

Executive Summary School Accountability Report Card, 2011–12

For Lincoln Crossing Elementary

| | | | |
|-------------------|---------------------------------------|--------------------|----------------|
| Address: | 635 Groveland Ln., Lincoln, CA, 95648 | Phone: | (916) 434-5292 |
| Principal: | Kevin Kurtz, Principal | Grade Span: | K-5 |

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Lincoln Crossing Elementary School opened in August of 2006. Based on a farm theme, the school operates on the principle of partnership between staff, parents, students, and community. This partnership focuses on creating a safe, respectful, positive and consistent. Excellence in teaching, learning, parenting and community support is the key to helping our students achieve their fullest potential. Each individual in this partnership is encouraged to take an active part in helping the school be a place where the needs of students are met. Music and Science are considered core curriculum with students receiving instruction in these areas by a music and science teacher. To support the social, emotional and academic growth of students, the school: has implemented the Franklin/Covey Leader in Me program that promotes using Covey's 7 Habits of Highly Effective People and leadership all students learning to be leaders at school and in their community; provides focused instruction based on an analysis of student progress that addresses the academic level of students through weekly tailored lessons; encourages the involvement of parents through classroom volunteers, the WatchDOG program (where Dad's volunteer one day a year), the Art Docent Program (with parents teaching monthly art lessons), and an active Parent Teacher Club.

Student Enrollment

| Group | Enrollment |
|---|------------|
| Number of students | 630 |
| Black or African American | 1.9% |
| American Indian or Alaska Native | 1.4% |
| Asian | 6.8% |
| Filipino | 4.4% |
| Hispanic or Latino | 17.1% |

| | |
|-------------------------------------|-------|
| Native Hawaiian or Pacific Islander | 1.3% |
| White | 61.9% |
| Two or More Races | 5.1% |
| Socioeconomically Disadvantaged | 18.4% |
| English Learners | 8.7% |
| Students with Disabilities | 8.1% |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full credential | 30 |
| Teachers without full credential | 0 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

Student Performance

| Subject | Students Proficient and Above on STAR* Program Results |
|------------------------|--|
| English-Language Arts | 66% |
| Mathematics | 70% |
| Science | 68% |
| History-Social Science | 0% |

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

| Indicator | Result |
|---|--------------|
| 2012 Growth API Score (from 2012 Growth API Report) | 853 |
| Statewide Rank (from 2011 Base API Report) | 7 |
| Met All 2012 AYP Requirements | no |
| Number of AYP Criteria Met Out of the Total Number of Criteria Possible | Met 13 of 17 |
| 2012–13 Program Improvement Status (PI Year) | |

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Campus found to be in excellent condition

Repairs Needed

No repairs needed

Corrective Actions Taken or Planned

No corrective actions needed

Curriculum and Instructional Materials

| Core Curriculum Area | Pupils Who Lack Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | 0 |
| Mathematics | 0 |
| Science | 0 |
| History-Social Science | 0 |
| Foreign Language | 0 |
| Health | 0 |
| Visual and Performing Arts | 0 |
| Science Laboratory Equipment (grades 9-12) | 0 |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | \$11,579 |
| District | \$6,369 |
| State | \$5,455 |

School Completion

| Indicator | Result |
|---------------------------------|--------|
| Graduation Rate (if applicable) | N/A |

Postsecondary Preparation

| Measure | Percent |
|---------|---------|
|---------|---------|

| | |
|---|--------------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | LEA Provided |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 0.0% |

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

| School | | District | |
|------------------|-----------------------------|----------------|-------------------------|
| School Name | Lincoln Crossing Elementary | District Name | Western Placer Unified |
| Street | 635 Groveland Ln. | Phone Number | (916) 645-6350 |
| City, State, Zip | Lincoln, CA, 95648 | Web Site | www.wpusd.k12.ca.us |
| Phone Number | (916) 434-5292 | Superintendent | Scott Leaman |
| Principal | Kevin Kurtz, Principal | E-mail Address | sleaman@wpusd.k12.ca.us |
| E-mail Address | kkurtz@wpusd.k12.ca.us | CDS Code | 31669510113068 |

School Description and Mission Statement (School Year 2011–12)

Lincoln Crossing Elementary School opened in August of 2006. The school serves students in grades K-5 with RSP and Speech support services offered. Science and music curriculum is provided to students in grades 1-5. The school has a library, computer lab, and multipurpose room.

The school vision is as follows:

At Lincoln Crossing Elementary School everyone works together to create a positive atmosphere where students are becoming independent learners.

Opportunities for Parental Involvement (School Year 2011–12)

Parents are considered key partners in the education of all students and are involved in a variety of ways including:

- Serving on an active Parent Teacher Club coordinating monthly events/activities that include an annual spaghetti/silent auction, movie nights, jog-a-thon, father/daughter dance, moms/kids muffins breakfast, providing special assemblies, assisting in the funding of classroom and school materials, and supporting extra curricular activities.
- Serving as a classroom Art Docent presenting monthly art lessons in classrooms.
- Dad's serving as a WatchDOG by volunteering at least one day a year on campus. These dad's help in their child's classrooms and provide extra supervision during lunches and recesses.
- Serving on the School Site Council which is responsible for monitoring the School Improvement Plan.
- Volunteering in their child's classroom and/or assisting the teacher with various activities on and off campus.

Attending class fieldtrips scheduled throughout the school year.

Student Enrollment by Grade Level (School Year 2011–12)

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 108 | Grade 8 | 0 |
| Grade 1 | 107 | Ungraded Elementary | 0 |

| | | | |
|----------------|-----|---------------------------|-----|
| Grade 2 | 102 | Grade 9 | 0 |
| Grade 3 | 104 | Grade 10 | 0 |
| Grade 4 | 104 | Grade 11 | 0 |
| Grade 5 | 105 | Grade 12 | 0 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 630 |

Student Enrollment by Student Group (School Year 2011-12)

| Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 1.9% |
| American Indian or Alaska Native | 1.4% |
| Asian | 6.8% |
| Filipino | 4.4% |
| Hispanic or Latino | 17.1% |
| Native Hawaiian or Pacific Islander | 1.3% |
| White | 61.9% |
| Two or More Races | 5.1% |
| Socioeconomically Disadvantaged | 18.4% |
| English Learners | 8.7% |
| Students with Disabilities | 8.1% |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | | Avg. Class Size | 2011–12 Number of Classes* | | |
|--------------------|------------------------|-----------------------------------|--------------|------------|------------------------|-----------------------------------|--------------|------------|------------------------|-----------------------------------|--------------|------------|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 26 | 0 | 4 | 0 | | | | 27.0 | 0 | 4 | 0 | |
| 1 | 25 | 0 | 4.5 | 0 | | | | 24.3 | 0 | 4 | 0 | |
| 2 | 25 | 0 | 4 | 0 | | | | 24.4 | 0 | 5 | 0 | |
| 3 | 25 | 0 | 4.5 | 0 | | | | 23.5 | 1 | 3 | 0 | |
| 4 | 30 | 0 | 3.5 | 0 | | | | 29.3 | 0 | 4 | 0 | |
| 5 | 31 | 0 | 3.5 | 0 | | | | 30.7 | 0 | 3 | 0 | |
| 6 | 0 | 0 | 0 | 0 | | | | | | | | |
| Other | 0 | 0 | 0 | 0 | | | | 0.0 | 3 | 0 | 0 | |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | | Avg. Class Size | 2011–12 Number of Classes* | | |
|----------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | N/A | N/A | N/A | N/A | | | | | | | | |
| Mathematics | N/A | N/A | N/A | N/A | | | | | | | | |
| Science | N/A | N/A | N/A | N/A | | | | | | | | |
| Social Science | N/A | N/A | N/A | N/A | | | | | | | | |

* 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 rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

The School Safety Plan, revised and approved in November of each year, lays out a plan for insuring students learn in a secure and safe environment that covers routine and emergency procedures. Arrival and departure procedures are in place to insure the safe and orderly ingress/egress of students. The campus is closed during the day with all visitors checking in through the office. Staff monitors students at all times throughout the school day including movement about campus and recess times. Classroom doors have been designed to be locked from the inside should lock-down procedures be implemented. Emergency procedures are rehearsed throughout the school year. The Covey Leadership Program is in place to recognize and reward students for positive behaviors that specifically contribute to a school climate that minimizes negative behaviors (such as bullying, fighting, teasing).

Suspensions and Expulsions

| Rate* | School 2009–10 | School 2010–11 | School 2011–12 | District 2009–10 | District 2010–11 | District 2011–12 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|
| Suspensions | .001 | .001 | .004 | | | |
| Expulsions | 0 | 0 | 0 | | .005 | .002 |

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The campus and grounds are in good repair.

School Facility Good Repair Status (School Year 2012–13)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | | None |
| Interior: Interior Surfaces | | X | | | None |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | | X | | | None |
| Electrical: Electrical | | X | | | None |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | | None |
| Safety: Fire Safety, Hazardous Materials | | X | | | None |
| Structural: Structural Damage, Roofs | | X | | | None |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | | None |
| Overall Rating | X | | | | |

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

| Teachers | School 2009–10 | School 2010–11 | School 2011–12 | District 2011–12 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 28 | 30 | 30 | 311 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 3 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2010–11 | 2011–12 | 2012–13 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100% | 0% |
| All Schools in District | 97% | 3% |
| High-Poverty Schools in District | 97% | 3% |
| Low-Poverty Schools in District | 0% | 0% |

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 | |
| Library Media Teacher (librarian) | 0 | |
| Library Media Services Staff (paraprofessional) | 1.0 | |
| Psychologist | .2 | |
| Social Worker | 0 | |
| Nurse | .1 | |

| | | |
|---|-----|--|
| Speech/Language/Hearing Specialist | 1.0 | |
| Resource Specialist (non-teaching) | 1.0 | |
| Other | N/A | |

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

| Core Curriculum Area | Textbooks and instructional materials/year of adoption | From most recent adoption? | Percent students lacking own assigned copy |
|---|--|----------------------------|--|
| Reading/Language Arts | Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010 | YES | 0% |
| Mathematics | Harcourt School Publishers CA HSP Math 2009 | YES | 0% |
| Science | FOSS Science 2008 | YES | 0% |
| History-Social Science | Scott Foresman History Social Science for CA 2006 | YES | 0% |
| Foreign Language | N/A | N/A | N/A |
| Health | N/A | N/A | N/A |
| Visual and Performing Arts | N/A | N/A | N/A |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

VIII. School Finances

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|-------|------------------------------|--|---|------------------------|
| | | | | |

| | | | | |
|---|----------|---------|----------|----------|
| School Site | \$13,775 | \$2,196 | \$11,579 | \$75,217 |
| District | | | \$6,369 | \$67,291 |
| Percent Difference – School Site and District | | | 83% | 12% |
| State | | | \$5,455 | \$66,336 |
| Percent Difference – School Site and State | | | 112% | 13% |

Note: Cells shaded in black do not require data.

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* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Lincoln Crossing receives School Improvement Funds and Art/PE funds that are allocated by the School Site Council in the following ways:

- Substitute costs and workshop fees allowing staff to attend curriculum specific trainings.
- Substitute costs for staff to work in grade level teams analyzing the results of student performance and developing strategies for helping all students reach their potential.
- Technology Funding: (Accelerated Reader, Intervention Software, Parent Conference Scheduler).
- Instructional supplies (classroom books, etc.)
- Teacher stipends for choir, after school tutoring, and after school clubs.
- Assemblies that address academic, social, and emotional skills of students.

Resources for parents.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

| Category | District Amount | State Average For Districts In Same Category |
|--------------------------|-----------------|--|
| Beginning Teacher Salary | \$34,771 | \$40,656 |
| Mid-Range Teacher Salary | \$65,153 | \$64,181 |
| Highest Teacher Salary | \$85,676 | \$82,486 |

| | | |
|---|-----------|-----------|
| Average Principal Salary (Elementary) | \$101,800 | \$102,165 |
| Average Principal Salary (Middle) | \$105,021 | \$108,480 |
| Average Principal Salary (High) | \$116,787 | \$117,845 |
| Superintendent Salary | \$158,442 | \$181,081 |
| Percent of Budget for Teacher Salaries | 43.00% | 40.00% |
| Percent of Budget for Administrative Salaries | 6.00% | 6.00% |

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |
|---------|--|
|---------|--|

| | School | | | District | | | State | | |
|-------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| English-Language Arts | 61% | 65% | 66% | 56% | 59% | 62% | 52% | 54% | 56% |
| Mathematics | 67% | 69% | 70% | 49% | 51% | 51% | 48% | 50% | 51% |
| Science | 70% | 68% | 68% | 58% | 62% | 63% | 54% | 57% | 60% |
| History-Social Science | 0% | 0% | 0% | 45% | 46% | 50% | 44% | 48% | 49% |

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.

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|--|---|-------------|---------|-------------------------|
| | English-Language Arts | Mathematics | Science | History- Social Science |
| All Students in the LEA | 62% | 51% | 63% | 50% |
| All Students at the School | 66% | 70% | 68% | 0% |
| Male | 62% | 70% | 60% | 0% |
| Female | 71% | 69% | 77% | 0% |
| Black or African American | 0% | 0% | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% | 0% | 0% |
| Asian | 70% | 82% | 0% | 0% |
| Filipino | 55% | 75% | 0% | 0% |
| Hispanic or Latino | 62% | 69% | 61% | 0% |
| Native Hawaiian or Pacific Islander | 0% | 0% | 0% | 0% |
| White | 68% | 69% | 77% | 0% |
| Two or More Races | 65% | 70% | 0% | 0% |
| Socioeconomically Disadvantaged | 60% | 68% | 54% | 0% |
| English Learners | 38% | 50% | 27% | 0% |
| Students with Disabilities | 31% | 49% | 0% | 0% |
| Students Receiving Migrant Education Services | | | | |

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| English-Language Arts | | | | 57% | 61% | 59% | 54% | 59% | 56% |
| Mathematics | | | | 50% | 53% | 54% | 54% | 56% | 58% |

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

| Group | English-Language Arts | | | Mathematics | | |
|----------------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 41% | 26% | 33% | 46% | 37% | 16% |
| All Students at the School | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |