	21	72
Students of Poverty	459	29,915
GATE	18	3,784

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

Roy Herburger Elementary
"Inspiring Children to Soar to New Horizons"

Roy Herburger Elementary School provides a unique and wonderful educational experience for all children, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing students with the skills they need to be successful lifelong learners.

The district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. Our school's mascot, the red tailed hawk, represents the ability of our students to reach new horizons as they soar to success as learners and as unique individuals.

Our success in implementing the district's mission can be evidenced through our school's special strengths, which include caring and academically-focused teachers and staff who provide a safe environment for ALL our students. This past school year we've implemented a number of after school programs to meet academic needs and sports interests, including extended day, GATE, basketball, track, choir, tutoring before and after school, Jr. Cadets, and band.

Parent support and involvement continues to be an important aspect of our success at Roy Herburger Elementary School. This support is given, recognized, and appreciated in many different ways. Our parents help plan the programs and policies, while others serve as classroom and library volunteers, as well as plan family activities, and serve on site and district committees. Parents also support our students success by providing space, time, and encouragement for daily homework, and by sending a clear message that education and regular school attendance are very important to family success.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. All adults visiting our campus are required to check in through the school office. The atmosphere of the school makes our students feel comfortable and secure within our educational community.

Rebecca Davis, Principal
Roy Herburger Elementary

Parental Involvement

There are a number of ways to become involved with your child's education. Herburger Elementary continues to develop an active PTA which has begun to raise money through various activities this year. We hold Back to School Night, Open House, and parent conferences throughout the year. You're always welcome to volunteer in your child's classroom, our school library, and after school activities. We also encourage you to join the PTA or our School Site Council. For more information on parent involvement opportunities, you may contact our office at 681-1390. This year we're working on increasing our parent involvement on the campus by encouraging dads and grandparents to be a part of our environment.

Teacher Credentials and Misassignments

Teacher Credentials		2007-2008
Total Number of Teachers		40
Total Full Credentials		40

SOURCE: 2007-2008 CBEDS, California Dept. of Education

Teacher Misassignments and Vacancies		2008-2009
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		1
Teacher Vacancies		0

SOURCE: 2008-2009, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

The district takes great efforts 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.

Included is more specific information 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 has 34 classrooms, multipurpose room, library, computer lab, science room, Learning Center and an administration building. The school was opened in 2004.

Our school is continually reviewed for any maintenance concerns.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works 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

Date of facilities inspection: 6/14/07

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (int. and ext.)	x			None
Interior Walls, Floors, and Ceilings	x			None
Hazardous Materials (int. and ext.)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (int. and ext.)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

	Exemplary	Good	Fair	Poor
Overall Summary		x		

SOURCE: 2008-2009, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

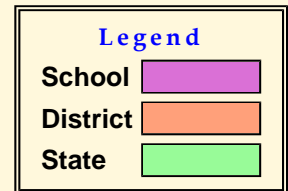
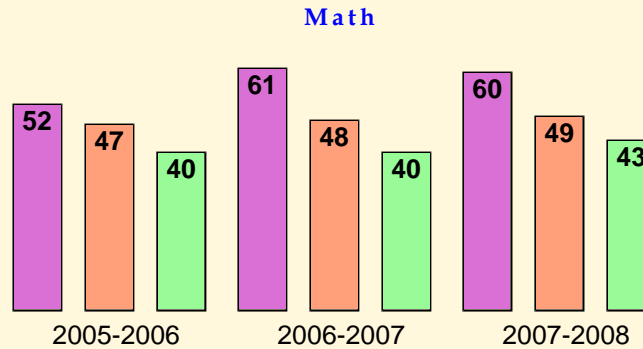
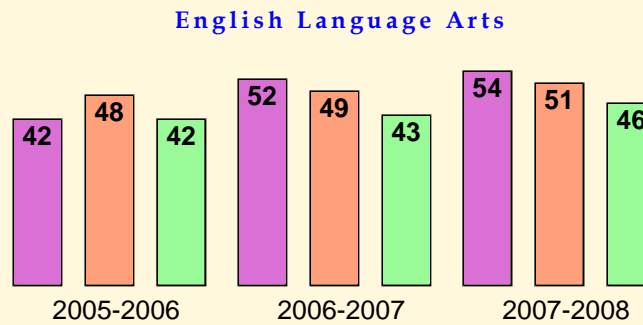
School Average	
Kindergarten	20.3
Grade 1	20.1
Grade 2	20.0
Grade 3	20.0
Grade 4	24.8
Grade 5	25.8
Grade 6	25.8

SOURCE: 2008 CBEDS, California Dept. of Education

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Growth Score	815
Statewide Rank	7
Similar Schools Rank	5

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

Overall AYP Status Met	Yes
Program Improvement	N/A

SOURCE: 2007-2008, California Dept. of Education

Professional Development

For the 2008-2009 school year, our site has a professional development emphasis in writing. Through our district's Trainer of Trainers program, four times per year a team of teachers attend trainings on best teaching practices and return to our site and share the information they have learned with the staff. In addition, our school has a weekly early out schedule in which students leave school 40 minutes early. Teachers use this time to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet individual students' needs.

Our teachers also take part in a district math professional development program for teachers of grades 3-7 which is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching less than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes, challenges, and new ideas for their classrooms.

Finally, the district offers a variety of classes for our support staff. Paraeducators, school secretaries, school office assistants, and custodians may take classes which relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

Your child's safety is extremely important to us at Roy Herburger Elementary. We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our district is committed to providing a safe, secure environment for learning. Our staff reviews and updates our School Safety Plan every August. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Random periodic school safety inspections are conducted by the County of Sacramento. The District's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

Specialized Programs

At Roy Herburger Elementary School we have a highly qualified staff to assist students with special learning needs. Our Learning Center services not only special education students, but also general education students who need additional support to meet the standards. Bilingual Teaching Associates help our English Learners access the core curriculum. Gifted and Talented students participate in increased accelerated instruction by the classroom teacher. Students who need extra tutoring or homework help may participate in our extended school program that focuses on special skill needs. The Supported Living Skills program for grades K through 6 is also part of our site. Full inclusion students and staff are integrated into the classrooms. Additional programs are accessed as needed.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$40,721
Midrange	\$59,384	\$65,190
Highest	\$82,031	\$84,151
Principals		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
District Superintendent	\$221,536	\$210,769
Share of budget used for		
Teachers' salaries	45.4%	39.9%
Administrative salaries	4.7%	5.5%

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Average Daily Attendance

	Percent
School	96.66%
District	95.37%

SOURCE: 2007-2008, EGUSD

Discipline

	School	District
Suspensions	14	12,551
Expulsions	0	224

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2008)	61,573
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1