

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Lake Tahoe Environmental Science Magnet	District Name	Lake Tahoe Unified School District
Street	1095 Ea San Bernardino Avenue	Phone Number	(530) 541-2850
City, State, Zip	South Lake Tahoe, CA 96150	Web Site	www.ltusd.org
Phone Number	(530) 543-2371	Superintendent	Dr. James Tarwater
Principal	Ryan Galles	E-mail Address	jtarwater@ltusd.org
E-mail Address	rgalles@ltusd.org	CDS Code	09-61903-6005557

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Lake Tahoe Environmental Science Magnet School is located approximately four and a half miles west of the City of South Lake Tahoe off Highway 89 in Tahoe Paradise. Situated in El Dorado County, Lake Tahoe Environmental Science Magnet School is one of four elementary schools in the Lake Tahoe Unified School District. The enrollment for kindergarten through grade five is 370 students, taught by sixteen teachers.

The Lake Tahoe Environmental Science Magnet School was established in September 2005 to provide project-based, thematic, interactive instruction using environmental themes and technology articulated through the grade levels to foster life-long stewardship of the environment and to assist students to achieve their maximum potential in their academic, social, and civic development.

The school offers a Preppie K Program for parents wishing to place their child in a two-year kindergarten program, allowing them “the gift of time.” In addition, parents may participate in the Early Admissions kindergarten program for students turning five after December 2nd. The school also offers Kid Zone, which is a before-school child care program for grades kindergarten through five.

The school is housed in the former location of “Meyers Elementary School,” which closed its doors in June 2004 due to a decline in the student population of the District.

There is tremendous support and commitment from parents and the community. Parents support their students and school by assisting in classroom and field trip learning activities. The PTA and the School Site Council share strong parental leadership and participation. Many parents also contribute by donating time and sharing their expertise and special interests.

Our mission statement is “Every Day is Earth Day” and the Motto for Success is “Be the Best You Can Be” (John Wooden). Mr. Comlossy’s 5th grade class participated and won the Jiminy Cricket’s Environmental Statewide Challenge in 2006. In addition, they were selected as finalists in the 2007 contest.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	62
Grade 1	62
Grade 2	63
Grade 3	59
Grade 4	59
Grade 5	64
Total Enrollment	369

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	86.2
American Indian or Alaska Native	0.8	Two or More Races	3
Asian	1.1	Socioeconomically Disadvantaged	18.2
Filipino	0.5	English Learners	3.3
Hispanic or Latino	7.9	Students with Disabilities	10.3
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3	0	0	20.88	0	3	0	20	2	1	0
1	20	3	0	0	19.59	3	0	0	22	0	3	0
2	20.3	2	1	0	19.77	3	0	0	22	0	3	0
3	20.3	2	1	0	19.58	3	0	0	21.5	0	3	0
4	27	0	2	0	29.51	0	2	0	29.5	0	2	0
5	31	0	2	0	26.81	0	2	0	31	0	2	0
Other	0	0	0	0	0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)

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.

Lake Tahoe Unified School District
Lake Tahoe Environmental Science Magnet School
Safe School Plan 2010-11

Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through LTUSD's systemic planning process which involves Bijou Community School's Site Safety Committee, the site's Site Safety Lead, the LTUSD District Safety Committee, participation in the Youth Task Force, and other established community collaborations and partnerships.

About Lake Tahoe Environmental Science Magnet School

Lake Tahoe Environmental Science Magnet School (LTESMS) is located approximately four and a half miles west of the City of South Lake Tahoe off Highway 89 in Tahoe Paradise. Situated in El Dorado County, LTESMS is one of four elementary schools in the Lake Tahoe Unified School District. The enrollment for kindergarten through grade five is 367 students, taught by sixteen teachers. The School offers a Preppie K Program for parents wishing to place their child in a two-year kindergarten program, allowing them "the gift of time".

The LTESMS is a magnet school that is a "School of Choice". Here parents and students having an interest in environmental science and/or technology have demonstrated their support by participating at the school. LTESMS offers state-of-the-art technology in a unique geographical setting in which to study and participate in environmental science educational opportunities. The Environmental Science Magnet has just received the Golden Bell Award from CSBA in Science. Title V funding for innovative programs provides funding for field trips, which is necessary for field work when participating in local governmental agency projects

In 2005-2006, the rate of suspension was 1.4% and the rate of expulsions was 0. In 2006 -2007, the suspension rate was 0.3% and the expulsion rate was 0. The LTESMS family support and resources include: an active P.T.A. and School Site Council, health screening services, EDC Mental Health Service, Tahoe Youth and Family services, Boys and Girls Club Afterschool Homework Assistance Club "Power Hour," Home School Outreach, and Special Education Services. Parent volunteers foster the high expectations of student performance as reflected in the school's motto: "Be The Best You Can Be".

The school is well maintained, clean and safe, and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lockdown drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel.

The site maintains a designated Site Safety Lead Teacher and an Alcohol-Tobacco-and Other Drug Lead Teacher who meet regularly with the District Safety Coordinator. Regularly scheduled Site Safety Meetings are held and the Site Safety Lead participates in the District Safety Committee meetings four times per year. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District's Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Blackboard Connect-Ed phone contact system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors.

- CHKS Data, 2008
- Lake Tahoe Environmental Science Magnet School
- 5th grade students.
- Average Response Rate of 81%; 38% female, 63% male.
- Students reporting resident change 1 or more times in the past year 32 %
- Those who perceive they do not do as well on school work as others 8 %
- Students who have ever used cigarettes 2 %
- Students who have ever used marijuana 0 %
- Students that feel safe at school all of the time. 51 %
- Feel safe outside of school "all of the time" 44 %
- Been hit or pushed at school 38 %
- Had mean rumors spread at school about them 36 %
- At home without adult supervision 52 %
- Feel close to people at the school at least some of the time. 84 %
- My best friends never get into trouble at this school. 36 %

Goals and Objectives: The goals and objectives of our project are in complete alignment with the goals and objectives of the Lake Tahoe Unified School District and the state of California. It is our intent to support students and staff in recognizing and building on the cultural richness of our school community. It is also our intent that by the end of this school year, students and staff will feel more connected, more accepted, and more informed concerning activities both academically and socially at our site. The following goals are based on school surveys, committee input, student discipline results, student and staff attendance, and results from the California Healthy Kids Survey and School Climate Survey.

Component 1: People and Programs

Mission Statement: Lake Tahoe Environmental Science Magnet School strives to be a respected place of learning where individuals feel safe, cared for and connected. Our mission is to provide each individual with an advocate and to develop an awareness of self-responsibility for all. It is through this belief that the staff, parents and community will guide our students to becoming caring and contributing members of their families, their community and their society as a whole.

Goals and Objectives: The goals and objectives of our school are in alignment with the goals and objectives of the Lake Tahoe Unified School District and the State of California. It is our intent that by the end of the school year, students and staff will feel more connected, more accepted and more informed both academically and socially at Lake Tahoe Environmental Science Magnet School.

Goal One:

Staff, students and the parent community will demonstrate through their participation that the Lake Tahoe Environmental Science Magnet School is a meaningful place to be.

Objectives:

- The Average Daily Attendance of Lake Tahoe Environmental Science Magnet School will increase by 1% from September 2010 to June 2011.
- By June 2011 the monthly average number of parents who participate in the daily operation of the school site will be 10 per day.

Goal Two:

We acknowledge that prior to students improving their test scores our school must be a place free from disruptive behavior and discipline problems that interrupt learning.

Objective:

- By March 2011 100% of the students at Lake Tahoe Environmental Science Magnet School will receive Bully Proofing curriculum. This will be implemented twice a month through the library.
- By June 2011 100% of the staff at Lake Tahoe Environmental Science Magnet School will send home Homeside Activities and conduct classroom meetings to discuss the activities.
- By the June 2011 Lake Tahoe Environmental Science Magnet School 5th graders will participate in SMART, Student Mentoring and Resistance Training, a ten week, anti-drug, anti-violence curriculum taught by California Highway Patrol Officer, Jeff Gartner.
- By June 2011 Lake Tahoe Environmental Science Magnet School 5th graders will participate in taking the California Healthy Kids Survey.

Goal Three:

Lake Tahoe Environmental Science Magnet School staff will review the Safe School Plan and National Incident Management System (NIMS) for the Lake Tahoe Environmental Science Magnet School.

Objectives:

- By October 2010 100% of the Lake Tahoe Environmental Science Magnet School Safe School Committee will review the Safe School Plan for any revisions. Revisions will be made and a new plan for the 2008-2009 school year will be formed.
- By October 2010 a core team from the site will participate in Lake Tahoe Unified School District's yearly NIMS training given by the Safe Schools Coordinator.

Component 2: Places

Mission Statement: School Safety is central to the daily operations of Lake Tahoe Environmental Science Magnet School. The school has a responsibility to provide a safe environment where students can enjoy the pursuit of learning and mastery.

Goals and Objectives: The goals and objectives of our school are in alignment with the goals and objectives of the Lake Tahoe Unified School District and the State of California. It is our intent through the California Healthy Kids Survey, to be conducted in the Fall of 2011, the students and staff feels safe and secure within our campus.

Goal One:

By June 2011 staff, students and the parent community of Lake Tahoe Environmental Science Magnet School will improve on emergency drill efficiency and accountability as indicated by reports completed by the Safety Representative, Safe Schools Coordinator and partnership agencies.

Objectives:

- By November 2010 the Incident Management Team of Lake Tahoe Environmental Science Magnet School will:
 - Select and train six teachers to act as Wing Leaders for lockdowns and shelter in place procedures.
 - Train 100% of the staff on Drain Room procedures for when students and staff are on the exterior of the building and a lockdown is being initiated.
 - Determine the effectiveness of the Itinerant staff, volunteer and visitor sign in procedures at Lake Tahoe Environmental Science Magnet School and make necessary changes to improve the process.
- Lake Tahoe Environmental Science Magnet School will conduct a minimum of 10 emergency drills utilizing Lake Tahoe Unified School District's plans and procedures for student, staff, volunteer and visitor accountability. Lake Tahoe Environmental Science Magnet School Safety Representative will evaluate all drills and maintain the records in the Comprehensive Safe School Plan binder that is available for public review in the school office.

Primary Location (Day to Day Operations) Secondary Location (Emergency Plan)

Parent/Student drop off and pick up Front of site, 1095 E. San Bernardino. Parents can enter the property off of E. San Bernardino or Apache Ave. During an emergency the Incident Command Team will determine the location. Roads into the site will be addressed. Possible locations: Indigo Way to the South of the School, Geronimo Way to the North of the School and Tahoe Paradise Park at the end of E. San Bernardino.

Bus drop off and pick up Front of site, 1095 E. San Bernardino. Parents can enter the property off of E. San Bernardino or Apache Ave. During an emergency the Incident Command Team will determine the location for bus drop off and pick up. Roads into the site will be addressed. Possible locations: Indigo Way to the South of the School, Geronimo Way to the North of the School and Tahoe Paradise Park at the end of E. San Bernardino.

Public Entrance on to School Site

Signs posted remind the public to enter and sign in at the Main Office located at the front of the school on E. San Bernardino. Other doors throughout the building that the public might enter are locked. During an emergency ,the Incident Command Team will determine the location for parents and guardians to report to. Possible locations: Indigo Way to the South of the School, Geronimo Way to the North of the School and Tahoe Paradise Park at the end of E. San Bernardino.

Student/Staff Evacuation (by walking) Evacuation of students and staff as directed on the emergency clipboard. Exit is at the rear of the school, on the field. During an emergency, the Incident Command Team will determine the safest location for students and staff. The evacuation of the site could include other locations such as: Indigo Way to the South of the School, Geronimo Way to the North of the School and Tahoe Paradise Park at the end of E. San Bernardino.

Student/Staff Evacuation (by bus)

Evacuation of students and staff by bus is contained at the front of the school, E. San Bernardino Ave. During an emergency the Incident Command Team will determine the safest location and route for the bus relocation of students and staff.

Street Access Point

E. San Bernardino and Apache Ave.

Evacuation areas within walking distance Indigo Way to the South of the School, Geronimo Way to the North of the School and Tahoe Paradise Park at the end of E. San Bernardino.

Tahoe Environmental Science Magnet School Ingress/Egress Plan

Lake Tahoe Unified School District
Lake Tahoe Environmental Science Magnet School
Safe School Plan Adoption Process

Date Adopted: October 1,2010

- Committee Title: Safety Committee
- Members of the committee, their titles, and their signatures:
- Member Name Title Signature
- James R. Tarwater Principal
- Amanda Miller Safety Lead
- Bob Comlossy IC Lead/teacher
- Gina Tarwater Teacher
- Vicky Pierce Teacher
- Monique Truszewski Operations
- Denise Preston Teacher

Date submitted to District Office: _October 28,2010

Signature of Principal: _____

Safe Schools Office use only:

Date adopted by LTUSD School Board: _____1/25/2011_____

Date forwarded to EDCOE: _____

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.82	1.38	1.36	10.15	8.63	8.92
Expulsions	0	0	0	0.05	0	0.05

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

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:

Lake Tahoe Environmental Science Magnet School is well maintained, clean, and safe, and provides an extremely positive atmosphere for learning to take place.

The Lake Tahoe Environmental Science Magnet School was re-opened and established in September 2005 to provide interactive instruction using science and technology as a project based magnet school. The main facility is 36,639 square feet, which adequately houses the number of students. The school was completely re-roofed in 1999, and during the summer of 2001 a \$250,000 seismic retrofit was completed.

The main recommendations for repair and replacement from the mechanical site survey concluded that a new heating and control system is needed. New dual glazing would increase energy efficiency of the building. A snow melting system around the building is needed. Modernization of 18 classrooms with additional full height walls between classrooms and acoustical sound control are also recommended. Electrical power capacity needs to be added for the new demands required through technology. It is also recommended that the old fire alarm and PA/Intercom/Master Clock system be replaced.

The condition of the rest rooms, walls, floors, and electrical system is fair. During the summer of 2003, the multipurpose room, office area, faculty lounge, library area, workroom and restroom facilities were modernized. A new school library was installed in January 2006. The school, situated on 12.28 acres, is well maintained and aesthetically pleasing. Lake Tahoe Environmental Science Magnet School has a large playground consisting of blacktop, turf, and new playground equipment.

Regular school safety, evacuation, shelter-in-place, and lockdown drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel.

The site maintains a designated Site Safety Lead Teacher. Regularly scheduled site safety meetings are held at the site. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District's Emergency Operational Plan and Action Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Blackboard Connect-Ed phone contact system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to agencies in the public and private sectors to insure safe and peaceful schools.

School Facility Good Repair Status (School Year 2011-12)

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)

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]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	
Overall Rating	[]	[]	[X]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	18	18	18	203
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

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: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	93.75	6.25
All Schools in District	99.68	0.32
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	93.75	6.25

* 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.7	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	.75	---
Resource Specialist (non-teaching)	.5	---
Other	.09	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

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:

Instructional Materials

Textbook selection is accomplished through a district-wide Curriculum Council, involving teachers from all district elementary schools. The staff at Lake Tahoe Environmental Science Magnet School is involved with the District's process for reviewing and adopting textbooks. This process allows professional staff input to ensure that up-to-date materials of high quality are available to our students. Lake Tahoe Environmental Science Magnet School is currently using the following texts adopted from the most recent state-approved list: McMillan McGraw Math 2009, Houghton Mifflin Reading/Language Arts series 2004, McMillan McGraw Hill Social Studies 2007, and McMillan McGraw Hill Science 2008. Supplemental materials include Read Naturally, Fastt Math, Online Assessment Reporting System, Brain Pop, Renaissance Learning, IXL/Quia and Spelling City software and integrated curriculum materials.

Lake Tahoe Environmental Science Magnet School, which has a secondary focus on technology, has invested a large amount in the purchase of mobile laptop computers and SmartBoard technology. The school has one SmartBoard in each K-5 classroom with Internet access, along with 150 mobile laptops for classroom use. Each teacher rotates use of laptops in order to integrate technology with grade level standards. The school is wireless, which provides an environment for integrating laptops in a variety of classroom situations.

The school library is open and available to students 30 minutes before school, and the new library is automated and is in the process of increasing its selection of fiction and non-fiction books.

The Lake Tahoe Environmental Science Magnet School staff believes in providing the least restrictive program for students. The school supports a blended service delivery model which coordinates appropriate interventions between special education and regular education students.

Questions regarding the information presented in this report may be directed to your principal, Dr. James R. Tarwater, at (530) 541-2850.

Curriculum Improvement

Training and curriculum activities tailored to the school are essential for maintaining and improving our instructional program. Teachers receive increased educational opportunities in differentiated instruction to meet individual needs. They utilize technology as a part of, and to supplement, grade level content standards. Students and teachers use the Internet to access current in depth science (life, earth and physical) information and basic skills reinforcement.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (2003), grades 1-5; Big Books (K-1), one set per class.		0
Mathematics	McMillan McGraw (2009); CA Math, grades K-1, one kit per class, grades 1-2, two journals and one homework book. Grades 3-5, (English and Spanish); two journals, one reference book, one homework book;		0
Science	McMillan McGraw (2008), one kit per class; grade 1, one Big Book set per class; grade 2, one Big Book set per class; grades 3-5.		0
History-Social Science	McMillan McGraw (2007), grade K, one kit per class; grade 1, one Big Book set per class; grades 2-5.		0
Foreign Language			
Visual and Performing Arts	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1. Instrumental Music – grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Books 1-3; Mueller Rausch String Method, Books 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature		N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,232	\$2,896	\$5,336	\$64,495
District	---	---	\$5,850	\$65,898
Percent Difference: School Site and District	---	---	-9%	-2%
State	---	---	\$5,455	\$63,062
Percent Difference: School Site and State	---	---	3%	0

* **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 <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 <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: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

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.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,803	\$39,074
Mid-Range Teacher Salary	\$60,829	\$60,172
Highest Teacher Salary	\$84,772	\$78,468
Average Principal Salary (Elementary)	\$102,262	\$95,926
Average Principal Salary (Middle)	\$124,304	\$99,356
Average Principal Salary (High)	\$107,069	\$107,041
Superintendent Salary	\$159,973	\$148,555
Percent of Budget for Teacher Salaries	42%	38%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	84	84	86	50	51	54	49	52	54
Mathematics	88	90	89	49	51	52	46	48	50
Science	88	92	92	55	54	60	50	54	57
History-Social Science	N/A	N/A	N/A	34	32	38	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	52	60	38
All Student at the School	86	89	92	N/A
Male	79	87	84	N/A
Female	92	90	100	N/A
Black or African American				N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	0	0	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	83	83	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	87	89	94	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	81	86	0	N/A
English Learners	0	0	0	N/A
Students with Disabilities	71	57	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

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 <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.6	19.7	45.9

* 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.

X. Accountability

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 <http://www.cde.ca.gov/ta/ac/ap/>.

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.

API Rank	2008	2009	2010
Statewide	9	10	10
Similar Schools	10	9	10

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	38	20	-4
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	38	21	-1
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	237	935	2,675	780	4,683,676	778
Black or African American	0		28	708	317,856	696
American Indian or Alaska Native	1		25	823	33,774	733
Asian	2		48	821	398,869	898
Filipino	2		113	801	123,245	859
Hispanic or Latino	12	912	1,072	692	2,406,749	729
Native Hawaiian/Pacific Islander	1		8		26,953	764
White	209	939	1,340	845	1,258,831	845
Two or More Races	9		29	820	76,766	836
Socioeconomically Disadvantaged	43	903	1,583	722	2,731,843	726
English Learners	6		782	648	1,521,844	707
Students with Disabilities	34	835	420	659	521,815	595

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, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

Federal Intervention Program (School Year 2011-12)

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: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

XI. Instructional Planning and Scheduling**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. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
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