



Highland Elementary School

School Accountability Report Card, 2010–2011

Inglewood Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



Published by
SCHOOL WISE PRESS

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2010–2011 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://www.schoolwisepress.com/sarc/links_2011_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

430 Venice Way
Inglewood, CA 90302
Principal: Tia Belt
Phone: (310) 680-5460

How to Contact Our District

401 South Inglewood Ave.
Inglewood, CA 90301
Phone: (310) 419-2700
<http://www.iusd.net>



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Inglewood Unified School District



» Principal's Message

Welcome to Highland Elementary School! Our school focuses on each individual child to ensure that all students are making progress to reach their potential. Our before- and afterschool program reinforces skills to ensure that the whole child is making progress. Our fifth grade students are on the path to understanding the need for service learning and college-going behaviors and skills.

The school's new technologically accessible, two-story building is located on the corner of Venice Way and Inglewood Avenue. This new structure houses 28 classrooms and one teacher workroom, with rest room facilities on each floor. The new administrative building and cafeteria, which feature a new library, new computer lab, teachers' professional development office, and newly renovated office, were ready in June 2009. Additionally, Highland added a preschool program that accommodates two classes with morning and afternoon schedules.

Many of our students participate in our school choir headed by our third grade teacher. The choir is a chorus and drama team, which provides grand productions each year that are performed schoolwide, districtwide, and for special events.

Our school has developed a concept known as No Excuses University, where all of our students are learning about universities and strategies to go to a university after high school. The Highland's way is the "No Excuses University" way! All of our classrooms are frequently visited by students from colleges and universities.

Our PTA has developed a calendar of events for parents, students, and teachers. Parents are encouraged to take part in the support of our classrooms and campus. Our parents receive monthly workshops that include the California Content Standards, discipline, safety, learning to learn, and other parent-student supports.

Tia Belt, PRINCIPAL

Grade range and calendar

K-6

TRADITIONAL

Academic Performance Index

839

County Average: 802
State Average: 807

Student enrollment

571

County Average: 608
State Average: 534

Teachers

39

Students per teacher

15

Major Achievements

- Our Academic Performance Index (API) rose 53 points in the 2007–2008 school year and 42 points in 2008–2009, to 853. Our 2009–2010 API dropped 27 points to 826.
- The state superintendent, Jack O’Connell, came to visit Highland in November 2009 and congratulated Highland staff and students on the great work we are doing and achieving. This shows that all of our students are making progress toward becoming proficient in English/language arts and mathematics. Our school was recognized as a Title I Academic Achievement School for the 2009 and 2010 school years. Highland received the California Distinguished School Award on April 2010. During the 2010 school year, Highland became the first National Blue Ribbon School in Inglewood.
- Our Adequate Yearly Progress (AYP) also shows that our students have reached the federal targets of proficiency. We honor all of our students that have reached proficiency on the California Standards Tests.
- Our students are encouraged to participate in a poster, speech, and essay contest. Our students have received recognition for their participation in community activities such as Martin Luther King Jr., Cesar Chavez, Red Ribbon, and the West Basin Water District Program contest. Highland has participated in basketball competitions each year.
- All of our grades display classroom assignments and standards posted on bulletin boards in the classrooms and in the hallways. These displays show how much our students are learning in language arts and math.
- Our afterschool program provides students with homework support, tutoring, and lessons on the California Content Standards. Our childcare program supports students before and after school in collaborative group activities and homework support.

Focus for Improvement

- Highland teachers continue to focus on research-based strategies in specific areas such as reading comprehension, writing, and learning. Workshops by administrative staff and district personnel concentrated on student engagement in learning. Teachers are collaborating on strategies to help all students learn the required content. The data team and administration support teachers to improve the instructional program and services to students.
- Teachers collaborate and demonstrate lessons at staff workshops on writing and reading comprehension strategies to be used in the classroom. We will develop professional learning communities to ensure that all teachers have a heightened awareness about focusing on all students.
- Our area of emphasis in 2011–2012 school year will be to continue targeted intervention and differentiated instruction. We continue to focus on improving strategies in the classroom to include all students and providing professional development in Response to Intervention (RTI).

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Highland’s API was 839 (out of 1000). This is an increase of 13 points compared with last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 826. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 7 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

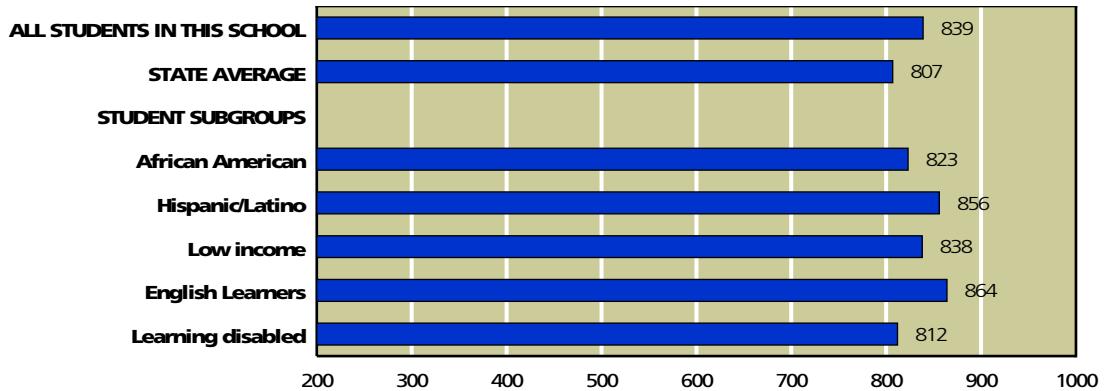
We met our assigned growth targets during the 2010–2011 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

| CALIFORNIA API ACADEMIC PERFORMANCE INDEX | |
|--|------------|
| Met schoolwide growth target | Yes |
| Met growth target for prior school year | Yes |
| API score | 839 |
| Growth attained from prior year | +13 |
| Met subgroup* growth targets | Yes |

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2011



SOURCE: API based on spring 2011 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met 20 out of 25 criteria for yearly progress. Because we fell short in five areas, we did not make AYP.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 67.6 percent on the English/language arts test and 68.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 710 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

| FEDERAL AYP ADEQUATE YEARLY PROGRESS | |
|---|------------|
| Met AYP | No |
| Met schoolwide participation rate | Yes |
| Met schoolwide test score goals | No |
| Met subgroup* participation rate | Yes |
| Met subgroup* test score goals | No |
| Met schoolwide API for AYP | Yes |
| Program Improvement school in 2011 | No |

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students’ test results in the 2010–2011 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. *R/P* - Results pending due to challenge by school. *N/A* - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

| | English/Language Arts | | Math | |
|------------------------------|--|---|--|---|
| | DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA? | DID 67.6% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? | DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA? | DID 68.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? |
| SCHOOLWIDE RESULTS | ● | ● | ● | ● |
| SUBGROUPS OF STUDENTS | | | | |
| Low income | ● | ● | ● | ● |
| Students with disabilities | ● | ● | ● | ● |
| Students learning English | ● | ● | ● | ● |
| STUDENTS BY ETHNICITY | | | | |
| African American | ● | ● | ● | ● |
| Hispanic/Latino | ● | ● | ● | ● |

SOURCE: AYP release of November 2011, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

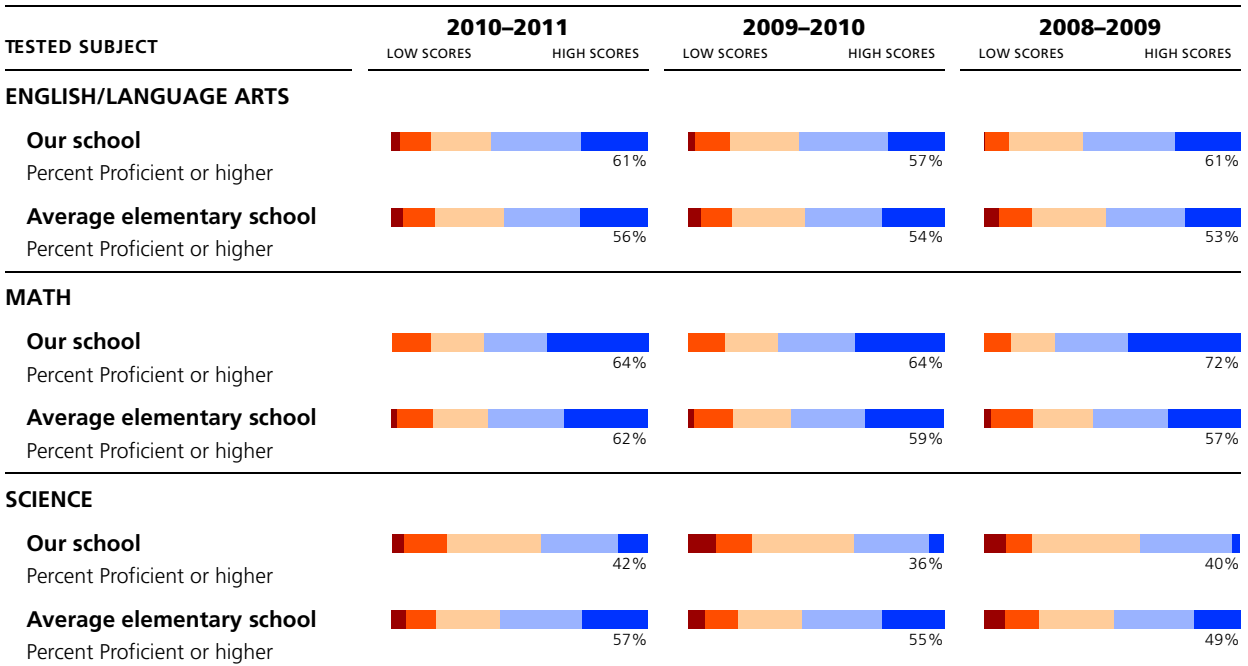
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|--|
| SCHOOLWIDE AVERAGE | | | 61% | 90% | SCHOOLWIDE AVERAGE: About five percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| AVERAGE ELEMENTARY SCHOOL IN THE COUNTY | | | 54% | 95% | |
| AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA | | | 56% | 95% | |

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

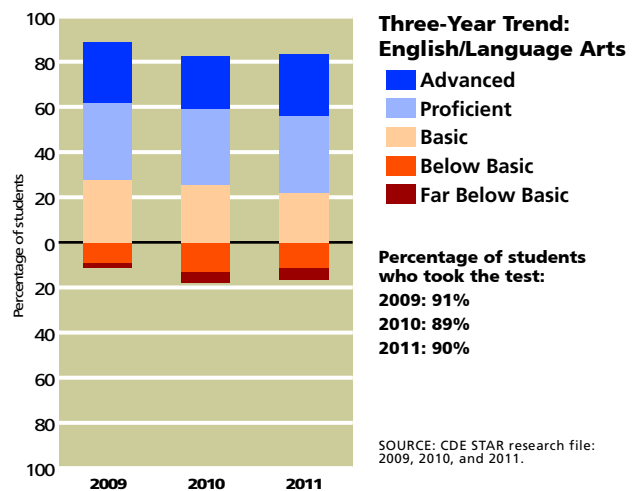
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|------------|-------------|------------------------|-----------------|---|
| Boys | | | 58% | 176 | GENDER: About six percent more girls than boys at our school scored Proficient or Advanced. |
| Girls | | | 64% | 166 | |
| English proficient | | | 63% | 233 | ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage. |
| English Learners | | | 58% | 109 | |
| Low income | | | 62% | 302 | INCOME: About the same percentage of students from lower-income families scored Proficient or Advanced as our other students. |
| Not low income | | | 61% | 38 | |
| Learning disabled | | | 56% | 43 | LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences. |
| Not learning disabled | | | 62% | 299 | |
| African American | | | 58% | 175 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| Hispanic/Latino | | | 64% | 159 | |

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|---|
| SCHOOLWIDE AVERAGE | | | 64% | 90% | SCHOOLWIDE AVERAGE: About two percent more students at our school scored Proficient or Advanced than at the average elementary school in California. |
| AVERAGE ELEMENTARY SCHOOL IN THE COUNTY | | | 60% | 89% | |
| AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA | | | 62% | 90% | |

Subgroup Test Scores

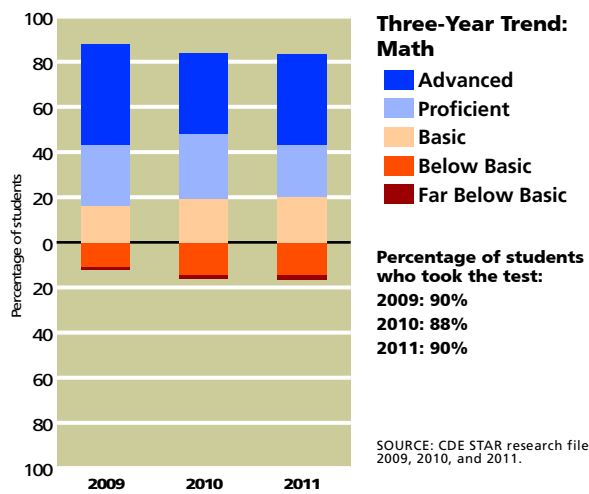
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FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|------------|-------------|------------------------|-----------------|---|
| Boys | | | 62% | 176 | GENDER: About three percent more girls than boys at our school scored Proficient or Advanced. |
| Girls | | | 65% | 165 | |
| English proficient | | | 57% | 233 | ENGLISH PROFICIENCY: English Learners scored higher on this test than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage. |
| English Learners | | | 78% | 108 | |
| Low income | | | 66% | 301 | INCOME: About nine percent more students from lower-income families scored Proficient or Advanced than our other students. |
| Not low income | | | 57% | 38 | |
| Learning disabled | | | 63% | 43 | LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences. |
| Not learning disabled | | | 65% | 298 | |
| African American | | | 57% | 175 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| Hispanic/Latino | | | 71% | 158 | |

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Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|---|
| SCHOOLWIDE AVERAGE | | | 42% | 84% | SCHOOLWIDE AVERAGE: About 15 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California. |
| AVERAGE ELEMENTARY SCHOOL IN THE COUNTY | | | 55% | 94% | |
| AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA | | | 57% | 94% | |

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

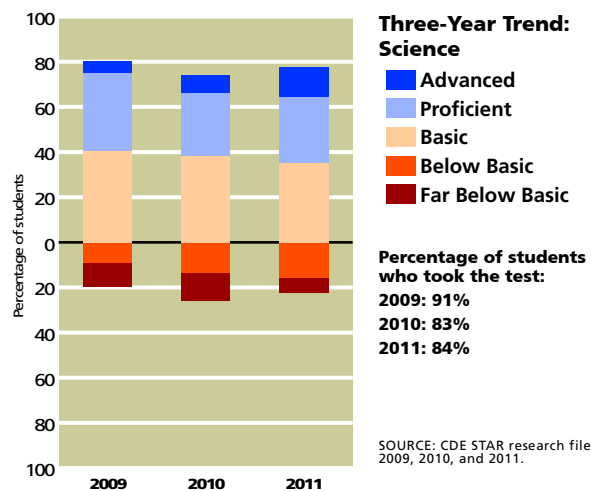
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys | | | 37% | 35 | GENDER: About nine percent more girls than boys at our school scored Proficient or Advanced. |
| Girls | | | 46% | 41 | |
| English proficient | | | 44% | 59 | ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant. |
| English Learners | DATA STATISTICALLY UNRELIABLE | | N/S | 17 | |
| Low income | | | 44% | 71 | INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant. |
| Not low income | NO DATA AVAILABLE | | N/A | 5 | |
| Learning disabled | NO DATA AVAILABLE | | N/A | 9 | LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| Not learning disabled | | | 43% | 67 | |
| African American | | | 38% | 40 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| Hispanic/Latino | | | 49% | 35 | |

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) by going to the CDE’s Web site.



Other Measures of Student Achievement

In addition to the California Standards Test, we use informal classroom observations, homework, district quarterly assessments, portfolios, quizzes, unit assessments, and chapter tests. English Learners take the California English Language Development Test (CELDT) yearly to identify levels in English and strategies for instruction. Some of our learning disabled students will take the California Alternative Performance Assessment instead of the state standards test. Some of our special education students took the California Modified Assessment, which reflects the California Standards Test. The district assessments include the Inglewood Language Arts Performance Assignment and the quarterly mathematics assessments.

Progress reports and report cards are sent out quarterly to identify standards that have been mastered and standards that need additional practice. We hold Back-to-School Night and parent conferences to inform parents of the standards and individual growth. We also use Connect Ed, a telephone messaging system, to inform parents of ongoing parent meetings that focus on learning and support throughout the year.

STUDENTS

Students’ English Language Skills

At Highland, 68 percent of students were considered to be proficient in English, compared with 77 percent of elementary school students in California overall.

| LANGUAGE SKILLS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| English-proficient students | 68% | 87% | 77% |
| English Learners | 32% | 13% | 23% |

SOURCE: Language Census for school year 2010–2011. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners, 2010–2011

Please note that this table describes the home languages of just the 184 students classified as English Learners. At Highland, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

| LANGUAGE | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------|------------|----------------|---------------|
| Spanish | 98% | 81% | 82% |
| Vietnamese | 0% | 2% | 3% |
| Cantonese | 0% | 3% | 2% |
| Hmong | 0% | 0% | 1% |
| Filipino/Tagalog | 0% | 1% | 2% |
| Korean | 0% | 2% | 1% |
| Khmer/Cambodian | 0% | 1% | 0% |
| All other | 2% | 10% | 9% |

SOURCE: Language Census for school year 2010–2011. County and state averages represent elementary schools only.

Ethnicity

Most students at Highland identify themselves as African American or Hispanic/Latino. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

| ETHNICITY | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|----------------------------------|------------|----------------|---------------|
| African American | 50% | 9% | 6% |
| Asian American/ Pacific Islander | 2% | 10% | 11% |
| Hispanic/Latino | 47% | 64% | 53% |
| White | 1% | 14% | 26% |

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent elementary schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2010–2011 school year. At Highland, 91 percent of the students qualified for this program, compared with 60 percent of students in California.

| FAMILY FACTORS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| Low-income indicator | 91% | 69% | 60% |
| Parents with some college | 37% | 49% | 56% |
| Parents with college degree | 16% | 28% | 32% |

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 37 percent of the students at Highland have attended college and 16 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 62 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Highland varies across grade levels from a low of 18 students to a high of 32. Our average class size schoolwide is 22 students.

| AVERAGE CLASS SIZE BY GRADE | OUR SCHOOL |
|-----------------------------|------------|
| Kindergarten | 18 |
| First grade | 22 |
| Second grade | 20 |
| Third grade | 21 |
| Fourth grade | 32 |
| Fifth grade | 23 |
| Sixth grade | N/A |

SOURCE: California Department of Education, SARC Research File. State and county averages represent elementary schools only.

Safety

Highland is a closed campus that requires parents to check in at the front office at all times. The students enter and exit through one gate located on Venice Way. All visitors entering our campus require a visitor’s pass. All personnel and visitors are asked to sign in at the front office. Parents are asked to make an appointment if they plan to visit or need to conference with the teacher.

A team of teachers, administration, and support personnel revise the safety plan annually. The safety plan includes procedures for emergencies and the responsibilities of designated personnel. Staff meetings are used to ensure clear articulation about the responsibilities and procedures of the safety plan.

Homework

All students in kindergarten through fifth grade receive homework five days per week. Homework will take approximately 30 to 45 minutes daily. We ask that parents supervise homework time and support the school’s efforts by recognizing each child’s efforts in completing assigned tasks. Homework reinforces routines for student’s present and future school life. Individual teachers may have a weekly homework contract, or daily homework is assigned to support review of daily lessons. Parents are asked to sign weekly contracts or specific assessment to ensure clear communication between home and school. Winter and spring break are also used as learning and review time for students. A packet of review worksheets is used to reinforce skills learned at each semester break. Parent and teacher partnership is emphasized for ongoing progress and effective communication.

Schedule

School began in early September and ended in late June. School begins at 8:15 a.m., although we ask parents to make sure that their child is on campus by 8 a.m. Dismissal for grades one through three is 2 p.m., and dismissal for grades four and five is 2:20 p.m. We have a morning kindergarten program that begins at 8:15 a.m. and ends at 11:45 a.m.

We have a breakfast program that begins at 7:45 a.m. and students are on the grounds by 8 a.m. We have numerous afterschool programs on site, including the childcare program that opens at 6:30 a.m. if parents need help with early morning care. In November, many of our tutoring programs and enrichment programs will begin regular sessions on selected days.

Parent workshops will be held on three Saturdays per year (February, March). These workshops support the California Standards Tests, which students in grades two through five take in May. GATE workshops are also provided for parents, with topics like understanding higher order thinking skills and the varied intelligences of students.

Parent Involvement

We have an active PTA on site that supports numerous activities on site and off campus. It sponsors numerous fund-raisers to support the school’s needs in beautification, safety, and collaborative functions. Our English Language Advisory Council and School Site Council work to improve the academic program at the school. We have Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. Parent volunteers provide support in our lunch area, playground area, and office. We need additional parent help every day to support all of our ongoing and new programs. Our parent liaison, Ms. Bell, assists parents in support, volunteer, and leadership roles. We are saddened to announce that Ms. Bell will retire this year.

For information about how you can become involved at our school, please contact Ms. Barbara Roberson, Office Manager, at (310) 680-5460.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

This is my first year as principal of Highland Elementary. It is an honor to be appointed its leader. I have worked in the Inglewood Unified School district for over 14 years. I have served as a first, second, and fourth grade teacher, resource specialist teacher, program coordinator, and as an assistant principal at the elementary and middle school level. I am now looking forward to my new role as principal. My passion lies in teaching and learning in and out of the classroom.

There are many decision-making teams at our school. The grade-level chairpersons support teachers at each grade level. The Leadership Team consists of grade-level chairs that collaborate monthly with administrative staff on focused elements of instruction. The administrative staff includes the literacy coach, program coordinator, and the principal. The administrative team leads others to collaborative efforts with the focus on the vision and mission of the school. Grade-level chairpersons provide direction and support for data information, supplemental resources, and technical information for their grade level. Staff meetings are used as professional development time to improve instruction in the classroom.

Parent and teacher groups that affect the decisions of our children, parents, and staff include the PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and the School Advisory Committee (SAC). These various groups make decisions or give input on the Single Plan for Student Achievement.

Indicators of Teachers Who May Be Underprepared

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--|--|------------|----------------|---------------|
| Core courses taught by a teacher not meeting NCLB standards | Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB | 0% | N/A | 0% |
| Fully credentialed teachers | Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level | 100% | N/A | N/A |
| Teachers lacking a full credential | Percentage of teachers without a full, clear credential | 0% | N/A | N/A |

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2011–2012 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

| DISTRICT FACTOR | DESCRIPTION | CORE COURSES NOT TAUGHT BY HQT IN DISTRICT |
|---|--|--|
| Districtwide | Percentage of core courses not taught by “highly qualified” teachers (HQT) | 1% |
| Schools with more than 40% of students from lower-income homes | Schools whose core courses are not taught by “highly qualified” teachers | 1% |
| Schools with less than 25% of students from lower-income homes | Schools whose core courses are not taught by “highly qualified” teachers | 0% |

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Our teachers attend three staff development days at the beginning of the school year. These days are focused on curriculum and its connection to state standards, as well as analyzing the results of the previous year’s data on state assessments. A review of our Adequate Yearly Progress (AYP) and Academic Performance Index (API) provides the school with criteria for improvement and action for the next school year.

| YEAR | PROFESSIONAL DEVELOPMENT DAYS |
|-----------|-------------------------------|
| 2010–2011 | 0.0 |
| 2009–2010 | 0.0 |
| 2008–2009 | 3.0 |

SOURCE: This information is supplied by the school district.

Training is also held for new teachers in classroom practices and the California Content Standards. Ongoing training is held within the school year on research-based strategies and techniques to help students in the classroom. Ongoing discussions and actions are developed by teams at the school to provide the best instructional practices for groups or individual students. The administrative team helps teachers implement new instructional methods, and the district also helps teachers implement new adoption materials. Reflective discussions at grade-level meetings provide strategies for individual or grade-level improvements.

Evaluating and Improving Teachers

The administration evaluates tenured teachers every other year and nontenured teachers every year. Evaluations are conducted in accordance with the California Standards for the Teaching Profession. During the evaluation, factors include classroom environment, effectiveness of lesson, student engagement, and student progress to goals set by teacher. The teacher’s evaluation is sent to the Human Resource Department at the district office as a legal document. Our teachers are supported by the vice-principal, grade-level chairs, peer review support personnel, a literacy coach, and a program coordinator. Ongoing workshops and individual conferences with staff are held throughout the year.

Substitute Teachers

We depend on a regular core group of substitutes during the school year. Lesson plans are left for the substitute to keep within the pacing plan for the planned curriculum. The grade-level chairperson ensures that supports are provided for that substitute so that ongoing and consistent plans are followed.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

| STAFF POSITION | STAFF (FTE) |
|-------------------------------------|-------------|
| Academic counselors | 0.0 |
| Behavioral/career counselors | 0.0 |
| Librarians and media staff | 0.0 |
| Psychologists | 0.0 |
| Social workers | 0.0 |
| Nurses | 0.0 |
| Speech/language/hearing specialists | 0.0 |
| Resource specialists | 0.0 |

SOURCE: Data provided by the school district.

Specialized Programs and Staff

We have an afterschool childcare program, tutoring, and enrichment programs for students. The enrichment program provides classes in chorus, piano, crochet, book club, and Spanish for English speakers. A nurse conducts vision and hearing screenings in the fall. The weight and height measurements for the fifth grade fitness test are done in February. The statewide fitness test for fifth graders focuses on aerobic capacity, body composition, abdominal strength, trunk extension, flexibility, and upper-body strength.

We are also began a college-going fifth grade program in which our fifth graders develop a portfolio that focuses on a particular college as well as research skills on college applications and/or enrollment practices. The students will visit a university and career center and attend the college fair in Inglewood. This concept is developed with the intent that all students will plan ahead to follow a college-going path.

Our school has researched unique programs in California, and the staff has developed a No Excuses University program for elementary students. We want to make students aware of the avenues that they can take after high school. Our school has University supports through their student teachers, teacher aides from neighboring colleges, and field trip visits to their campus. College students also come to visit to talk about their experiences in college and how we should plan to start doing our best in school and build our portfolio of character and funding.

Gifted and Talented Education (GATE)

Our GATE students are identified in the second grade. Our GATE students are grouped in classes that provide depth in the curriculum and instruction. Students have access to extracurricular classes after school that enrich their specific interests or enhance new learning. Students are provided with opportunities to enter into a variety of contests in the district and within the school. An on-campus GATE coordinator supports teachers in providing information on a variety of field trips and activities in the city which students, parents, and teachers can attend. GATE workshops for parents are provided three times per year.

Special Education Program

We have a Resource Specialist Program and two Special Day Classes (SDC) on site. Highland has also added two autism classes and two ED/SDC classes to support students with specific self-contained support needs. Support personnel as OT services, behaviorist, and counselors provide services according to the designated Individualized Education Programs (IEPs) of students recess. We also have a speech therapist five days per week.

Our students receive specialized instruction according to their IEPs. Students are recommended for these programs through a Student Study Team or through a referral process. All special education students are provided with accommodations in their regular classroom according to their IEP.

English Learner Program

Students are taught according to the levels on the California English Language Development Test (CELDT). Instruction focuses on listening, speaking, reading, and writing. English Language Development (ELD) instruction begins at the start of the instructional day and leads into language arts instruction. Specially Designed Academic Instruction in English (SDAIE) supports the core programs to build on students' prior knowledge and ensure mastery of learning.

Our staff members have Cross-cultural, Language, and Academic Development (CLAD), bilingual CLAD, or equivalent certification. These certifications allow teachers to instruct students in ELD and provide support strategies in SDAIE, which helps students learn the California Content Standards.

RESOURCES

Buildings

Highland School staff and students moved into the new two-story building in September 2008. Our community has watched the building grow in size and is amazed at the magnificent addition to our school that will enhance our community and student learning.

During the 2006–2007 school year, a fraternity and a sorority of the University of Southern California came to Highland to paint our poles in the breezeway. In the 2007–2008 school year, the LAX Marriott adopted our school and has supported our students in celebrations of achievement and Read Across America. Phase I of Measure K construction of 28 new classrooms was completed in September 2008; Phase II of the construction, which consisted of the administrative office, library, and computer lab, was completed by June 2009.

Highland has a new expansive playground court and a soccer and baseball field were completed in September 2009. The children have been enjoying the tetherball courts and private kindergarten areas. Our staff, students and parents have helped to maintain the grounds for a population of approximately 580 students.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

Library

We have a library on site that accommodates one classroom per hour every week. A five-hour program aide/librarian supports each class in the selection of appropriate books for classroom or personal use. Volunteers are welcome to help support the students in reading aloud and in the comprehension of silent reading activities. Every year we hold a Book Fair in the fall to support libraries at home and at school. The profits from the Book Fair provide additional books for our school library. We encourage 20 minutes of daily reading at home to improve fluency in English/language arts.

Computers

A program aide is available to support students in the computer labs. Our teachers are scheduled to take their classes to the computer lab on an assigned schedule. All of our classrooms have at least four computers to support their students' class assignments. Teachers also use computers to keep records on grades, lesson plans, correspondence, attendance, and teacher-made assignments.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2011–2012 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find information about the content standards for each subject at each grade level on the Web site of the [California Department of Education](#) (CDE). California adopted new common core standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the [CDE FAQs](#) for details about the new standards.

SCHOOL EXPENDITURES

Our Title I funds are used to provide tutoring and support materials for our students needing extra support in reading and mathematics. Other support funds such as LEP and School Library funds are allocated to support particular programs. We are able to hire a literacy coach, program coordinator, and instructional aide support for core programs. The After School Education and Safety (ASES) and Childcare programs have supported homework and special-interest activities for students.

Our PTA sponsors a fund-raising drive, Chuck E. Cheese Social, and other events to provide collaboration between the community, teachers, and parents. Tutoring programs are specially funded by specific sources for the Gifted and Talented Education (GATE) program and English Learner tutoring services.

Due to budget cuts, Highland has had to reduce personnel and services during and after school. Many of the staff members put in extra volunteer hours to support the programs and students.

Spending per Student (2009–2010)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 566 students.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

| TYPE OF FUNDS | OUR SCHOOL | DISTRICT AVERAGE | SCHOOL VARIANCE | STATE AVERAGE | SCHOOL VARIANCE |
|---------------------------------|----------------|------------------|-----------------|----------------|-----------------|
| Unrestricted funds (\$/student) | \$4,005 | \$5,907 | -32% | \$5,513 | -27% |
| Restricted funds (\$/student) | \$502 | \$2,801 | -82% | \$2,939 | -83% |
| TOTAL (\$/student) | \$4,507 | \$8,708 | -48% | \$8,452 | -47% |

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2009–2010)

Here you can see how much we spent on different categories of expenses. We’re reporting the total dollars in each category, not spending per student.

| CATEGORY | UNRESTRICTED FUNDS | RESTRICTED FUNDS | TOTAL | PERCENTAGE OF TOTAL* |
|-----------------------------|--------------------|------------------|--------------------|----------------------|
| Teacher salaries | \$1,514,311 | \$113,385 | \$1,627,696 | 64% |
| Other staff salaries | \$131,232 | \$10,192 | \$141,424 | 6% |
| Benefits | \$587,867 | \$89,980 | \$677,847 | 27% |
| Books and supplies | \$25,841 | \$30,279 | \$56,121 | 2% |
| Equipment replacement | N/A | \$0 | N/A | N/A |
| Services and direct support | \$7,364 | \$40,289 | \$47,653 | 2% |
| TOTAL | \$2,266,617 | \$284,125 | \$2,550,741 | |

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2009–2010)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 26 FTE teachers working in our school.

| CATEGORY | OUR SCHOOL | DISTRICT AVERAGE | SCHOOL VARIANCE | STATE AVERAGE | SCHOOL VARIANCE |
|-----------------------------|-----------------|------------------|-----------------|-----------------|-----------------|
| Salaries | \$62,604 | \$81,624 | -23% | \$71,246 | -12% |
| Retirement benefits | \$5,198 | \$8,062 | -36% | \$5,818 | -11% |
| Health and medical benefits | \$10,534 | \$16,174 | -35% | \$9,711 | 8% |
| Other benefits | N/A | \$1,210 | N/A | \$533 | N/A |
| TOTAL | \$78,336 | \$107,072 | -27% | \$87,308 | -10% |

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2009–2010)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

| CATEGORY | TOTAL | PERCENTAGE OF TOTAL* |
|-----------------------------|--------------------|----------------------|
| Salaries | \$1,627,697 | 80% |
| Retirement benefits | \$135,150 | 7% |
| Health and medical benefits | \$273,892 | 13% |
| Other benefits | N/A | N/A |
| TOTAL | \$2,036,739 | |

SOURCE: Information provided by the school district.
 * Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2011. The CDE may release additional or revised data for the 2010–2011 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2010); Language Census (March 2011); California Standards Tests (spring 2011 test cycle); Academic Performance Index (November 2011 growth score release); Adequate Yearly Progress (November 2011).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources 2011–2012

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

| KEY FACTOR | 2009–2010 | 2010–2011 | 2011–2012 |
|--|-----------|-----------|-----------|
| TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR | | | |
| Total number of classes at the start of the year | 23 | 26 | 28 |
| Number of classes which lacked a permanently assigned teacher within the first 20 days of school | 0 | 0 | 4 |
| TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR | | | |
| Number of classes where the permanently assigned teacher left during the year | 0 | 1 | 0 |
| Number of those classes where you replaced the absent teacher with a single new teacher | 0 | 0 | 0 |

NOTES: This report was completed on Monday, November 28, 2011.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

| KEY FACTOR | DESCRIPTION | 2009–2010 | 2010–2011 | 2011–2012 |
|--|---|-----------|-----------|-----------|
| Teacher Misassignments | Total number of classes taught by teachers without a legally recognized certificate or credential | 0 | 0 | 0 |
| Teacher Misassignments in Classes that Include English Learners | Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing | 1 | 1 | 0 |
| Other Employee Misassignments | Total number of service area placements of employees without the required credentials | 0 | 0 | 0 |

NOTES: This report was completed on Monday, November 28, 2011.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

| SUBJECT | ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE? | | ARE THERE ENOUGH BOOKS FOR EACH STUDENT? | |
|----------------------------|--|---------------------|--|---|
| | STANDARDS ALIGNED? | OFFICIALLY ADOPTED? | FOR USE IN CLASS? | PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME? |
| English | Yes | Yes | Yes | 100% |
| Math | Yes | Yes | Yes | 100% |
| Science | Yes | Yes | Yes | 100% |
| Social Studies | Yes | Yes | Yes | 100% |
| Foreign Languages | Yes | Yes | Yes | 100% |
| Health Sciences | Yes | Yes | Yes | 100% |
| Visual and Performing Arts | Yes | Yes | Yes | 100% |

NOTES: This report was completed on Wednesday, November 02, 2011. This information was collected on Thursday, September 01, 2011. All of our textbooks are the most recently approved by the State Board of Ed or our Local Governing Agency.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

| AREA | RATING | DESCRIPTION |
|---|-------------|--|
| OVERALL RATING | Good | Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation. |
| A. SYSTEMS | Good | |
| Gas Leaks | | No apparent problems. |
| Mechanical Problems (Heating, Ventilation, and Air Conditioning) | | No apparent problems. |
| Sewer System | | No apparent problems. |
| B. INTERIOR | | |
| Interior Surfaces (Walls, Floors, and Ceilings) | Good | No apparent problems. |
| C. CLEANLINESS | Good | |
| Overall Cleanliness | | No apparent problems. |
| Pest or Vermin Infestation | | No apparent problems. |
| D. ELECTRICAL | | |
| Electrical Systems and Lighting | Good | No apparent problems. |
| E. RESTROOMS/FOUNTAINS | Good | |
| Bathrooms | | No apparent problems. |
| Drinking Fountains (Inside and Out) | | No apparent problems. |
| F. SAFETY | Good | |
| Fire Safety (Sprinkler Systems, Alarms, Extinguishers) | | No apparent problems. |
| Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.) | | No apparent problems. |
| G. STRUCTURAL | Good | |
| Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing) | | No apparent problems. |

| AREA | RATING | DESCRIPTION |
|--|-------------|-----------------------|
| Roofs | | No apparent problems. |
| H. EXTERNAL | Good | |
| Playground/School Grounds | | No apparent problems. |
| Windows, Doors, Gates, Fences (Interior and Exterior) | | No apparent problems. |
| OTHER DEFICIENCIES | N/A | No apparent problems. |

INSPECTORS AND ADVISORS: This report was completed on Thursday, November 10, 2011 by Tia Belt (Principal). The facilities inspection occurred on Monday, November 07, 2011. There were no other inspectors used in the completion of this form. The Facilities Inspection Tool was completed on Monday, November 07, 2011.

» Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

| GROUP | ENROLLMENT |
|----------------------------------|------------|
| Number of students | 571 |
| Black/African American | 50% |
| American Indian or Alaska Native | 0% |
| Asian | 0% |
| Filipino | 1% |
| Hispanic or Latino | 47% |
| Pacific Islander | 0% |
| White (not Hispanic) | 1% |
| Two or more races | 0% |
| Ethnicity not reported | 0% |
| Socioeconomically disadvantaged | 91% |
| English Learners | 34% |
| Students with disabilities | 8% |

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

| GRADE LEVEL | STUDENTS |
|--------------|----------|
| Kindergarten | 75 |
| Grade 1 | 115 |
| Grade 2 | 100 |
| Grade 3 | 103 |
| Grade 4 | 80 |
| Grade 5 | 98 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |

SOURCE: CALPADS, October 2010.

Average Class Size by Grade Level

| GRADE LEVEL | 2008–2009 | 2009–2010 | 2010–2011 |
|--------------|-----------|-----------|-----------|
| Kindergarten | 20 | 21 | 18 |
| Grade 1 | 20 | 20 | 22 |
| Grade 2 | 20 | 21 | 20 |
| Grade 3 | 20 | 20 | 21 |
| Grade 4 | 34 | 31 | 32 |
| Grade 5 | 33 | 95 | 23 |
| Grade 6 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 8 | N/A | N/A | N/A |
| Combined K–3 | N/A | 9 | N/A |
| Combined 3–4 | N/A | N/A | N/A |
| Combined 4–8 | N/A | 12 | N/A |
| Other | N/A | N/A | N/A |

SOURCE: CALPADS, October 2010. Information for 2009-2010 provided by the school district.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

| GRADE LEVEL | 2008–2009 | | | 2009–2010 | | | 2010–2011 | | |
|--------------|-----------|-------|-----|-----------|-------|-----|-----------|-------|-----|
| | 1–20 | 21–32 | 33+ | 1–20 | 21–32 | 33+ | 1–20 | 21–32 | 33+ |
| Kindergarten | 4 | 0 | 0 | 1 | 3 | 0 | 4 | 0 | 0 |
| Grade 1 | 3 | 0 | 0 | 4 | 1 | 0 | 3 | 2 | 0 |
| Grade 2 | 4 | 0 | 0 | 2 | 2 | 0 | 3 | 2 | 0 |
| Grade 3 | 5 | 0 | 0 | 2 | 2 | 0 | 3 | 2 | 0 |
| Grade 4 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 2 | 0 |
| Grade 5 | 0 | 1 | 2 | 0 | 1 | 0 | 2 | 3 | 0 |
| Grade 6 | 0 | 0 | 0 | 0 | 0 | 0 | N/A | N/A | N/A |
| Combined K–3 | 0 | 0 | 0 | 3 | 0 | 0 | N/A | N/A | N/A |
| Combined 3–4 | 0 | 0 | 0 | 0 | 0 | 0 | N/A | N/A | N/A |
| Combined 4–8 | 0 | 0 | 0 | 2 | 0 | 0 | N/A | N/A | N/A |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | N/A | N/A | N/A |

SOURCE: CALPADS, October 2010. Information for 2009-2010 provided by the school district.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

| TEACHERS | SCHOOL | | | DISTRICT |
|--------------------------------|-----------|-----------|-----------|-----------|
| | 2008–2009 | 2009–2010 | 2010–2011 | 2010–2011 |
| With Full Credential | 25 | 27 | 39 | 594 |
| Without Full Credential | 0 | 0 | 0 | 5 |

SOURCE: Information provided by school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

| GRADE LEVEL | PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES | | |
|----------------|--|-----------------------|----------------------|
| | FOUR OF SIX STANDARDS | FIVE OF SIX STANDARDS | SIX OF SIX STANDARDS |
| Grade 5 | 22% | 12% | 1% |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

| KEY FACTOR | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|-------------------------------------|------------|------------------|---------------|
| Suspensions per 100 students | | | |
| 2010–2011 | 16 | 11 | N/A |
| 2009–2010 | 38 | 23 | 6 |
| 2008–2009 | 23 | 13 | 6 |
| Expulsions per 100 students | | | |
| 2010–2011 | 0 | 0 | N/A |
| 2009–2010 | 0 | 0 | 0 |
| 2008–2009 | 0 | 0 | 0 |

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent elementary schools only.

During the 2010–2011 school year, we had 94 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

| SUBJECT | SCHOOL PERCENT PROFICIENT OR ADVANCED | | | DISTRICT PERCENT PROFICIENT OR ADVANCED | | | STATE PERCENT PROFICIENT OR ADVANCED | | |
|---------------------------|---|------|------|---|------|------|--|------|------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English/ language arts | 63% | 60% | 63% | 37% | 41% | 44% | 49% | 52% | 54% |
| Mathematics | 73% | 66% | 65% | 34% | 40% | 40% | 46% | 48% | 50% |
| Science | 40% | 36% | 42% | 32% | 40% | 45% | 50% | 54% | 57% |

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| STUDENT GROUP | STUDENTS SCORING PROFICIENT OR ADVANCED | | |
|-------------------------------------|---|--------------------------|----------------------|
| | ENGLISH/ LANGUAGE ARTS 2010–2011 | MATHEMATICS 2010–2011 | SCIENCE 2010–2011 |
| African American | 60% | 59% | 38% |
| American Indian or Alaska Native | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A |
| Hispanic or Latino | 66% | 73% | 49% |
| Pacific Islander or Native Hawaiian | N/A | N/A | N/A |
| White (not Hispanic) | N/A | N/A | N/A |
| Two or more Races | N/A | N/A | N/A |
| Boys | 61% | 65% | 37% |
| Girls | 65% | 65% | 46% |
| Socioeconomically disadvantaged | 64% | 67% | 44% |
| English Learners | 60% | 79% | 35% |
| Students with disabilities | 66% | 64% | 0% |
| Receives migrant education services | N/A | N/A | N/A |

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

| API RANK | 2008–2009 | 2009–2010 | 2010–2011 |
|----------------------|-----------|-----------|-----------|
| Statewide rank | 7 | 8 | 7 |
| Similar-schools rank | 10 | 10 | 10 |

SOURCE: The API Base Report from December 2011.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

| SUBGROUP | ACTUAL API CHANGE | | | API |
|----------------------------------|-------------------|-----------|-----------|-----------|
| | 2008–2009 | 2009–2010 | 2010–2011 | 2010–2011 |
| All students at the school | +41 | -26 | +13 | 839 |
| Black/African American | +21 | -27 | +12 | 823 |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A |
| Hispanic or Latino | +62 | -24 | +15 | 856 |
| Pacific Islander | N/A | N/A | N/A | N/A |
| White (non Hispanic) | N/A | N/A | N/A | N/A |
| Two or more races | N/A | N/A | N/A | N/A |
| Socioeconomically disadvantaged | +40 | -27 | +14 | 838 |
| English Learners | +52 | -20 | +36 | 864 |
| Students with disabilities | N/A | N/A | -38 | 812 |

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

| SUBGROUP | SCHOOL | | DISTRICT | | STATE | |
|---|--------------------|-----|--------------------|-----|--------------------|-----|
| | NUMBER OF STUDENTS | API | NUMBER OF STUDENTS | API | NUMBER OF STUDENTS | API |
| All students | 328 | 839 | 9,276 | 731 | 4,683,676 | 778 |
| Black/African American | 173 | 823 | 3,372 | 717 | 317,856 | 696 |
| American Indian or Alaska Native | 0 | N/A | 17 | 699 | 33,774 | 733 |
| Asian | 1 | N/A | 34 | 788 | 398,869 | 898 |
| Filipino | 3 | N/A | 25 | 826 | 123,245 | 859 |
| Hispanic or Latino | 150 | 856 | 5,748 | 738 | 2,406,749 | 729 |
| Pacific Islander | 0 | N/A | 33 | 680 | 26,953 | 764 |
| White (non Hispanic) | 1 | N/A | 31 | 783 | 1,258,831 | 845 |
| Two or more races | 0 | N/A | 11 | 654 | 76,766 | 836 |
| Socioeconomically disadvantaged | 304 | 838 | 8,389 | 732 | 2,731,843 | 726 |
| English Learners | 117 | 864 | 3,882 | 714 | 1,521,844 | 707 |
| Students with disabilities | 74 | 812 | 1,355 | 624 | 521,815 | 595 |

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests
- (c) an API of at least 710 or growth of at least one point
- (d) the graduation rate for the graduating class must be higher than 90 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

| AYP CRITERIA | DISTRICT |
|---|----------|
| Overall | No |
| Graduation rate | Yes |
| Participation rate in English/language arts | Yes |
| Participation rate in mathematics | Yes |
| Percent Proficient in English/language arts | No |
| Percent Proficient in mathematics | No |
| Met Academic Performance Index (API) | Yes |

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2011.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

| INDICATOR | DISTRICT |
|---------------------------------------|----------|
| PI stage | 3 of 3 |
| The year the district entered PI | 2007 |
| Number of schools currently in PI | 13 |
| Percentage of schools currently in PI | 50% |

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

DISTRICT EXPENDITURES

According to the CDE, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

| CATEGORY OF EXPENSE | OUR DISTRICT | SIMILAR DISTRICTS | ALL DISTRICTS |
|------------------------------|---------------|-------------------|---------------|
| FISCAL YEAR 2009–2010 | | | |
| Total expenses | \$114,769,021 | N/A | N/A |
| Expenses per student | \$8,931 | \$8,543 | \$8,452 |
| FISCAL YEAR 2008–2009 | | | |
| Total expenses | \$118,497,921 | N/A | N/A |
| Expenses per student | \$8,725 | \$8,823 | \$8,736 |

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2009–2010

This table reports the salaries of teachers and administrators in our district for the 2009–2010 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

| SALARY INFORMATION | DISTRICT AVERAGE | STATE AVERAGE |
|---|------------------|---------------|
| Beginning teacher's salary | \$40,097 | \$41,035 |
| Midrange teacher's salary | \$67,797 | \$65,412 |
| Highest-paid teacher's salary | \$79,122 | \$84,837 |
| Average principal's salary (elementary school) | \$92,255 | \$106,217 |
| Superintendent's salary | \$175,000 | \$197,275 |
| Percentage of budget for teachers' salaries | 34% | 39% |
| Percentage of budget for administrators' salaries | 5% | 5% |

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS**Textbook Adoption List**

| TITLE | SUBJECT | DATE OF PUBLICATION | ADOPTION DATE |
|---|----------------|---------------------|---------------|
| Phonemic Awareness & Phonics Kit (K) | Language Arts | 2009 | 2010 |
| Language Arts Big Book Package (K) | Language Arts | 2009 | 2010 |
| Language Arts Big Book Package (1) | Language Arts | 2009 | 2010 |
| Phonemic Awareness & Phonics Kit (1) | Language Arts | 2009 | 2010 |
| Language Arts Phonics Kit (K) | Language Arts | 2002 | 2002 |
| Student Reader Bk. 1 (1) | Language Arts | 2009 | 2010 |
| Student Reader Bk. 2 (1) | Language Arts | 2009 | 2010 |
| Phonics Kit (2) | Language Arts | 2009 | 2010 |
| Language Arts Handbook (2) | Language Arts | 2009 | 2010 |
| Student Reader Bk. 1 (2) | Language Arts | 2009 | 2010 |
| Student Reader Bk. 2 (2) | Language Arts | 2009 | 2010 |
| Student Reader Bk. 1 (3) | Language Arts | 2009 | 2010 |
| Student Reader Bk. 2 (3) | Language Arts | 2009 | 2010 |
| Phonics Kit (3) | Language Arts | 2009 | 2010 |
| Language Arts Handbook (3) | Language Arts | 2009 | 2010 |
| Student Reader Bk. 1 (4) | Language Arts | 2009 | 2010 |
| Student Reader Bk. 2 (4) | Language Arts | 2009 | 2010 |
| Language Arts Handbook (4) | Language Arts | 2009 | 2010 |
| Student Reader (5) | Language Arts | 2009 | 2010 |
| Language Arts Handbook (5) | Language Arts | 2009 | 2010 |
| Holt Literature & Language Arts, Introductory Crs.(6) | Language Arts | 2010 | 2009 |
| Kindergarten Kit (K) | Science | 2007 | 2007 |
| Houghton Mifflin Pupil Edition LV.1 | Science | 2007 | 2007 |
| Houghton Mifflin Pupil Edition LV.2 | Science | 2007 | 2007 |
| Houghton Mifflin Pupil Edition LV.3 | Science | 2007 | 2007 |
| Houghton Mifflin Pupil Edition LV.4 | Science | 2007 | 2007 |
| Houghton Mifflin Pupil Edition LV.5 | Science | 2007 | 2007 |
| Holt Earth Science (6) | Science | 2007 | 2007 |
| Ancient Civilization (6) | Social Science | 2006 | 2006 |

Textbook Adoption List (continued)

| TITLE | SUBJECT | DATE OF PUBLICATION | ADOPTION DATE |
|---|----------------|---------------------|---------------|
| Learn and Work (K) | Social Science | 2006 | 2006 |
| Our California (4) | Social Science | 2006 | 2006 |
| Our Communities (3) | Social Science | 2006 | 2006 |
| Our Nation (5) | Social Science | 2006 | 2006 |
| Then & Now (2) | Social Science | 2006 | 2006 |
| Time & Place (1) | Social Science | 2006 | 2006 |
| Health & Wellness: Little Readers Classroom Library (2) | Health | 2005 | 2005 |
| Houghton Mifflin California Math (K) | Mathematics | 2009 | 2008 |
| Houghton Mifflin California Math (1) | Mathematics | 2009 | 2008 |
| Houghton Mifflin California Math (2) | Mathematics | 2009 | 2008 |
| Houghton Mifflin California Math (3) | Mathematics | 2009 | 2008 |
| Houghton Mifflin California Math (4) | Mathematics | 2009 | 2008 |
| Houghton Mifflin California Math (5) | Mathematics | 2009 | 2008 |
| SRA Number Worlds Lv. F Student Book (4 - 7) | Mathematics | 2008 | 2008 |
| SRA Number Worlds Lv. G Student Book (4 - 7) | Mathematics | 2008 | 2008 |
| SRA Number Worlds Lv. H Student Book (4 - 7) | Mathematics | 2008 | 2008 |
| SRA Number Worlds Lv. I Student Book (4 - 7) | Mathematics | 2008 | 2008 |
| SRA Number Worlds Lv. J Student Book (4 - 7) | Mathematics | 2008 | 2008 |
| Holt California Crs. 1: Numbers to Algebra (6) | Mathematics | 2008 | 2008 |
| English Language Development Lap Bk Pkg (K) | ELD | 2009 | 2010 |
| English Language Development Activities (K) | ELD | 2009 | 2010 |
| English Language Development Lap Bk Pkg (1) | ELD | 2009 | 2010 |
| English Language Development Stories & Activities (1) | ELD | 2009 | 2010 |
| English Language Development Stories & Activities (2) | ELD | 2009 | 2010 |
| English Language Development Stories & Activities (3) | ELD | 2009 | 2010 |
| English Language Development Stories & Activities (4) | ELD | 2009 | 2010 |
| English Language Development Stories & Activities (5) | ELD | 2009 | 2010 |
| Holt ELD Interactive Reader Workbook (6) | ELD | 2010 | 2009 |
| Holt ELD Language Workbook (6) | ELD | 2010 | 2009 |

