Fruitvale Elementary School

2800 West Fruitvale Ave. • Hemet, CA 92545 • (951) 765-1680 • Grades K-5
Karen Brooks, Principal
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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

Hemet Unified School District

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Hemet, CA 92545-3632
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District Governing Board

Mrs. Marilyn Forst

Mr. Paul Bakkom

Dr. Lisa DeForest

Mr. Vic Scavarda

Mr. Jim Smith

Mr. Ross Valenzuela

Mr. Joe Wojcik

District Administration

Dr. Barry L. Kayrell
Superintendent

Dr. Barry L. Kayrell
Superintendent

Dr. David Horton
**Assistant Superintendent
Educational Services**

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

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 2012-13 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) 765-1680.

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.

Fruitvale's Mission Statement

As a Professional Learning Community, we will ensure that students achieve academic success, become responsible and productive citizens and embrace lifelong learning.

Fruitvale's Vision Statment

Fruitvale will be a safe place where students enjoy learning through meaningful academics and relevant experiences.

About This School

Fruitvale Elementary School opened in 1991. We have 30 kindergarten through fifth grade general education classrooms and two special day education classrooms. Fruitvale is a school-wide Title I school. We celebrate a diverse student population. Fruitvale was recognized as A Calfornia Distinguished School in 1997 and a Title One Academic Achievement School in 2009.

Fruitvale's school community is committed to:
- Learning
- Setting high expectations for student academic achievement and behavior while successfully meeting each student's diverse needs
- Using research-based best practices to implement the core curriculum
- Frequent data analysis in order to provide a prescriptive instructional program to meet the learning needs of students

- Promoting home-school partnerships and ongoing communication to secure success for all students
- Treating all individuals with dignity and respect
- Collaboration with and between grade levels

Opportunities for Parental Involvement

Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

Parents are invited to be a member of the PTA, School Site Council, English Learner Advisory Committee (ELAC) and/or become a classroom volunteer. The site addresses the six areas of parent involvement through their comprehensive school plan. For more information contact the Principal, Mrs. Karen Brooks at (951) 765-1680.

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.	158
Gr. 1	157
Gr. 2	159
Gr. 3	152
Gr. 4	139
Gr. 5	155
Total	920

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.6
American Indian or Alaska Native	0.1
Asian	1.1
Filipino	1.6
Hispanic or Latino	61.2
Native Hawaiian/Pacific Islander	0.2
White	22.4
Two or More Races	3.8
Socioeconomically Disadvantaged	86.3
English Learners	24.6
Students with Disabilities	9.1

Average Class Size and Class Size Distribution												
Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	27.3	24.3	26	0	2	1	6	4	4	0	0	1
Gr. 1	27.3	27.8	22	0	0	2	6	6	5	0	0	
Gr. 2	24.3	25.1	23	0	0	2	7	7	5	0	0	
Gr. 3	23.9	28.6	25	1	0	1	6	5	5	0	0	
Gr. 4	28.2	31.2	23	1	0	1	5	4	5	0	1	
Gr. 5	34	27	26	0	1	1	0	5	5	5	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			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	4.55	7.9	5.0
Expulsions Rate	0	0.0	
Districtwide	10-11	11-12	12-13
Suspensions Rate	16.06	15.5	15.8
Expulsions Rate	0.37	0.4	.35

* 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.

COMPREHENSIVE SCHOOL SITE SAFETY PLAN
Board approved: October 8, 2013

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. The Riverside Sheriff and Hemet Fire Departments respond quickly to calls for assistance. 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.

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. Disaster preparedness drills are conducted monthly.

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 2013-14)

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: 07/09/13

Fruitvale School opened in the fall of 1991 and provides a safe, clean environment for learning. Fruitvale staff and students enjoy a state of the art facility and safe environment for working and learning. Every classroom has adequate space and all the materials needed to ensure student success.

School Facility Good Repair Status (School Year 2013-14)

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)

<table>
<tr><th colspan="5">School Facility Good Repair Status</th></tr>
<tr><th rowspan="2">System Inspected</th><th colspan="3">Repair Status</th><th rowspan="2">Repair Needed and
Action Taken or Planned</th></tr>
<tr><th>Good</th><th>Fair</th><th>Poor</th></tr>
<tr><td>**Systems:**
Gas Leaks, Mechanical/HVAC, Sewer</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td></td></tr>
<tr><td>**Interior:**
Interior Surfaces</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td></td></tr>
<tr><td>**Cleanliness:**
Overall Cleanliness, Pest/ Vermin Infestation</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td></td></tr>
<tr><td>**Electrical:**
Electrical</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>Lights out in 13 rooms. Cracks in skylight boys R/R. Missing electrical outlets, data covers missing</td></tr>
<tr><td>**Restrooms/Fountains:**
Restrooms, Sinks/ Fountains</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>Sink not working girls R/R; drinking fountain not working D3, D4; low pressure drinking fountain D2; jolesin walls in boys portable R/R</td></tr>
<tr><td>**Safety:**
Fire Safety, Hazardous Materials</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td></td></tr>
<tr><td>**Structural:**
Structural Damage, Roofs</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td></td></tr>
<tr><td>**External:**
Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>[X]</td><td>[ ]</td><td>[ ]</td><td>Ramp needs repair portable R/R</td></tr>
<tr><td>**Overall Rating**</td><td>Exemplary</td><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td></td><td>[ ]</td><td>[X]</td><td>[ ]</td><td>[ ]</td></tr>
</table>

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	42	42	41
Without Full Credential	0	0	0
Teaching Outside Subject Area	1	1	0
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	909
Without Full Credential	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**10-11**	**11-12**	**13-14**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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 (2010-2013), over 600 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.

Since the adoption of the Common Core Standards, the primary focus of the Professional Development Academy has been on the implementation and support of California Common Core Standards in English Language Arts and Mathematics. Eight Academic Coaches provide ongoing support and training in the skillful delivery of the newly adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data. Achievement data is used to determine site support and priorities for professional development opportunities. The PDA also supports our new teachers through our BTSA Induction Program.

Administrators and Teachers 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, and conferences. As new initiatives and instructional programs are implemented, Academic Coaches assigned to specific sites offer coaching support and additional training.

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	100.0	0.0
Districtwide		
All Schools	92.6	7.4
High-Poverty Schools	92.6	7.4
Low-Poverty Schools	91.7	8.3

* 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	0.5
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	0
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 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,751	$839	$3,913	$66,740
District	♦	♦	$4,161	$68,956
State	♦	♦	$5,537	$69,704
Percent Difference: School Site/District			-6.0	-3.2
Percent Difference: School Site/ State			-29.3	-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 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,721	$41,462
Mid-Range Teacher Salary	$64,296	$66,133
Highest Teacher Salary	$84,995	$85,735
Average Principal Salary (ES)	$107,837	$107,206
Average Principal Salary (MS)	$114,048	$111,641
Average Principal Salary (HS)	$122,275	$122,628
Superintendent Salary	$227,793	$225,176
Percent of District Budget		
Teacher Salaries	37.4%	38.3%
Administrative Salaries	5.9%	5.1%

* 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 2012-13)

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 162 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 (Medicare Admin Activities) -- $6,056
Lottery -- $21,700
Title I -- $175,638
Spec Ed Local Asst -- $67,787
Title II - Part A -- $79,845
ASES-After School Program -- $96,012
Special Education -- $253,517
EIA-SCE-- $131,084
EIA, LEP -- $56,659

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 8, 2013

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.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/8/2013 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	Adopt
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-	Holt Literature & Language Arts	Holt, Rinehart &	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-	High Point	National	2001	6/05
Mathematics				
K-5	Scott Foresman - Addison	Pearson Scott	2010	6/08
6-8	McDougal Littell CA Math	McDougal, Littell	2008	6/08
8	California Algebra Readiness	McDougal, Littell	2008	6/08
8	California Pre-Algebra	McDougal, Littell	2008	12/11
8-	California Geometry	McDougal Littell	2007	6/08
9-	Algebra 1	McDougal, Littell	2008	6/08
9-	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-	Algebra 2	McDougal Littell	2007	6/08
9-	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-	PreCalculus with Limits, 5th	McDougal Littell	2008	6/08
13	Calculus	Addison Wesley	1999	6/99
13	Trigonometry, 6th Edition	Turner, Brooks,	2008	6/08

Adopted Textbooks

	Grade Levels / Title	Publisher	Edition	Adopt
	Social Science			
K-5	History-Social Science for	Pearson, Scott-	2006	6/07
6	History Alive! The Ancient	Teachers'	2005	6/07
7	History Alive! The Medieval	Teachers'	2005	6/07
8	History Alive! The United States	Teachers'	2005	6/07
9	World Geography	McDougal Littell	2006	6/07
9	Health	Prentice Hall	2011	11/09
11	World History, The Modern	Prentice Hall	2007	6/07
12	US History, Modern America	Prentice Hall	2008	6/07
13	Magruders American	Prentice Hall	1992/1	6/07 &
13	Economics, Principles in Action	Prentice Hall	2001/2	6/07 &
13	Western Civilization	Thomson Learning,	2006	1/06
	Foreign Language			
6-8	Dime! Uno	McDougal Littell	1997	
9-	Deutsch Aktuell, 1, 2 & 3	Paradigm	1998	7/01
9-	Bienvenue, French 1	Glencoe	1998	7/00
9-	A bord, French 2	McDougal Littell	2000	6/00
9-	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-	En español! 1 & 2	McDougal Littell	2003	6/27
9-	Abriendo Puertas - Antologia de	McDougal Littell	2003	6/27
9-	Abriendo Puertas - Antologia de	McDougal Littell	2003	6/27
9-	Abiendo Puertas (AP)	McDougal Littell	2003	6/27
	Science			
K-5	Harcourt Science California	Harcourt Brace	2001	3/01
6	Earth Science	Holt, Rinehart &	2001	3/01
7	Life Science	Holt, Rinehart &	2001	3/01
8	Physical Science	Holt, Rinehart &	2001	3/01
9	California Earth Science	Prentice Hall	2006	6/08
10-	California Biology	Prentice Hall	2007	6/08
10-	Hole's Human Anatomy &	Glenco McGraw	2010	6/08
10-	Holt Physics California Edition	Holt	2007	6/08
12-	Holt Modern Chemistry	Holt	2010	6/08
12-	Astronomy - Journey to The	Glenco McGraw	2008	6/08
12-	Integrated Principles of Zoology	McGraw Hill	2006	1/06
	Health			
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05
6-8	Decisions for Health	Holt, Rinehart &	2005	7/05
	Visual & Performing Arts			
9-	Music Appreciation	McGraw Hill	2000	12/01
9-	Stage Makeup	Watson-Guptill	1999	12/01
9-	Simply 3D	Micrografx	1998	4/00

Interventions Programs for Reading/Language Arts

	Grade Levels / Title	Publisher	Edition	Adopt
	Reading/Language Arts			
K-	Compass Learning	Odyssey	2012	6/11
4-	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-	High Point El	Hampton-Brown	2001	5/05
4-	Scholastic Read 180	Scholastic, Inc.	2002	5/05

Interventions Programs for Reading/Language Arts

	Grade Levels / Title	Publisher	Edition	Adopt
	Mathematics			
K-	Compass Learning	Odyssey	2012	6/11
K-	MIND ST Math Program	MIND Research	2012	10/11

Advanced Placement (AP) Textbooks

	Grade Levels / Title	Publisher	Edition	Adopt
	AP Literature & Composition			
13	Perrine's Literature: Structure,	Wadsworth	10th C	6/09
	AP Calculus			
12-	Calculus of a Single Variable	Houghton Mifflin	8th C	6/09
	AP Computer Science & Computer Programming			
12-	Java Software Solutions	Pearson Education,	2nd C	6/09
	AP Spanish Language & Literature			
9-	Abriendo Puertas: Lenguaje	McDougal Littell,	1st C	6/09
12-	Abriendo Puertas: Tomo I	McDougal Littell,	C	6/09
12-	Abriendo Puertas: Tomo II	McDougal Littell,	C	6/09
	AP U.S. History			
10-	Out of Many, A History of the	Pearson Publisher	5th C	6/09
	AP European History			
10-	The Western Heritage	Pearson Education	9th C	6/09
	AP Art History			
10-	Stokstad Art History	Prentice Hall	3rd C	6/09
	AP Biology			
12-	Biology	Addison Wesley	8th	6/09
	AP & General Environmental Science			
9-	Environment: The Science	Pearson/Prentice	C	6/09
	AP French – French Language 7 Culture			
12-	AP Imaginez "Le Francais Sans	Vista Higher	C	3/12
	AP Government			
13	American Government, 10th	Houghton Mifflin	C	12/06
	AP Statistics			
10-	The Practice of Statistics, 2nd	Holtzbrinck	C	2/09
	AP Music Theory			
10-	Music in Theory & Practice,	McGraw Hill	C	12/10

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.

2013 STAR Results by Student Group				
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	48	41	48	41
All Student at the School	41	57	46	
Male	37	56	42	
Female	45	57	50	
Black or African American	25	38	42	
American Indian or Alaska Native				
Asian				
Filipino	75	83		
Hispanic or Latino	39	55	46	
Native Hawaiian/Pacific Islander				
White	47	63	47	
Two or More Races	41	55		
Socioeconomically Disadvantaged	38	54	41	
English Learners	20	34	28	
Students with Disabilities	18	28		
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	13.3	19.3	22.7

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.

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	49	47	41	48	50	48	54	56	55
Math	61	58	56	42	42	41	49	50	50
Science	62	46	46	49	49	48	57	60	59
H-SS				39	38	41	48	49	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.

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		
	10-11	11-12	12-13
All Students at the School	-3	-8	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	-4	-17
Native Hawaiian/Pacific Islander			
White	-3	-17	-2
Two or More Races			
Socioeconomically Disadvantaged	2	1	-11
English Learners	-9	9	-7
Students with Disabilities			

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	2010	2011	2012
Statewide	5	5	4
Similar Schools	8	8	7

Federal Intervention Program (School Year 2013-14)

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	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		87.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	522	15,308	4,655,989
	API-G	776	755	790
Black or African American	Students	36	1,090	296,463
	API-G	720	688	708
American Indian or Alaska Native	Students	1	182	30,394
	API-G		734	743
Asian	Students	9	207	406,527
	API-G		842	906
Filipino	Students	12	153	121,054
	API-G	911	869	867
Hispanic or Latino	Students	328	7,890	2,438,951
	API-G	757	731	744
Native Hawaiian/Pacific Islander	Students	2	71	25,351
	API-G		759	774
White	Students	117	5,232	1,200,127
	API-G	824	799	853
Two or More Races	Students	17	483	125,025
	API-G	762	752	824
Socioeconomically Disadvantaged	Students	445	12,217	2,774,640
	API-G	763	732	743
English Learners	Students	132	2,963	1,482,316
	API-G	738	691	721
Students with Disabilities	Students	79	2,357	527,476
	API-G	619	609	615

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	No
Met Graduation Rate (if applicable)	N/A	No