# Little Lake Elementary School

26091 Meridian Street • Hemet, CA 92544 • (951) 765-1660 • Grades K-5
Dr. Marco Baeza, Principal
mbaeza@hemetusd.k12.ca.us

## 2011-12 School Accountability Report Card
## Published During the 2012-13 School Year

---

**Hemet Unified School District**

1791 West Acacia Ave.
Hemet, CA 92545-3632
(951) 765-5100
www.hemetusd.k12.ca.us

### District Governing Board

Mr. William Sanborn

Mrs. Marilyn Forst

Mr. Paul Bakkom

Dr. Lisa DeForest

Mrs. Charlotte Jones

Mr. Ross Valenzuela

Mr. Joe Wojcik

### District Administration

Dr. Barry L. Kayrell
**Superintendent**

Dr. Sally Cawthon
**Assistant Superintendent**
**Educational Services**

Dr. LaFaye Platter
**Deputy Superintendent**
**Human Resources**

Vince Christakos
**Assistant Superintendent**
**Business Services**

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (951) 765-1660.

## District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 21,157 students. Preschool centers at nine school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter high school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

## 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 46 classrooms. Thirty-four classrooms are general education classes in grades K thru 5 and two classrooms are SDC classes. Six of the 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 Parental Involvement

Parent involvement opportunities are available to all parents at our school.  These offerings are available in both English and Spanish. These opportunities include, Parent Project®, P.R.I.C.E. Parenting®, Parent Institute for Quality Education®, District English Learner Advisory Committee, District Advisory Committee, and a district-wide PTA/ELAC community event, named, "Hemet Posada."

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. Marco Baeza at (951) 765- 1660.

**Hemet Unified School District's Core Values**

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well-being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

| Student Enrollment by Grade Level | |
| --- | --- |
| **Grade Level** | **Number of Students** |
| **Kinder.** | 144 |
| **Gr. 1** | 148 |
| **Gr. 2** | 135 |
| **Gr. 3** | 146 |
| **Gr. 4** | 132 |
| **Gr. 5** | 137 |
| **Total** | 841 |

| Student Enrollment by Group | |
| --- | --- |
| **Group** | **Percent of Total Enrollment** |
| **Black or African American** | 5 |
| **American Indian or Alaska Native** | 1.8 |
| **Asian** | 0.6 |
| **Filipino** | 0.6 |
| **Hispanic or Latino** | 45.8 |
| **Native Hawaiian/Pacific Islander** | 0.1 |
| **White** | 43.9 |
| **Two or More Races** | 2.1 |
| **Socioeconomically Disadvantaged** | 68.2 |
| **English Learners** | 15.8 |
| **Students with Disabilities** | 17.1 |

| Average Class Size and Class Size Distribution | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | 1-20 | | | 21-32 | | | 33+ | | |
| Year | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| Kinder. | 20.8 | 25.4 | 24.2 | 1 | 0 | 1 | 4 | 5 | 5 | 0 | 0 | 0 |
| Gr. 1 | 22.3 | 22.5 | 22.4 | 0 | 1 | 1 | 6 | 5 | 4 | 0 | 0 | 0 |
| Gr. 2 | 21.8 | 24.6 | 22.1 | 0 | 0 | 2 | 5 | 5 | 5 | 0 | 0 | 0 |
| Gr. 3 | 19.9 | 22.5 | 30.8 | 4 | 1 | 0 | 2 | 5 | 4 | 0 | 0 | 0 |
| Gr. 4 | 27.5 | 32.5 | 23 | 0 | 0 | 2 | 4 | 1 | 4 | 0 | 3 | 0 |
| Gr. 5 | 29.4 | 25.4 | 28.4 | 0 | 2 | 1 | 4 | 0 | 1 | 0 | 3 | 3 |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| School | 09-10 | 10-11 | 11-12 |
| Suspensions Rate | 0.13 | 3.27 | 5.1 |
| Expulsions Rate | 0 | 0 | 0.0 |
| District | 09-10 | 10-11 | 11-12 |
| Suspensions Rate | 18.77 | 16.06 | 15.5 |
| Expulsions Rate | 0.52 | 0.37 | 0.4 |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

**Board approved: N**ovember 6, 2012

Per Board Policy 0450 and Education Code 32288, the school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286). Each school shall forward the safety plan to the Board for approval. (Education Code 32288). The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting. A copy of the Safe School Plan is available at the school site.

The Comprehensive Safe School Plan includes data regarding California Healthy Kids Survey, 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 clean, safe, and secure teaching and learning environment is the highest priority to administration and staff. 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. Supervision is assigned with the maximum coverage before and after school and at lunches. Walkie-talkies provide communication on campus with administrators. In the event of a disaster, such as an earthquake during school hours, all students will be kept at school. They will not be released until a parent or parent designee arrives at the school to pick them up. Parents are requested to list their designees on the "Emergency Release" card sent home at the beginning of the school year. The office must be notified if home or business phone numbers are changed. There is a functioning Safety Committee that continually monitors the school's safety plan and preparedness.

School gates are closed right after the morning bell rings and opened when school lets out. 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.

The school's physical facility is well maintained. District personnel periodically examine the school's physical facility regularly and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to the school safety. The classrooms are monitored for safety and appearance by administration and individual classroom teachers, custodians and administration. The pupils take pride in the appearance of their school.

The SAFE after school program offers both academic enrichment and positive behavior support from the end of the school day until 6 p.m. each day school is in session.

**School Facility Conditions and Planned Improvements (School Year 2012-13)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

**Year and month in which data were collected:** 7/12/12

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.

**School Facility Good Repair Status (School Year 2012-13)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| School Facility Good Repair Status | | | | | |
|---|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | | **Repair Needed and Action Taken or Planned** |
| | **Exemplary** | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | [ ] | [X] | [ ] | [ ] | |
| **Interior:** Interior Surfaces | [ ] | [ ] | [X] | [ ] | Carpet tears/waves 3rd year.  Water stains ceiling tiles.  Pencil sharpener cover is missing/injury hazard.  Outlet cover loose on wall. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [ ] | [X] | [ ] | [ ] | |
| **Electrical:** Electrical | [ ] | [X] | [ ] | [ ] | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [ ] | [X] | [ ] | [ ] | Exhaust fan motor is rattling. |
| **Safety:** Fire Safety, Hazardous Materials | [ ] | [X] | [ ] | [ ] | |
| **Structural:** Structural Damage, Roofs | [ ] | [X] | [ ] | [ ] | Exterior wood rotting.  Nails protruding/wood rotting on ramp/skirting. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ] | [X] | [ ] | [ ] | Trip hazard asphalt end of ramp.  Hole in pavement, trip hazard 3rd year. |
| **Overall Rating** | [ ] | [X] | [ ] | [ ] | |

| Teacher Credentials | | | |
|---|---|---|---|
| **School** | **09-10** | **10-11** | **11-12** |
| **Fully Credentialed** | 42 | 44 | 44 |
| **Without Full Credential** | 0 | 0 | 0 |
| **Teaching Outside Subject Area** | 0 | 0 | |
| **Districtwide** | **09-10** | **10-11** | **11-12** |
| **Fully Credentialed** | ♦ | ♦ | 922 |
| **Without Full Credential** | ♦ | ♦ | 11 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| **Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

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

**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs. During the last three years (2009-2012), 571 days of professional training has been provided through the Hemet Unified School District Professional Development Academy. The training provided through the Academy allows teachers, administrators and paraprofessionals to become highly skilled at providing quality leadership, instruction and support to the district's students. The focus of professional development is on the delivery of a standards-based instructional program. Achievement data is used to determine site support and priorities for professional development opportunities. Priorities are identified in the current LEA Plan under Specific Trainings in Language Arts and Mathematics, English Now, BTSA Induction Support for year one and two teachers and specific Special Education trainings. Additional coaching assistance is provided for veteran teachers who need individualized structure and support. Eight Strategy Focused Instructional Coaches provide ongoing support in trainings and in day to day professional development needs in the areas of language arts, mathematics, English Language Development and Technology. Administrators are provided specific professional development to implement and support new and on-going instructional programs. Professional development is delivered through trainings on-site, at the District Professional Development Academy, conferences, and through trainer of trainer's models. As new programs and instructional strategies are implemented, instructional coaches assigned to specific sites offer support and additional training. Site administrators receive continuing support at district leadership meetings from instructional coaches, district support staff and consultants.

## Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

| Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|---|---|
| **Location of Classes** | **Taught by Highly Qualified Teachers** | **Not Taught by Highly Qualified Teachers** |
| **This School** | 90.91 | 9.09 |
| **Districtwide** | | |
| **All Schools** | 91.61 | 8.39 |
| **High-Poverty Schools** | 91.64 | 8.36 |
| **Low-Poverty Schools** | 90 | 10 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

| Academic Counselors and Other Support Staff at this School | |
|---|---|
| **Number of Full-Time Equivalent (FTE)** | |
| **Academic Counselor** | 0 |
| **Social/Behavioral or Career Development Counselor** | .50 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | 0.688 |
| **Psychologist** | 1 |
| **Social Worker** | 0 |
| **Nurse** | .035 |
| **Speech/Language/Hearing Specialist** | 1.4 |
| **Resource Specialist** | 1 |
| **Other** | 0 |
| **Average Number of Students per Staff Member** | |
| **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.

| Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11) | | | | |
|---|---|---|---|---|
| **Level** | **Expenditures Per Pupil** | | | **Average Teacher Salary** |
| | **Total** | **Restricted** | **Unrestricted** | |
| **School Site** | $6,103 | $3,848 | $2,255 | $71,788 |
| **District** | ♦ | ♦ | $5,191 | $67,734 |
| **State** | ♦ | ♦ | $5,455 | $68,835 |
| **Percent Difference: School Site/District** | | | -56.6% | 6.0% |
| **Percent Difference: School Site/ State** | | | -58.7% | 4.3% |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

| Teacher and Administrative Salaries (Fiscal Year 2010-11) | | |
|---|---|---|
| **Category** | **District Amount** | **State Average for Districts In Same Category** |
| **Beginning Teacher Salary** | $42,241 | $41,455 |
| **Mid-Range Teacher Salary** | $63,574 | $66,043 |
| **Highest Teacher Salary** | $84,040 | $85,397 |
| **Average Principal Salary (ES)** | $104,155 | $106,714 |
| **Average Principal Salary (MS)** | $112,967 | $111,101 |
| **Average Principal Salary (HS)** | $117,829 | $121,754 |
| **Superintendent Salary** | $232,093 | $223,357 |
| **Percent of District Budget** | | |
| **Teacher Salaries** | 38% | 39% |
| **Administrative Salaries** | 6% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

## Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 126 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

OTHER PROGRAMS

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:

| | | |
|---|---|---|
| MAA -- $5,000 | AARA-State Fiscal Stability -- $867 | EIA -- $22,897 |
| Site Lottery -- $19,827 | AARA-ED JOBS -- $209,797 | EIA/LEP -- $4,459 |
| Title I -- $162,834 | ELL -- $429 | ASES-After School Program -- $93,823 |

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** October 2, 2012

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 10/2/2012 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:

| Adopted Textbooks | | | |
|---|---|---|---|
| **Grade Levels / Title** | **Publisher** | **Edition** | **Adopted** |
| **Reading/Language Arts** | | | |
| K-5 Open Court Reading | SRA/McGraw Hill | 2002 | 5/02 |
| **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 |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

| STAR Results for All Students - Three-Year Comparison | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | |
| | School | | | District | | | State | | |
| | 09-10 | 10-11 | 11-12 | 09-10 | 10-11 | 11-12 | 09-10 | 10-11 | 11-12 |
| ELA | 59 | 61 | 64 | 48 | 48 | 50 | 52 | 54 | 56 |
| Math | 65 | 68 | 72 | 41 | 42 | 42 | 48 | 50 | 51 |
| Science | 55 | 44 | 52 | 47 | 49 | 49 | 54 | 57 | 60 |
| H-SS | | | | 36 | 39 | 38 | 44 | 48 | 49 |

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

| 2012 STAR Results by Student Group | | | | |
|---|---|---|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced | | | |
| | ELA | Math | Science | H-SS |
| **All Students in the LEA** | 50 | 42 | 49 | 38 |
| **All Student at the School** | 64 | 72 | 52 | |
| **Male** | 61 | 71 | 55 | |
| **Female** | 68 | 73 | 50 | |
| **Black or African American** | 61 | 54 | | |
| **American Indian or Alaska Native** | 50 | 55 | | |
| **Asian** | | | | |
| **Filipino** | | | | |
| **Hispanic or Latino** | 63 | 73 | 45 | |
| **Native Hawaiian/Pacific Islander** | | | | |
| **White** | 66 | 74 | 58 | |
| **Two or More Races** | 58 | 75 | | |
| **Socioeconomically Disadvantaged** | 61 | 69 | 43 | |
| **English Learners** | 50 | 66 | | |
| **Students with Disabilities** | 53 | 55 | | |
| **Students Receiving Migrant Education Services** | | | | |

### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| **5** | 21.1 | 24.1 | 30.8 |

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

| API Growth by Student Group – Three-Year Comparison | | | |
|---|---|---|---|
| **Group** | **Actual API Change** | | |
| | **09-10** | **10-11** | **11-12** |
| **All Students at the School** | 9 | 9 | 12 |
| **Black or African American** | | | |
| **American Indian or Alaska Native** | | | |
| **Asian** | | | |
| **Filipino** | | | |
| **Hispanic or Latino** | 10 | 17 | 25 |
| **Native Hawaiian/Pacific Islander** | | | |
| **White** | 8 | 12 | -3 |
| **Two or More Races** | | | |
| **Socioeconomically Disadvantaged** | 21 | 9 | 16 |
| **English Learners** | | | |
| **Students with Disabilities** | -8 | 7 | 15 |

## Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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.

| Academic Performance Index Ranks - Three-Year Comparison | | | |
|---|---|---|---|
| **API Rank** | **2009** | **2010** | **2011** |
| **Statewide** | 7 | 6 | 7 |
| **Similar Schools** | 9 | 8 | 9 |

## Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | Not in PI | In PI |
| **First Year of Program Improvement** | | 2004-2005 |
| **Year in Program Improvement** | | Year 3 |
| **Number of Schools Currently in Program Improvement** | | 19 |
| **Percent of Schools Currently in Program Improvement** | | 70.4 |

## API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

| Group | | School | District | State |
|---|---|---|---|---|
| **All Students at the School** | **Students** | 501 | 15,535 | 4,664,264 |
| | **API-G** | 845 | 758 | 788 |
| **Black or African American** | **Students** | 19 | 1,074 | 313,201 |
| | **API-G** | 840 | 683 | 710 |
| **American Indian or Alaska Native** | **Students** | 12 | 192 | 31,606 |
| | **API-G** | 754 | 748 | 742 |
| **Asian** | **Students** | 4 | 202 | 404,670 |
| | **API-G** | | 848 | 905 |
| **Filipino** | **Students** | 4 | 175 | 124,824 |
| | **API-G** | | 863 | 869 |
| **Hispanic or Latino** | **Students** | 225 | 7,842 | 2,425,230 |
| | **API-G** | 838 | 734 | 740 |
| **Native Hawaiian/ Pacific Islander** | **Students** | 1 | 91 | 26,563 |
| | **API-G** | | 801 | 775 |
| **White** | **Students** | 227 | 5,560 | 1,221,860 |
| | **API-G** | 857 | 799 | 853 |
| **Two or More Races** | **Students** | 9 | 396 | 88,428 |
| | **API-G** | | 767 | 849 |
| **Socioeconomically Disadvantaged** | **Students** | 375 | 12,128 | 2,779,680 |
| | **API-G** | 826 | 734 | 737 |
| **English Learners** | **Students** | 68 | 2,951 | 1,530,297 |
| | **API-G** | 803 | 696 | 716 |
| **Students with Disabilities** | **Students** | 98 | 2,277 | 530,935 |
| | **API-G** | 767 | 613 | 607 |

## Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

| AYP Criteria | School | District |
|---|---|---|
| **Made AYP Overall** | No | No |
| **Met Participation Rate: English-Language Arts** | Yes | Yes |
| **Met Participation Rate: Mathematics** | Yes | Yes |
| **Met Percent Proficient: English-Language Arts** | No | No |
| **Met Percent Proficient: Mathematics** | No | No |
| **Met API Criteria** | Yes | Yes |
| **Met Graduation Rate (if applicable)** | N/A | No |