



Little Lake Elementary School

26091 Meridian Street ♦ Hemet, CA 92544 ♦ (951) 765-1660 ♦ Grades K-5
Dr. Jinane Annous, Principal

2008-09 School Accountability Report Card

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Hemet Unified School District

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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 108th 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 preschool 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.

Opportunities for 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, Dr. Jinane Annous at (951) 765-1660.

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.

Hemet Unified School District's Core Values

1. Provide a data-driven, standards-based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.

Enrollment by Student Group	
2008-09 Enrollment: 773	
African American	5.17%
American Indian or Alaska Native	2.20%
Asian	0.65%
English Learners	12.00%
Filipino	0.52%
Hispanic or Latino	41.27%
Pacific Islander	0.52%
White (not Hispanic)	49.03%
Socioeconomically Disadvantaged	66.00%
Students with Disabilities	19.00%
Multiple or No Response	0.65%

Suspensions & Expulsions

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

Suspension Rates						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	1.2	1.8	1.3	15.4	14.8	18.4
Expulsions	0.0	0.0	0.0	0.5	0.6	0.4

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 Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, 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, three BTSA induction support providers, seven instructional 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.

Professional Development (continued)

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 At a Glance calendar on the website for the 2009-2010 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.

Class Size and Distribution

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

Average Class Size & Class Size Distribution (Primary)				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2006-07				
K	20.8	4	1	
1	19.1	7		
2	19.3	6		
3	18.9	7		
4	33.5			4
5	33.3		1	3
6				
2007-08				
K	21.0	5	1	
1	19.3	7		
2	18.5	6		
3	20.8	5	1	
4	30.0		4	
5	31.3		4	
6				
2008-09				
K	32.3		2	1
1	19.2	6		
2	19.7	6		
3	19.0	6		
4	29.0		4	
5	32.0		1	4
6				

Types of Services Funded

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

Title I	\$59,108
EIA	\$13,730
EIA/LEP	\$13,508
ELAP	\$4564
School & Library Improvement Block Grant	\$13,649
Lottery	\$21,218
GATE	\$592
Safe & Drug Free Schools	\$963

Expenditures Per Pupil and Teacher Salaries (FY 07-08)

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 school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	\$6400	\$1,094	\$5,306	\$73,082
District	--	--	\$5,473	\$63697
State	--	--	\$5,586	\$67,109
Percent Difference (School/District)			-3	13
Percent Difference (School/State)			-5	8

Teacher and Administrative Salaries (FY 07-08)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	\$40,147	\$42,065
Mid-Range Teacher Salary	\$66,015	\$67,109
Highest Teacher Salary	\$87,860	\$86,293
Superintendent Salary	\$234,185	\$216,356
Average Principal Salary (Elementary)	\$109,340	\$107,115
Average Principal Salary (Middle)	\$114,758	\$112,279
Average Principal Salary (High)	\$126,437	\$122,532
% of Budget (Teacher Salaries)	41.21%	5.5%
% of Budget (Administrative Salaries)	7.7%	39.4%

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	0
Average # of Students per Counselor	0
Library Media Teacher	0
Library Media Services Staff	1
Psychologist	0.5
Social Worker	0
Nurse	0
Health Technician	0.5
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1
Other	0

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 of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Credentials				
Teachers	School			District
	06-07	07-08	08-09	08-09
With Full Credential	41	41	37	998
Without Full Credential	3	2	2	34
Outside Subject Area of Competence	0	1	0	81

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.

Misassignments/Vacancies			
	07-08	08-09	09-10
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Academic Performance Index (API)

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

API Ranks			
	2006	2007	2008
Statewide	7	7	7
Similar Schools	9	10	9

Core Academic Classes 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 the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

% of Classes in Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School	97.4	2.6
All Schools in District	93.3	6.7
High-Poverty Schools	92.1	7.9
Low-Poverty Schools	77.4	22.6

School Site Safety Plan

SB187 Safety Plan

Date the plan was last updated: September, 2008

Date the plan was last reviewed by the staff: October, 2008

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.

Facilities Maintenance

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. This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Facility Conditions					
Item Inspected	Repair Status				Repair Needed / Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	Stained carpet in room 102.
Cleanliness: Overall/Pest/Vermin Infestation	[]	[X]	[]	[]	Termites in room 118, 105.
Electrical: Electrical	[]	[X]	[]	[]	Several rooms lights out.
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety/Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage/Roofs	[]	[X]	[]	[]	Room leaks in rooms 223, 204, 205, 210, 105.
External: Grounds/Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Curriculum and Instructional Materials

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.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
Mathematics				
K-5	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	6/08
Social Science				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
Science				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
Health				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05

Interventions Programs for Reading/Language Arts				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12	High Point EI	Hampton-Brown Co.	2001	5/05
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05

California Physical Fitness Test Results

Every year, 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 scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results			
	4 of 6	5 of 6	6 of 6
Grade 5	13.8	21.7	44.2

DataQuest and Access to Data

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

California Standards Tests (CST)

The California Standards Tests (CSTs) 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, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. 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.

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).

Percent of Students Scoring At Proficient or Advanced									
Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	50	55	60	39	43	46	43	46	50
Mathematics	62	65	66	34	37	38	40	43	46
Science	43	56	42	32	39	41	38	46	50
History-Social Science				28	31	34	33	36	41

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.

Percent of Students Scoring At Proficient or Advanced				
Student Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	46	62	*	
American Indian / Alaska Native	*	*	*	
Asian	*	*	*	
Hispanic or Latino	56	58	34	
Filipino	*	*	*	
Pacific Islander	*	*	*	
White (not Hispanic)	64	71	51	
Male	57	68	39	
Female	63	63	45	
Economically Disadvantaged	52	61	36	
English Learners	49	56	27	
Students with Disabilities	57	62	48	
Students Receiving Migrant Education				

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source). Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for All Students					
Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level

This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners				
Subject and Grade Level	SWD Student Participation Rate		EL Student Participation Rate	
	State	National	State	National
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

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
AYP Overall	Yes	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	Yes	No
Mathematics	Yes	No
API	Yes	Yes
Graduation Rate (High Schools)	N/A	Yes
Number of Schools Currently in PI	N/A	13
Percent of Schools Currently in PI	N/A	46.4

Federal Intervention Program

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

Program Improvement Status		
	School	District
PI Status	Not in PI	In PI
First Year of PI		2004-2005
Year in PI		Year 3

API Changes by Student Group - Three-Year Comparison

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. Note: "N/A" means that the student group is not numerically significant.

API Changes				
Student Group	Actual Change			Score
	06-07	07-08	08-09	
All Students at the School	6	10	10	815
African American				
American Indian / Alaska Native				
Asian				
Filipino				
Hispanic or Latino	5	24	10	785
Pacific Islander				
White (not Hispanic)	8	-1	15	841
Socioeconomically Disadvantaged	6	6	10	779
English Learners				
Students with Disabilities	-32	34	58	752