



Fremont Elementary School

1930 West 10th St. • Santa Ana, CA 92703-2045 • (714) 972-4300 • Grades K-5
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2012-13 School Accountability Report Card Published During the 2013-14 School Year



Santa Ana Unified School District

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School Description

John C. Fremont Elementary School (“Fremont Elementary”) is located on W. Tenth Street, just north of Civic Center Drive West.

For the 2012-2013 school year, all teachers have a professional clear multiple subjects credential. All have a CLAD certificate or its equivalent. The school provides a Mild - Moderate Special Education program in several service models which include Special Day class with mainstreaming, pull out and/or collaboration with specialist.

Fremont teachers are supported by one Teacher On Special Assignment (TOSA) whose goal is to provide support with English Learners and students working far below basic and below basic. She also serves as our Positive Behavioral Interventions & Supports (PBIS) coach for maintaining and increasing a positive school climate. One Certificated Learning and Achievement Specialist (CLAS) teacher is on campus providing staff development and coaching on SAUSD Theoretical Framework, Common Core State Standards, Units of Study and SAUSD professional development modules.

Fremont students are offered a variety of programs that provide them with both enrichment and intervention. Our school staff is dedicated to providing intervention for 30 minutes per day to students who are not at grade level in English Language Arts. A long term substitute works as an interventionist to provide small group instruction for our most struggling students. All students are offered the opportunity to participate in ST Math (Jiji Math) which is a computer based math program. Students also participate in using Accelerated Reader and Lexia for reading. English Learners not making adequate progress are given access to Imagine Learning. Throughout the school year, teachers offer students tutorial after school or on Saturdays. Think Together offers after school program opportunities to approximately 190 students.

Fremont Elementary is a self-contained, open space building with partitions serving as room dividers. The school was modernized during the 2011-2012 school year and now is ADA compliant with handicapped-accessible restrooms, lifts, and ramps. There are 29 classroom spaces, a library, a music room, a computer lab, and a variety of offices. All classrooms have a SMART Board, 4 student computer station and each room has at least two data drops for internet access. Our school computer lab has 50 computer stations and there are 3 rolling computer labs that have 30 student laptops.

Fremont Elementary School is a thriving, exciting place for students to learn. It is the goal of all staff members to provide each child with the academic, social, and emotional tools necessary to becoming competent, capable, and concerned citizens of the 21st Century. We are committed to providing all students with the best and are passionate about ensuring success for all.

School Vision

Fremont Elementary School expects that all students will achieve high academic success, enabling them to prepare for college and career and to develop into socially responsible, contributing members of society with a life-long commitment to learning.

School Mission

Fremont Elementary School promotes high academic achievement through an integrated, Common Core State Standards based curriculum. To accomplish this, accountability will be consistently monitored through a systematic assessment process. Parent and community partnerships will form another integral component that maximizes every child's individual academic, social, and emotional growth.

District Profile

Santa Ana Unified School District is the sixth largest district in the state, currently servicing over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district currently operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 83.8% enrolled in the Free or Reduced Price Meal program, 45.7% qualifying for English language learner support, and approximately 9.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding school programs. Over 25 schools have received the Golden Bell Award.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

Opportunities for Parental Involvement

Parents are encouraged to get involved in Fremont Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classrooms, library, office and during special events. Parents are always invited to help chaperone field trips. Fremont Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Monthly Parent Meetings
- Back to School Night & Open House
- Student performances
- Fundraisers
- Music & choir performances
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Learner Advisory Committee
- Parent Teacher Association (PTA)

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 972-4300.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- EduLink
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations

The school's Parental Involvement Policy provides more details about how parents can partner with the school. A copy is sent home at the beginning of the year in the student information packet. Additional copies are available in the school office.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (714) 972-4300.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	129
Gr. 1	122
Gr. 2	124
Gr. 3	143
Gr. 4	131
Gr. 5	130
Total	779

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.3
Asian	1.4
Filipino	0.1
Hispanic or Latino	97.2
Native Hawaiian/Pacific Islander	0.0
White	0.6
Two or More Races	0.3
Socioeconomically Disadvantaged	94.4
English Learners	80.9
Students with Disabilities	10.3

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	31	30.8	26	0	0	1	4	4	4	0	0	
Gr. 1	20.9	25.8	24	6	0	1	1	6	4	0	0	
Gr. 2	23.5	21.1	25	2	3	1	4	5	4	0	0	
Gr. 3	29.5	25.7	24	0	1	1	4	5	5	0	0	
Gr. 4	33.8	33	26	0	0	1	1	1	4	3	3	
Gr. 5	31	33.2	26	0	0	1	4	0	4	0	5	

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

Suspensions and Expulsions

Schoolwide	10-11	11-12	12-13
Suspensions Rate	3.97	3.72	4.51
Expulsions Rate	0	0.00	0.0
Districtwide	10-11	11-12	12-13
Suspensions Rate	10.14	14.5	8.47
Expulsions Rate	0.25	0.51	0.15

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

School Safety Plan

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

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2012-2013 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

School Facility Conditions and Planned Improvements (School Year 2013-14)

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

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

Year and month in which data were collected: 6/19/13

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Fremont Elementary School took place on 6/19/13. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

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

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

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

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	CR 1: Hole in the wall s/c: 225584 HALLWAY NEXT TO CR 7: Vinyl wall needs repair s/c: 225586 HALLWAY NEXT TO CR 33: Vinyl wall needs repair s/c: 225586 CR 19: Internet wires hanging from ceiling s/c: 225578 / light ballast out s/c: 225587 / Hole in the wall s/c: 225584 CR 29: Hole in ceiling tiles s/c: 225584 / light ballasts is out s/c: 225587
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	CR 2: Exposed wires inside class/need cover s/c: 225578 CR 6: Exposed wires inside class/need cover s/c: 225578 CR 10: Exposed wires inside class/need cover s/c: 225578 CR 11: Exposed wires inside class/need cover s/c: 225578 CR 23: Exposed wires inside class/need cover s/c: 225578 CR 25: Light ballasts is out s/c: 225587 CR 22: Ceiling electrical exposed/need cover s/c: 225578 HALLWAY NEXT TO LIBRARY: Exposed electrical/need cover s/c: 225578 CR 35: Light ballasts is out s/c: 225587 CR 37: Internet wires hanging from ceiling s/c: 225587 / Light ballast s/c: 225587 CR 9: Internet wires hanging from ceiling s/c: 225578 CR 33: Internet box hanging s/c: 225578 CR 34: Light ballasts is out s/c: 225587 CR 32: Internet wires hanging from ceiling s/c: 225578 CR 20: Internet wires hanging from ceiling s/c: 225578 CR 17: Exposed electrical box needs cover s/c: 225578 CR 27: Light ballasts is out s/c:225587 GIRLS RR in Cafeteria: Electrical outlet need cover s/c:225578
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	33	32	20
Without Full Credential	0	1	0
Teaching Outside Subject Area	0	0	
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	2,338
Without Full Credential	♦	♦	21

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

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

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2012-13 school year, our school sponsored 15 hours of staff development. Staff training topics at the individual school sites may have included: Open Court, Frontloading, Thinking Maps, Guided Language Acquisition Design, Student Engagement, English Language Development, effective teaching strategies from Marzano, et al., effective grading practices, etc.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2012-13 school year, district training opportunities focused on increasing Student Engagement and the following:

At the elementary level-

- Common Core State Standards Instructional Shifts, Units of Study & PD Module
- Writing
- Response to Intervention
- Reading Intervention Strategies
- English Language Development
- GLAD Training (Guided Language Acquisition Design)
- SDAIE Training (Specially Designed Academic Instruction In English)
- CTAP Technology Training (California Technology Assistance Project)
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Benchmark Assessments in Language Arts and Math

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the BTSA Induction Program is available at <http://www.sausd.us/14431028114350867/site/default.asp>

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Core Academic Classes Taught by Highly Qualified Teachers

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

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.2	0.8
High-Poverty Schools	99.2	0.8
Low-Poverty Schools	0.0	0.0

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,788	\$1,485	\$4,303	\$81,906
District	♦	♦	\$4,130	\$80,944
State	♦	♦	\$5,537	\$69,704
Percent Difference: School Site/District			4.2	1.2
Percent Difference: School Site/ State			-22.3	17.5

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

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,462
Mid-Range Teacher Salary	\$74,308	\$66,133
Highest Teacher Salary	\$94,284	\$85,735
Average Principal Salary (ES)	\$115,509	\$107,206
Average Principal Salary (MS)	\$115,544	\$111,641
Average Principal Salary (HS)	\$121,341	\$122,628
Superintendent Salary	\$265,000	\$225,176
Percent of District Budget		
Teacher Salaries	40.6%	38.3%
Administrative Salaries	4.2%	5.1%

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

Types of Services Funded (Fiscal Year 2012-13)

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

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to: • Bilingual Education • Beginning Teacher & Support (BTSA) • California Child Nutrition Education • Carl Perkins • Class Size Reduction • Comprehensive School Reform • Drug Free Schools • Even Start Family Literacy • Gifted & Talented Education • Head Start • Instructional Materials • Migrant Education • Peer Assistance & Review • Regional Occupational Program • Safe Schools and Healthy Students • Special Education • Title I, II, III, IV, & VII • Vocational Education • Reading First

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and 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: January 28, 2014

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On January 28, 2014, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 13/14-2993 which certifies as required by Education Code §60119 that for the 2013-2014 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5
Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2008	CGP Education, <i>California Mathematics</i>	6
2008	CGP Education, <i>California Mathematics</i>	7
2008	Holt, Rinehart, Winston, <i>Holt California Algebra Readiness</i>	8
2008	College Preparatory Mathematics, <i>California Algebra Connections</i>	8
Language Arts		
2010	Hampton Brown, <i>Inside Language (A-G)</i>	6-8
2002	Holt, Rinehart, Winston	6-8
Science(s)		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
Social Science		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6

2006	Pearson/Prentice-Hall, <i>Medieval & Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8
Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2008	Pearson/Prentice Hall, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability & Statistics</i>	9-12
Language Arts		
2010	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12
Science(s)		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>	13
Social Science		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magraders</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt. <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

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

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

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

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

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

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	38	43	36	43	45	44	54	56	55
Math	59	66	59	47	48	45	49	50	50
Science	21	36	18	44	48	46	57	60	59
H-SS				37	40	41	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	44	45	47	41
All Student at the School	36	59	19	
Male	37	63	25	
Female	35	53	13	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	36	58	19	
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	36	58	19	
English Learners	19	46	4	
Students with Disabilities	33	53		
Students Receiving Migrant Education Services	18	65		

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.4	15.5	11.6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	26	23	-32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	25	26	-34
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	26	24	-31
English Learners	20	29	-44
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	2	3	4
Similar Schools	6	6	8

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

API Growth by Student Group - 2013 Growth API Comparison

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

Group	School	District	State	
All Students at the School	Students	500	38,934	4,655,989
	API-G	752	743	790
Black or African American	Students	0	131	296,463
	API-G		793	708
American Indian or Alaska Native	Students	1	30	30,394
	API-G		782	743
Asian	Students	6	887	406,527
	API-G		893	906
Filipino	Students	1	83	121,054
	API-G		877	867
Hispanic or Latino	Students	489	37,188	2,438,951
	API-G	749	737	744
Native Hawaiian/Pacific Islander	Students	0	36	25,351
	API-G		788	774
White	Students	2	393	1,200,127
	API-G		843	853
Two or More Races	Students	1	185	125,025
	API-G		719	824
Socioeconomically Disadvantaged	Students	491	36,543	2,774,640
	API-G	751	737	743
English Learners	Students	428	21,622	1,482,316
	API-G	739	674	721
Students with Disabilities	Students	65	4,584	527,476
	API-G	707	615	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

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