



# McSweeney Elementary School

451 West Chambers Ave. • Hemet, CA 92543 • (951) 925-4366 • Grades K-5

Mr. Daryl Wallace, Principal  
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## 2011-12 School Accountability Report Card Published During the 2012-13 School Year



### Hemet Unified School District

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#### 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/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (951) 925-4366.

### 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.

### Principal's Message

Welcome to McSweeney Elementary School where it is our primary purpose to see that every child succeeds. I am extremely proud to be the Principal of McSweeney Elementary School where students enjoy learning, parents are making a difference, and the school staff strives to ensure all students are given the opportunity to meet academic proficiency. We invite you to visit our school so you can experience firsthand the commitment we have to our students.

Our highly trained staff provides learning opportunities that ensure all students reach academic proficiency levels and strive towards their individual potential. Students are active participants in the learning process and work closely with staff in setting these goals. The integration of technology and the arts compliments the core curriculum as well as weekly offerings of choral music, band, and physical education. This year we have added Compass Learning and ST Math (MIND) to our curriculum. Both programs offer students additional support in mastering the state standards.

The parents and families of McSweeney Elementary School are integral to the success of our students! Their devoted commitment and support is reflected in the hours they spend volunteering their time and participation in advisory councils, committees, and school events. Our PTA is an amazing success that is seen throughout the school in forms of newsletters, student involvement in community programs, and the commitment to every student through our school events! The attendance at our school and its functions speak volumes about the level of dedication each parent has for their child and those of others. All of this combined promotes and creates an unparalleled learning experience for our students.

### **About This School**

We opened our doors in August 2003, serving one of the largest geographic attendance areas in the district. Our school boundaries extend from rural to densely populated city areas. It is here where one can experience high expectations for academic achievement, responsible citizenship, and a wonderful sense of community with an emphasis on mutual respect and observance of personal rights balanced with responsibility.

In our 9th year at McSweeney, the staff maintains high professional standards, working collaboratively towards academic success, participating in valuable workshops/trainings, and implementing instructional and program practices proven to promote student achievement. All aspects of McSweeney Elementary School promote student learning and serve to enhance their understanding of the ever-changing world to our students.

Students at McSweeney Elementary School come from a variety of backgrounds, which represent cultural diversity and socioeconomic population.

### **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."

Parents and community members are encouraged to share ideas for program development through an annual survey and participation in numerous committees and councils:

- School Site Council (SSC)
- English Language Advisory Council (ELAC) (district/DELAC)
- Curriculum Council
- Student Success Team (SST)
- Academic Probation/Retention Meetings
- Parent-Teacher Student conferences
- Parent-Teacher Association (PTA)/Parent Volunteer Program
- Gifted and Talented Parent Advisory
- Title One Parent Involvements Meetings
- Family Reading Nights/Family Math Nights
- District Advisory Council (DAC)
- Leadership Team
- Individual Education Plan (IEP)
- Special Education Parent Advisory

Parents are also provided with an annual Parent/School compact outlining everyone's responsibilities towards student achievement and social expectations. A McSweeney Handbook is provided to each student and family detailing all programs, rules, and procedures.

McSweeney is fortunate to have tremendous community support, consisting of individual reading tutors, business/organization sponsors and numerous parent volunteers. Motivational awards, volunteer tutoring, library books, band instruments, and field trip opportunities and assemblies are provided through our community supporters. Their offerings have made a difference and allowed us to grow together as a school and community.

The site addresses all areas of parent involvement through their Single Plan for Student Achievement. For more information, contact the site Principal, Daryl Wallace at (951) 925-4366

## 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 wellbeing 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.	137
Gr. 1	130
Gr. 2	137
Gr. 3	142
Gr. 4	140
Gr. 5	118
<b>Total</b>	<b>804</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.5
Asian	0.6
Filipino	0.4
Hispanic or Latino	59.8
Native Hawaiian/Pacific Islander	0.7
White	29.1
Two or More Races	5.3
Socioeconomically Disadvantaged	78.5
English Learners	21.3
Students with Disabilities	12.3

### 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.

#### COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Board approved: November 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.

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	22.7	24	26.8	0	0	0	5	5	5	0	0	0
Gr. 1	21.5	27	25.4	0	0	1	6	5	3	0	0	1
Gr. 2	21.6	20.3	22.7	0	3	1	6	3	5	0	0	0
Gr. 3	21.5	22.6	24.8	0	4	1	6	3	5	0	0	0
Gr. 4	32.5	29.8	29.2	0	0	1	1	4	1	3	0	3
Gr. 5	28.4	31	28	0	0	0	1	4	4	2	0	0

\* 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	1.04	0.64	1.2
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).

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:** 7/13/12

McSweeney Elementary School opened in the fall of 2003 and provides a safe, clean environment for learning. Students and staff take pride in the beauty and cleanliness of the school. The design of the school creates a home-like feeling as the majority of classrooms are contained under one roof, with a large, open library situated in the heart of the school. Twenty-five classrooms, school office and health office, multipurpose room with a state of the art sound system surrounding an open-air courtyard used for celebrations and events. Eight relocatable classrooms and restrooms were added to our campus in 2004 to accommodate enrollment growth. Every classroom has adequate space and all the materials needed to ensure student success. In 2007 we welcomed a Head Start Pre-School Program. We currently have 34 students in this program.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	Water stains ceiling tiles around sprinkler head outside work RM
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Water covers missing by drinking fountains

**School Facility Good Repair Status**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Boards rotting outside south wall 3rd year. Cracks in asphalt (trip hazard), needs more fill 3rd year.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
<b>Fully Credentialed</b>	42	36	35
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	1	1	
Districtwide	09-10	10-11	11-12
<b>Fully Credentialed</b>	♦	♦	922
<b>Without Full Credential</b>	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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/](http://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
<b>This School</b>	96.77	3.23
Districtwide		
<b>All Schools</b>	91.61	8.39
<b>High-Poverty Schools</b>	91.64	8.36
<b>Low-Poverty Schools</b>	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	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.688
Psychologist	0.5
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist	2
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.

### 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 assist 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 118 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 -- \$61  
 Site Lottery -- \$16,369  
 Title I -- \$188,259  
 AARA State Fiscal Stability -- \$154  
 AARA ED JOBS -- \$203,627  
 EIA -- \$26,472  
 EIA/LEP -- \$6,307  
 ASES-After School Program -- \$86,383

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
<b>School Site</b>	\$5,287	\$4,028	\$1,259	\$71,471
<b>District</b>	♦	♦	\$5,191	\$67,734
<b>State</b>	♦	♦	\$5,455	\$68,835
<b>Percent Difference: School Site/District</b>			-75.7%	5.5%
<b>Percent Difference: School Site/ State</b>			-76.9%	3.8%

\* **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/](http://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/](http://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](http://www.ed-data.org).

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

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

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 instructional 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
<b>Reading/Language Arts</b>				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
<b>English Language Development</b>				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
<b>Mathematics</b>				
K-5	Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	6/08
<b>Social Science</b>				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
<b>Science</b>				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
<b>Health</b>				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05

Interventions Programs for Reading/Language Arts				
	Grade Levels / Title	Publisher	Edition	Adopted
<b>Reading/Language Arts</b>				
K-10	Compass Learning	Odyssey	2011	6/11
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12	High Point El	Hampton-Brown Co.	2001	5/05
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05
<b>Mathematics</b>				
K-10	Compass Learning	Odyssey	2011	6/11
K-10	MIND ST Math Program	MIND Research Institute	2011	10/11

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](http://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	46	41	47	48	48	50	52	54	56
Math	54	54	57	41	42	42	48	50	51
Science	54	59	33	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	47	57	33	
Male	42	60	37	
Female	54	54	29	
Black or African American	17	31		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	43	56	23	
Native Hawaiian/Pacific Islander				
White	61	65	50	
Two or More Races	47	57		
Socioeconomically Disadvantaged	44	56	33	
English Learners	31	53	13	
Students with Disabilities	39	54	42	
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/](http://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	25.9	24.1	31

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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., 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/](http://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	12	0	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	-11	13
Native Hawaiian/Pacific Islander			
White	6	2	-9
Two or More Races			
Socioeconomically Disadvantaged	26	-6	6
English Learners	26	4	30
Students with Disabilities			-38

### 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	4	5	4
Similar Schools	6	7	7

### 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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	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	487	15,535	4,664,264
	API-G	784	758	788
Black or African American	Students	18	1,074	313,201
	API-G	713	683	710
American Indian or Alaska Native	Students	2	192	31,606
	API-G		748	742
Asian	Students	5	202	404,670
	API-G		848	905
Filipino	Students	2	175	124,824
	API-G		863	869
Hispanic or Latino	Students	292	7,842	2,425,230
	API-G	769	734	740
Native Hawaiian/Pacific Islander	Students	5	91	26,563
	API-G		801	775
White	Students	137	5,560	1,221,860
	API-G	817	799	853
Two or More Races	Students	26	396	88,428
	API-G	794	767	849
Socioeconomically Disadvantaged	Students	420	12,128	2,779,680
	API-G	775	734	737
English Learners	Students	119	2,951	1,530,297
	API-G	761	696	716
Students with Disabilities	Students	88	2,277	530,935
	API-G	719	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/](http://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