



**HEMET UNIFIED  
SCHOOL DISTRICT**  
1791 W. Acacia Avenue  
Hemet, California 92545  
(951) 765-5100

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**School Accountability Report Card**

Reported for School Year 2007-08

Published During 2008-09

**Little Lake Elementary School**

www.hemetusd.k12.ca.us

26091 Meridian • Hemet, CA 92544 • (951) 765-1660 • Fax (951) 765-1696



**Introduction**

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

**Data and Access**

**Data**

*DataQuest* is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

**Our Mission Statement**

"The educational community will assist all students in maximizing their academic achievement and personal responsibility."

**Our Vision Statement**

Little Lake Elementary will aspire to the highest level of excellence in teaching, learning and positive behavior. We believe that school staff, parents and the community will work as a collaborative partnership to benefit all students in their academic success. We are dedicated to providing a nurturing, challenging and creative learning environment that celebrates diversity with compassion and acceptance.

**School Profile**

Little Lake Elementary was established in 1899 and is currently in its 108<sup>th</sup> school year. We are proud of our heritage and our long standing tradition of a

commitment to excellence. This is appropriately reflected in our Mission Statement: **"Little Lake Elementary is to assist all students in maximizing their academic achievement and personal responsibility."** We are committed to a child centered learning environment with **the highest level of excellence in teaching, learning, and positive behavior. We believe that school staff, parents and the community will work as a collaborative partnership to benefit all students in their academic success. We are dedicated to providing a nurturing, challenging and creative learning environment that celebrates diversity with compassion and acceptance.**

Currently, Little Lake has 43 classrooms. Thirty-four classrooms are general education classes in grades K thru 5 and nine classrooms are SDC classes. Six of the SDC classes are severely handicapped elementary and pre-school programs which draw their attendance from both inside and outside our district boundaries. We have embraced these programs and welcomed them to our Little Lake family.

To effectively maintain our high teacher expectations as well as continually strive to exceed them, change is inevitable and our staff is learning that collaboration is essential. We are a PLC (Professional Learning Community). We have revised our Mission and Vision Statements (as displayed above in bold print) so we are able to refocus our efforts in an organized manner that will benefit all students.

Little Lake's teaching and support staff has grown to 100 members with more than 850 years of successful teaching experience. To maintain a *Tradition of Excellence*, our Little Lake staff continues to hone skills through collaboration, staff development and the utilization of assessment. This dedication drives our instruction.

We exist to educate, elevate and encourage our students. Our practices in the classroom, implemented student programs, and after school involvement create a child centered learning environment. Our parents, staff, and community work collaboratively for the benefit of all students. Children come first at Little Lake Elementary.

**District Profile**

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

# Little Lake Elementary School

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level  | 2005-06         |                      |       | Avg. Class Size | 2006-07 |       |     | Avg. Class Size | 2007-08         |                      |      |       |     |
|--------------|-----------------|----------------------|-------|-----------------|---------|-------|-----|-----------------|-----------------|----------------------|------|-------|-----|
|              | Avg. Class Size | Number of Classrooms |       |                 | 1-20    | 21-32 | 33+ |                 | Avg. Class Size | Number of Classrooms |      |       |     |
|              |                 | 1-20                 | 21-32 |                 |         |       |     |                 |                 | 33+                  | 1-20 | 21-32 | 33+ |
| Kindergarten | 20.8            | 5                    | 1     | 20.8            | 4       | 1     |     | 21.0            | 5               | 1                    |      |       |     |
| Grade 1      | 19.3            | 7                    |       | 19.1            | 7       |       |     | 19.3            | 7               |                      |      |       |     |
| Grade 2      | 19.0            | 6                    |       | 19.6            | 6       |       |     | 18.5            | 6               |                      |      |       |     |
| Grade 3      | 18.0            | 5                    | 1     | 18.9            | 7       |       |     | 20.8            | 5               | 1                    |      |       |     |
| Grade 4      | 31.5            |                      | 4     | 33.5            |         |       | 4   | 30.0            |                 | 4                    |      |       |     |
| Grade 5      | 31.8            |                      | 5     | 33.3            |         | 1     | 3   | 31.3            |                 | 4                    |      |       |     |
| K-3          |                 |                      |       | 15.0            | 1       |       |     |                 |                 |                      |      |       |     |
| 4-5          |                 |                      |       |                 |         |       |     | 27.0            |                 | 1                    |      |       |     |

## School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2007-08:

| Grade Level      | Enrollment |
|------------------|------------|
| Kindergarten     | 138        |
| Grade 1          | 141        |
| Grade 2          | 125        |
| Grade 3          | 137        |
| Grade 4          | 143        |
| Grade 5          | 157        |
| Total Enrollment | 841        |

## Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

| Racial/Ethnic Category           | % of Total Enrollment |
|----------------------------------|-----------------------|
| African American                 | 5.46                  |
| American Indian or Alaska Native | 1.19                  |
| Asian                            | 0.71                  |
| Filipino                         | 0.24                  |
| Hispanic or Latino               | 37.29                 |
| Pacific Islander                 | 0.36                  |
| White (Not Hispanic)             | 45.84                 |
| Multiple or No Response          | 8.91                  |
| Socioeconomically Disadvantaged  | 67.0                  |
| English Learners                 | 15.0                  |
| Students with Disabilities       | 18.0                  |

## Parent Involvement

Little Lake Elementary School addresses all areas of parent involvement through their Single Plan For Student Achievement. For more information, contact the site Principal, Jinane Annous at (951) 765-1660.

### School Climate:

### School Safety

#### SB187 Safety Plan

**Date the plan was last updated:**

September, 2007

**Date the plan was last reviewed by the staff:**

October, 2007

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

The campus is completely enclosed with fencing to ensure the safety of the school's patrons and staff, as well as reduce vandalism and other illegal activities during the times school is not in session. Upon their arrival at school and throughout the school day, Little Lake students are well supervised by teachers, supervision aides, an assistant principal, and the principal. Every classroom has adequate space and all students have access to core curriculum materials.

All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

A clean, safe, and secure teaching and learning environment is the highest priority to Little Lake administration and staff.

There is a functioning Safety Committee that continually monitors the school's safety plan and preparedness. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks.

## School Facilities:

### **School Facility Good Repair Status (School Year 2008-09)**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On July 29, 2008 facilities validation site visit was conducted at Little Lake Elementary School. Based on the field observations the following was found and the district has taken the appropriate action.

| Items Inspected                                 | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|---|---------------|------|------|---|
|   | Good          | Fair | Poor |   |
| Gas Leaks                                       | X             |      |      | One boy's restroom door does not lock.<br><br>Sixteen classrooms stained ceiling tiles; carpet torn in one classroom; three classrooms holes in wallpaper; one classroom wallpaper peeling; one classroom carpet stained.<br><br>One classroom missing vent cover.<br><br>Several rooms lights out; one restroom broken switch; two classrooms missing clocks.<br><br>One restroom toilet does not flush; one restroom urinal flusher is stuck. |
| Mechanical Systems                              | X             |      |      |   |
| Windows/Doors/Gates (interior and exterior)     | X             |      |      |   |
| Interior Surfaces (walls, floors, and ceilings) |               | X    |      |   |
| Hazardous Materials (interior and exterior)     | X             |      |      |   |
| Structural Damage                               | X             |      |      |   |
| Fire Safety                                     | X             |      |      |   |
| Electrical (interior and exterior)              | X             |      |      |   |
| Pest/Vermin Infestation                         | X             |      |      |   |
| Drinking Fountains (inside and outside)         | X             |      |      |   |
| Restrooms                                       | X             |      |      |   |
| Sewer   | X             |      |      |   |
| Playground/School/Grounds                       | X             |      |      |   |
| Roofs   | X             |      |      |   |
| Overall Cleanliness                             | X             |      |      |   |

### **Overall Summary of School Facility Good Repair Status**

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected  | Facility Condition |      |      |      |
|-----------------|--------------------|------|------|------|
|                 | Exemplary          | Good | Fair | Poor |
| Overall Summary |                    | X    |      |      |



### **School Discipline Practices**

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated. Students who violate school rules may be suspended or expelled if necessary. The following table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

|             | School |       |       | District |       |       |
|-------------|--------|-------|-------|----------|-------|-------|
|             | 05-06  | 06-07 | 07-08 | 05-06    | 06-07 | 07-08 |
| Suspensions | 2.4    | 1.2   | 1.8   | 17.1     | 15.4  | 14.8  |
| Expulsions  | 0.0    | 0.0   | 0.0   | 0.1      | 0.5   | 0.6   |

### **Deferred Maintenance Fund**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted \$932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

### **Maintenance and Repair**

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. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

## New School Construction & Modernization Projects

Rancho Viejo Middle School opened in August 2008 with 1,400 students. Tahquitz High School Phase 2 Classrooms and Phase 3 Stadium are completed. Hemet High School Phase 1 Swimming Pool is under construction. Administration Remodel and Addition is in DSA and is scheduled to start construction in December 2008. The Hemet HS Weightroom is in DSA and scheduled for construction January 2009. Acacia Middle School will undergo major classroom modernization using local funding. The project is in design and will start construction June 2009. Cottonwood Library projected is scheduled for January 2009 construction.

## School Facility Conditions and Safety

The school, built in the early 1900's on 10.87 acres, currently has 22 permanent rooms and 22 relocatable classrooms. There are also administrative offices, a library, multi-purpose room, computer lab, and a disaster shed containing disaster supplies.

## Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

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. The results of this survey are available at the school office or at the district office.

## Teachers:

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2005-06 | 2006-07 | 2007-08 | 2008     |
| <b>With Full Credential</b>                        | 42      | 41      | 41      | 1058     |
| <b>Without Full Credential</b>                     | 1       | 3       | 2       | 45       |
| <b>Teaching Outside Subject Area of Competence</b> | 1       | 0       | 1       |          |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator   | 2006-07 | 2007-08 | 2008-09 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Total Teacher Misassignments</b>                   | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 0       | 1       | 0       |

## Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes                     | Percent of Classes in Core Academic Subjects |                                       |
|---|--|---------------------------------------|
|   | Taught by NCLB Compliant Teachers            | Taught by Non-NCLB Compliant Teachers |
| <b>This School</b>                      | 97.6   | 2.4                                   |
| <b>All Schools in District</b>          | 91.1   | 8.9                                   |
| <b>High-Poverty Schools in District</b> | 92.9   | 7.1                                   |
| <b>Low-Poverty Schools in District</b>  | 78.3   | 21.7                                  |

## Curriculum and Instructional Materials:

### Availability of Textbooks and Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/7/2008 that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below.

| Core Curriculum Areas             | Pupils Who Lack Textbooks and Instructional Materials |
|-----------------------------------|---|
| <b>Reading/Language Arts</b>      | 0%  |
| <b>Mathematics</b>                | 0%  |
| <b>Science</b>                    | 0%  |
| <b>History-Social Science</b>     | 0%  |
| <b>Foreign Language</b>           | 0%  |
| <b>Health</b>                     | 0%  |
| <b>Visual and Performing Arts</b> | 0%  |

## Adopted Textbooks

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board. The chart below outlines the adopted textbooks we use in our District.

### ADOPTED TEXTBOOKS K-5

| Grade Level  | Course/Content Area | Title   | Publisher   | Edition              | Year Adopted                        |
|--------------|---------------------|---|---|----------------------|-------------------------------------|
| K-5          | Eng/Lang. Arts      | Open Court Reading  | SRA/McGraw Hill   | 2002                 | May 2002                            |
| Kind.<br>1-5 | Mathematics         | Scott Foresman – Addison Wesley<br>enVisionMath - California                | Pearson Scott Foresman                                  | 2009                 | June 2008                           |
| K-5          | Science             | Harcourt Science California Edition   | Harcourt Brace  | 2001                 | March 2001                          |
| K-5          | Social Studies      | History—Social Science for<br>California                                    | Pearson, Scott-Foresman                                 | 2006                 | June, 2007                          |
| K-5          | Social Studies      | Health and Fitness  | Harcourt School Pub                                     | 2006                 | July 2005                           |
| K-5          | ELD                 | English Now, V 1.3<br>English Now! V C L 4,5,6<br>Write Time L 6. 7—1st Ed. | LitConn, Inc.<br>LitConn, Inc.<br>Teacher Created Mtls. | 2003<br>2005<br>2004 | Dec. 2006<br>June 2007<br>June 2007 |
| K-5          | Health              | Harcourt Health & Fitness   | Harcourt, Inc.  | 2006                 | July 2005                           |

### Intervention Programs for Reading/Language Arts

|      |                       |   |  |                      |           |
|------|-----------------------|---|--|----------------------|-----------|
| 4-12 | Reading/Language Arts | SRA/Reach<br>High Point EI<br>Scholastic Read 180 | SRA/McGraw Hill<br>Hampton-Brown Co.<br>Scholastic, Inc. | 2002<br>2001<br>2002 | July 2005 |
| 4-7  | Mathematics           | California Math Triumphs                          | Glencoe/McGraw-Hill                                      | 2008                 | June 2008 |

## School Finance:

### Other Programs

To help ensure a quality education for all students, state and federal funding is provided to Little Lake Elementary School for the following special programs to supplement the core instructional program provided by the school District:

| Program                                  | Amount           |
|--|------------------|
| Title I                                  | \$77,779         |
| School & Library Improvement Block Grant | \$24,804         |
| EIA/LEP                                  | \$44,605         |
| ELAP                                     | \$8,676          |
| <b>Total</b>                             | <b>\$155,864</b> |

### Teacher & Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                       | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                | \$38,778        | \$40,721                                     |
| <b>Mid-Range Teacher Salary</b>                | \$64,198        | \$65,190                                     |
| <b>Highest Teacher Salary</b>                  | \$84,864        | \$84,151                                     |
| <b>Average Principal Salary (Elem)</b>         | \$102,266       | \$104,476                                    |
| <b>Average Principal Salary (MS)</b>           | \$106,564       | \$108,527                                    |
| <b>Average Principal Salary (HS)</b>           | \$113,768       | \$119,210                                    |
| <b>Superintendent Salary</b>                   | \$203,730       | \$210,769                                    |
| <b>% of Budget for Teacher Salaries</b>        | 41.4%           | 39.9%  |
| <b>% of Budget for Administrative Salaries</b> | 6.3%            | 5.5%   |



## Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level                                       | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site                                 | \$5,967                      | \$1,099                               | \$4,578                        | \$68,164               |
| District                                    |                              |                                       | \$5,080                        | \$62,751               |
| Percent Difference-School Site and District |                              |                                       | (10%)                          | 9%                     |
| State                                       |                              |                                       | \$5,300                        | \$65,008               |
| Percent Difference-School Site and State    |                              |                                       | (14%)                          | 5%                     |

### Student Performance:

#### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards (on all six fitness standards) |
|-------------|--|
| 5           | 42.6   |

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

#### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

#### CST Results for all Students Three year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School |    |    | District |    |    | State |    |    |
|---------|--------|----|----|----------|----|----|-------|----|----|
|         | 06     | 07 | 08 | 06       | 07 | 08 | 06    | 07 | 08 |
| ELA     | 47     | 50 | 55 | 39       | 39 | 43 | 42    | 43 | 46 |
| Math    | 62     | 62 | 65 | 34       | 34 | 37 | 40    | 40 | 43 |
| Science | 44     | 43 | 56 | 28       | 32 | 39 | 35    | 38 | 46 |

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

#### CST Results by Student Group Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group                      | Percent of Students Scoring at Proficient or Advanced Level |      |         |
|----------------------------|---|------|---------|
|                            | ELA   | Math | Science |
| African American           | 27  | 50   | *       |
| Hispanic or Latino         | 41  | 54   | 42      |
| White (not Hispanic)       | 66  | 74   | 63      |
| Male                       | 50  | 66   | 62      |
| Female                     | 52  | 64   | 48      |
| Economically Disadvantaged | 45  | 58   | 50      |
| English Learners           | 27  | 47   | 22      |
| Students with Disabilities | 15  | 45   | 21      |

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Accountability:

#### Academic Performance Index

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

#### API Ranks - Three Year Comparison

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

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

| API Rank        | 2005 | 2006 | 2007 |
|-----------------|------|------|------|
| Statewide       | 6    | 7    | 7    |
| Similar Schools | 5    | 9    | 10   |

### API Changes by Student Group

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

| Group                           | Actual API Change |         |         | API Score |
|---------------------------------|-------------------|---------|---------|-----------|
|                                 | 2005-06           | 2006-07 | 2007-08 | 2008      |
| All Students                    | 21                | 6       | 10      | 818       |
| Hispanic or Latino              | 30                | 5       | 24      | 786       |
| White (not Hispanic)            | 18                | 8       | -1      | 840       |
| Socioeconomically Disadvantaged | 37                | 6       | 6       | 784       |
| Students with Disabilities      | N/A               | -32     | 34      | 730       |

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

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

| AYP Criteria                   | School | District |
|--------------------------------|--------|----------|
| Overall                        | Yes    | No       |
| Participation Rate—ELA         | Yes    | Yes      |
| Participation Rate—Mathematics | Yes    | Yes      |
| Percent Proficient—ELA         | Yes    | No       |
| Percent Proficient—Mathematics | Yes    | No       |
| API                            | Yes    | Yes      |

### Support Staff:

#### Student Progress

Little Lake met all of its AYP criteria. Little Lake's API (Academic Performance Index) was 818 with an improvement of 10 points from the previous year's score. Little Lake was also recognized as an Honorable Mention School among California's Distinguish Schools for 2005 and a Title-1 High Achieving School.

#### Student Services

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

| Title                              | Number of FTE Assigned to School |
|------------------------------------|----------------------------------|
| Psychologist                       | 1.0                              |
| Speech/Language/Hearing Specialist | 1.5                              |
| Resource Specialist (non-teaching) | 1.0                              |

### Instructional Planning and Scheduling:

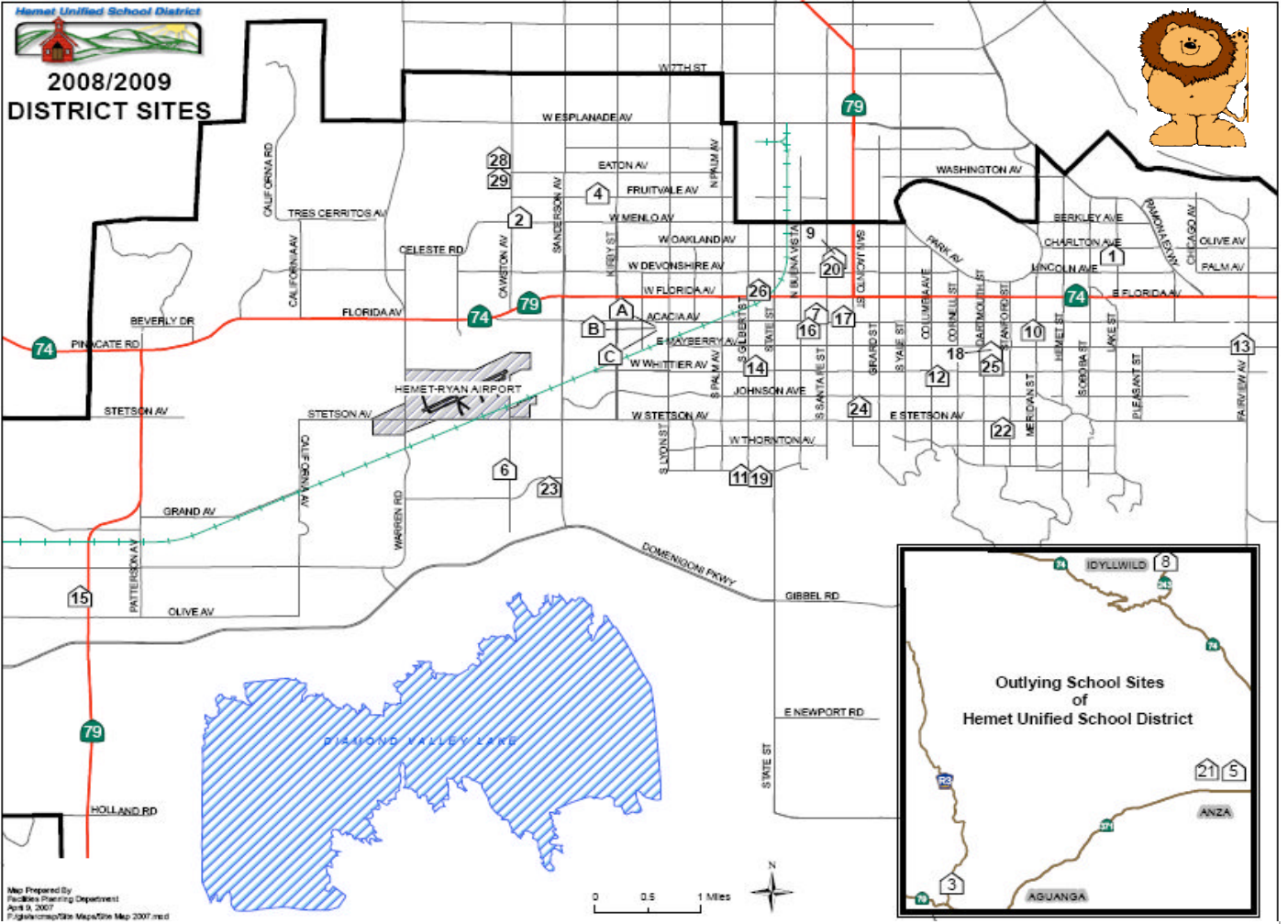
#### Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as SB472 Language Arts and Mathematics, AB430 Administrative Training, AB 2913 English Learner Authorization, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, four BTSA induction support providers, five academic coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2008-09 school year.

Little Lake Teachers are constantly involved in activities to enhance their teaching skills. Throughout the summer months, teachers are attending courses at various universities and workshops to keep abreast of technology, new philosophies and teaching methodologies. During the school year the school's staff continues to pursue further training at special workshops throughout California, in neighboring school districts, locally and in university classes. In-service training has been held on the Little Lake campus and the district office to assist our primary teachers and instructional aides in intervention programs, writing programs, technology, and various methods of improving student performance. The school district also provides consultant training for maintenance and custodial personnel as well as training for specialty positions and other training programs as requested. The school administrator receives regular training in such areas as evaluation, change process, interpersonal skills, curriculum standards, technology and instructional practices.

# Little Lake Elementary School



Map Prepared By:  
Facilities Planning Department  
April 9, 2007  
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| Site           | Number |
|----------------|--------|
| Bautista Creek | 1      |
| Cawston        | 2      |
| Cottonwood     | 3      |
| Fruitvale      | 4      |
| Hamilton Elem  | 5      |
| Harmony        | 6      |
| Hemet Elem     | 7      |
| Idyllwild      | 8      |
| Jacob Wiens    | 9      |
| Little Lake    | 10     |
| McSweeny       | 11     |
| Ramona         | 12     |
| Valle Vista    | 13     |

| Site                  | Number |
|-----------------------|--------|
| Whittier              | 14     |
| Winchester            | 15     |
| Preschools            | 16     |
| Acacia MS             | 17     |
| Dartmouth MS          | 18     |
| Diamond Valley MS     | 19     |
| HAAAT Charter School  | 20     |
| Hamilton HS           | 21     |
| Hemet HS              | 22     |
| West Valley HS        | 23     |
| Adult Education       | 24     |
| Esperanza Teen Mother | 24     |
| Alessandro HS         | 24     |

| Site                             | Number |
|----------------------------------|--------|
| The Family Tree Learning Center  | 25     |
| 21st Century Site                | 25     |
| Helen Hunt Jackson               | 25     |
| H.E.L.P. School                  | 26     |
| Tahquitz HS                      | 28     |
| Rancho Viejo MS                  | 29     |
| Nutrition Center                 | A      |
| Professional Development Academy | B      |
| Professional Development Center  | C      |