



**HEMET UNIFIED  
SCHOOL DISTRICT**  
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Hemet, California 92545  
(951) 765-5100

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# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## Cottonwood School

www.hemetusd.k12.ca.us

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### Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the 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.

### Data and Access

**Data**  
*DataQuest* is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

### Principal's Message

As Cottonwood's new principal, I would like to welcome our entire Cottonwood community. I hope you had an enjoyable summer. The upcoming school year will be exciting and successful because of our highly motivated students, outstanding staff, and supportive families. We have many events planned for the year and we encourage everyone to participate in these events. I look forward to getting to know all of you! We are very excited to have our special Water Supply Tank Dedication on August 28<sup>th</sup> at 5:00 p.m. Following the dedication, we will be offering a potato dinner (\$5) and ice cream social (\$1). The food will be a fundraiser for the fifth grade and the PTSA. After the dinner, Cottonwood will begin Back to School Night at 6:30 p.m. Our Book Fair will also be open during the evening of the 28<sup>th</sup>. We are very excited to start the 2008-2009 school year on August 25<sup>th</sup>. We look forward to seeing you all at the dedication!

### School Profile

Cottonwood School students are fortunate, not only in the quality of the instructional programs provided by the staff, but in the community commitment that augments and supports the school. Cottonwood School enjoys partnerships with Sunny Hills Towing, SKP Resorts, Cottonwood Country Council and Outdoor Resorts of America. These organizations provide positive recognition awards and support throughout the year. Cottonwood School's middle school belongs to the Inter-Mountain League and participates in its athletic and academic events. Cottonwood School athletes have returned with a number of place trophies from each of the tournaments in which they have participated.

Cottonwood School is located in the rural community of Aguanga, California. It is 25 miles south of Hemet and 16 miles east of Temecula. Approximately three hundred (280) students are enrolled at Cottonwood in grades kindergarten through eighth.

### District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

### Parent Involvement

The site addresses all areas of parent involvement through their Single Plan For Student Achievement. For more information, contact the site Principal, David Farkas at (951) 767-3870.



### **Average Class Size and Class Size Distribution (Elementary)**

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
Kindergarten	20.0	1		16.0	1		17.0	1						
Grade 1	19.0	1		19.0	1		15.0	1						
Grade 2	15.0	1		15.5	2		14.0	1						
Grade 3	19.0	1		18.0	2		19.0	1						
Grade 4	23.0		1	22.0		1	26.0		1					
Grade 5	31.0		1	30.0		1	30.0		1					
K-3	16.3	3		16.0	1		18.0	1						
3-4							18.0	1						
4-8	20.0	1												

### **Average Class Size and Class Size Distribution (Secondary)**

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
English	19.6	4	1	17.4	5	2	19.1	5	2					
Mathematics	19.8	4	1	16.6	6	2	18.9	5	2					
Science	25.5	3		19.6	3	2	20.8	4	2					
Social Science	25.5	2	1	21.4	3	2	22.5	3	3					

### **School Enrollment by Grade Level**

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2007-08:

Grade Level	Enrollment
Kindergarten	18
Grade 1	22
Grade 2	25
Grade 3	29
Grade 4	35
Grade 5	31
Grade 6	30
Grade 7	42
Grade 8	41
<b>Total Enrollment</b>	<b>273</b>

### **Demographic Information**

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
African American	1.83
American Indian or Alaska Native	2.56
Asian	0.37
Filipino	2.2
Hispanic or Latino	36.63
Pacific Islander	1.1
White (Not Hispanic)	54.21
Multiple or No Response	1.1
Socioeconomically Disadvantaged	75.0
English Learners	10.0
Students with Disabilities	8.0

**School Facilities:**

**School Facility Good Repair Status (School Year 2008-09)**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On July 18, 2008 facilities validation site visit was conducted at Cottonwood School. Based on the field observations the following was found and the district has taken the appropriate action.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)			X	Several carpet stains; several rooms have stained and/or broken ceiling tiles; one boy's and one girl's restroom partitions need replacing; boy's restroom holes and tiles missing on walls; library and classroom 12 replace carpet.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			Light diffusers missing in one classroom and the library; other classrooms light fixtures out; one broken outlet cover.
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			One drinking fountain not working.
Restrooms	X			Boy's restroom sink has a water leak.
Sewer	X			
Playground/School/Grounds	X			
Roofs	X			Classrooms 17, 7, 3, 4, 5, 6 and 9 possible roof leaks.
Overall Cleanliness	X			One boy's restroom strong urine smell.

**Overall Summary of School Facility Good Repair Status**

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		



**Deferred Maintenance Fund**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted \$932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

**New School Construction & Modernization Projects**

Rancho Viejo Middle School opened in August 2008 with 1,400 students. Tahquitz High School Phase 2 Classrooms and Phase 3 Stadium are completed. Hemet High School Phase 1 Swimming Pool is under construction. Administration Remodel and Addition is in DSA and is scheduled to start construction in December 2008. The Hemet HS Weightroom is in DSA and scheduled for construction in April 2009. Acacia Middle School will undergo major classroom modernization using local funding. The project is in design and will start construction June 2009. Cottonwood Library projected is scheduled for January 2009 construction.

## School Facility Conditions and Safety

The school first opened in 1897. Cottonwood was the last active one-room schoolhouse in Riverside County (1975). The new facility, consisting of 10 classrooms, an office complex, a multi-purpose room, and a full kitchen, opened in April 1989. Cottonwood School has since added relocatable classrooms. These rooms house the computer lab, library, and grades six through eight. Every classroom has adequate space and all the materials needed to ensure student success.

This past summer Cottonwood's grounds and facilities were upgraded with the addition of new grass in three locations, new landscaping and a brand new water tank.

## Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

## School Climate:

### School Safety

#### SB187 Safety Plan

**Date the plan was last updated:** June, 2008

**Date the plan was last reviewed by the staff:** August, 2008

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Cottonwood School provides a safe, clean environment for learning. Students are well supervised before school, during recesses, lunch periods, and bus boarding after school. Fire drills are both planned and unplanned and held monthly. Cottonwood School also has a disaster preparedness plan for emergencies. This is also practiced during the school year.

All visitors and volunteers are required to sign in at the office, state their business, and show identification. ALL volunteers MUST be fingerprinted and screened for Tuberculosis prior to volunteering. Visitors/Volunteers are provided with a visitor badge to wear while on school grounds. They must return to sign out at the office at the end of their visit.

### School Discipline Practices

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated. Students who violate school rules may be suspended or expelled if necessary. The following table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

Rate	School			District		
	05-06	6-07	07-08	05-06	06-07	07-08
Suspensions	6.6	5.8	9.2	17.1	15.4	14.8
Expulsions	0.0	0.0	0.0	0.1	0.5	0.6

## Teachers:

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	18	18	15	1058
Without Full Credential	0	0	0	45
Teaching Outside Subject Area of Competence	3	3	5	

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

### Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	83.8	16.2
All Schools in District	91.1	8.9
High-Poverty Schools in District	92.9	7.1
Low-Poverty Schools in District	78.3	21.7

## **Curriculum and Instructional Materials:**

### **Adopted Textbooks**

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board. The chart below outlines the adopted textbooks we use in our District.

ADOPTED TEXTBOOKS K-8					
Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002	May 2002
Kind. 1-5	Mathematics	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	June 2008
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	History-Social Science <i>for California</i>	Pearson, Scott-Foresman	2006	June 2007
K-5	Social Studies	Health and Fitness	Harcourt School Pub	2006	July 2005
K-5	ELD	English Now! V 1.3 English Now! V C L 4, 5, 6 Write Time, L 6, 7 – 1 <sup>st</sup> Ed.	LitConn, Inc. LitConn Inc. Teacher Created Mats	2003 2005 2004	Dec. 2006 June 2007 June 2007
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
6-8	Eng/Lang. Arts	Holt Literature & Lang Arts	Harcourt Brace	2003	May 2002
6-8	Mathematics	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell, a division of Houghton Mifflin	2008	June 2008
8	Mathematics	California Algebra Readiness	McDougal, Littell and Company	2008	June 2008
6 7 8	Science	Earth Science Life Science Physical Science	Holt, Rinehart & Winston	2001 2001 2001	March 2001
6	Social Studies	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	June 2007
7	Social Studies	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	June 2007
8	Social Studies	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	June 2007
6-8	Foreign Language	Dime! Uno	McDougal Littell	1997	
6-8	Health	Decisions for Health	Holt, Rinehart & Winston	2005	July 2005
6-12	ELD	English Now, V 1.3 High Point	LitConn, Inc. Hampton Brown	2003 2001	Dec. 2006 June 2005
Interventions Programs for Reading/Language Arts					
4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005
4-7	Mathematics	California Math Triumphs	Glencoe/McGraw-Hill	2008	June 2008

## Instructional Materials

At Cottonwood School, all teachers use the district adopted materials for all subject areas. For reading/language arts and mathematics this includes, Open Court Reading, Holt Literature, Saxon Mathematics, and Prentice Hall Mathematics. Supplemental resources are used as needed to support the core instruction and include REACH program, Successmaker, Accelerated Reader and Accelerated Math.

Cottonwood has a computer lab, classroom computers, and a library. Each classroom is also equipped with audio-visual equipment. Two independent file servers network all classrooms. The site is networked to the District and the County's accounting systems. Communication drops in all classrooms are wired for "Internet" access.

On October 7, 2008 the Board unanimously approved the adoption of the Resolution regarding Sufficiency of Instructional Materials for fiscal year 2008-2009 pursuant to Education Code 60119. This table displays the results of that resolution.

Core Curriculum Areas	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%

## School Finance:

### Teacher & Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,778	\$40,721
Mid-Range Teacher Salary	\$64,198	\$65,190
Highest Teacher Salary	\$84,864	\$84,151
Average Principal Salary (Elem)	\$102,266	\$104,476
Average Principal Salary (MS)	\$106,564	\$108,527
Average Principal Salary (HS)	\$113,768	\$119,210
Superintendent Salary	\$203,730	\$210,769
% of Budget for Teacher Salaries	41.4%	39.9%
% of Budget for Administrative Salaries	6.3%	5.5%

## Other Programs

To help ensure a quality education for all students, state and federal funding is provided to Cottonwood School for the following special programs to supplement the core instructional program provided by the school District:

Program	Amount
Title I	\$34,132
School & Library Improvement Block Grant	\$8,327
EIA/LEP	\$15,017
ELAP	\$4,400
<b>Total</b>	<b>\$61,876</b>



## Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,878	\$1,750	\$7,128	\$65,971
District			\$5,080	\$62,751
Percent Difference-School Site and District			40%	5%
State			\$5,300	\$65,008
Percent Difference-School Site and State			34%	1%

## Student Progress

Student progress is measured and monitored through local assessments as well as state mandated assessments (CAT 6 and CST). Student progress has increased every year over the past several years as measured by CAT 6 and CST scores. We are very proud of our students' achievement.

Student progress is monitored regularly with all students taking six week assessments in both Language Arts and Mathematics. These assessments are based on standards-based curriculum and are a valuable tool for monitoring and planning instruction. Our students also participate in state mandated testing (CAT 6 and CST). These assessments are administered during April/May of every school year.

Teachers and staff members are notified of CAT 6 and CST data at the beginning of every school year. Parents and students are notified of this data via mail from the California Department of Education. The data from these assessments are also shared, explained and discussed with parents and students at the beginning of each school year through parent-teacher conferences. Local assessment data and general student achievement are also reported to parents through frequent parent teacher conferences.

### Support Staff:

#### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	270
Library Media Services (paraprofessional)	1.0	
Psychologist	0.2	
Nurse	1.0	
Speech/Language/Hearing Specialist	0.2	

### Student Performance:

#### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
5	60.00
7	21.69

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small

for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

### CST Results for all Students Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	06	07	08	06	07	08	06	07	08
ELA	54	56	54	39	39	43	42	43	46
Math	59	58	60	34	34	37	40	40	43
Science	37	63	67	28	32	39	35	38	46
History-Social Science	37	44	50	28	28	31	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### CST Results by Student Group Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	ELA	Math	Science	History-Social Science
Hispanic or Latino	44	47	48	36
White (not Hispanic)	63	71	80	62
Male	44	51	75	58
Female	64	72	52	38
Socioeconomically Disadvantaged	51	59	59	*
English Learners	23	45	*	*
Students with Disabilities	25	33	*	

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too

small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Accountability:

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	5	7	7
Similar Schools	7	9	10

### API Changes by Student Group

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students	56	7	10	819
Hispanic or Latino	84	-23	37	775
White (not Hispanic)	43	40	-4	857
Socioeconomically Disadvantaged	58	2	21	807

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	Yes	No
Percent Proficient—Mathematics	Yes	No
API	Yes	Yes

### Instructional Planning and Scheduling:

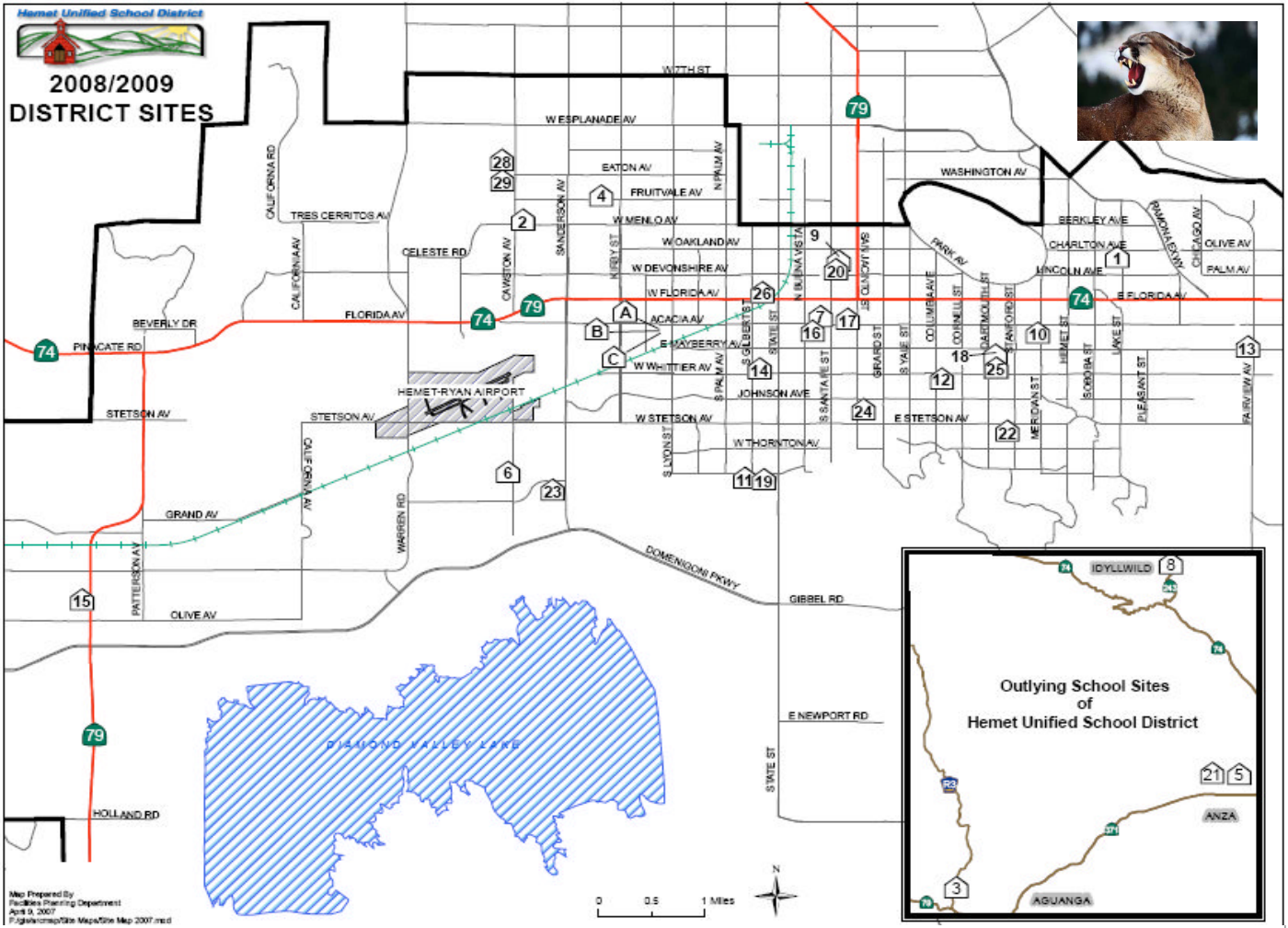
#### Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as SB472 Language Arts and Mathematics, AB430 Administrative Training, AB 2913 English Learner Authorization, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, four BTSA induction support providers, five academic coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2008-09 school year.







Site	Number
Bautista Creek	1
Cawston	2
Cottonwood	3
Fruitvale	4
Hamilton Elem	5
Harmony	6
Hemet Elem	7
Idyllwild	8
Jacob Wiens	9
Little Lake	10
McSweeney	11
Ramona	12
Valle Vista	13

Site	Number
Whittier	14
Winchester	15
Preschools	16
Acacia MS	17
Dartmouth MS	18
Diamond Valley MS	19
HAAAT Charter School	20
Hamilton HS	21
Hemet HS	22
West Valley HS	23
Adult Education	24
Esperanza Teen Mother	24
Alessandro HS	24

Site	Number
The Family Tree Learning Center	25
21st Century Site	25
Helen Hunt Jackson	25
H.E.L.P. School	26
Tahquitz HS	28
Rancho Viejo MS	29
Nutrition Center	A
Professional Development Academy	B
Professional Development Center	C