Acacia Middle School

1200 East Acacia Ave. ♦ Hemet, CA 92543 ♦ (951) 765-1620 ♦ Grades 6-8
Derek Jindra, Principal

2008-09 School Accountability Report Card
Published during 2009-10

Hemet Unified School District
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Principal's Message
Acacia Middle School is an exciting place to attend school. We have a remarkable staff that is dedicated to educating students and providing a safe learning environment for all. Our students understand that we are "Positive, Respectful Individuals Dedicated to Excellence" (Cougar P.R.I.D.E.). At Acacia Middle School, we will provide the essential components to a quality school program. A rigorous academic curriculum is in place to meet the needs of all levels of students and enhance achievement. Acacia offers supplemental assistance programs to provide help to students who are working below grade level. In addition, we offer a variety of extracurricular activities to meet the vast interests of our student body and highly encourage all students to become involved. As Principal of Acacia Middle School, I look forward to building a successful educational community founded on professional relationships with students, parents, and staff. I encourage participation and welcome visits to campus.

Acacia Middle School's Mission Statement
The mission of Acacia Middle School is to challenge students with a rigorous educational program in a middle school setting that meets their unique needs. Acacia encourages respect for self and others, fosters personal responsibility and accountability, and promotes pride in school, community, and country.

School Profile
Acacia Middle School currently serves sixth, seventh, and eighth grade students. Acacia Middle School is located in downtown Hemet, a city of approximately 63,780 at the foot of the San Jacinto Mountains 90 miles southeast of Los Angeles, 80 miles northeast of San Diego, and 40 miles from Palm Springs.

Opportunities for Parent Involvement
We encourage and invite all parents to be active in their child's education. The site addresses six different areas of need through the comprehensive school plan. For more information, contact any one of the administrative team listed below at (951) 765-1620.

• Derek Jindra, Principal
• Suzann "Myque" Jeffers, Assistant Principal
• Jason Barney, Assistant Principal

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.

Hemet Unified School District's Core Values

1. Provide a data-driven, standards-based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.

Enrollment by Student Group	
2008-09 Enrollment: 1191	
African American	8.14%
American Indian or Alaska Native	1.01%
Asian	0.67%
English Learners	17.00%
Filipino	0.67%
Hispanic or Latino	47.52%
Pacific Islander	0.76%
White (not Hispanic)	40.64%
Socioeconomically Disadvantaged	72.00%
Students with Disabilities	16.00%
Multiple or No Response	0.59%

Suspensions & Expulsions

This 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.

Suspension Rates						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	21.8	17.2	51.4	15.4	14.8	18.4
Expulsions	0.5	0.5	0.8	0.5	0.6	0.4

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 Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, 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, three BTSA induction support providers, seven instructional 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.

Professional Development (continued)

The District has a professional development At a Glance calendar on the website for the 2009-2010 school year.

Acacia also provides opportunities for teachers to attend conferences relevant to state standards and curriculum. District academic coaches in both mathematics and language arts are available to teachers. BTSA providers support all new teachers through various induction activities. Categorical monies are designated to train teachers in differentiated instruction, Multiple Intelligence's and various teaching strategies.

Class Size and Distribution

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

Average Class Size & Class Size Distribution (Secondary)				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2006-07				
English	32.5	5	6	22
Mathematics	35.3		6	21
Science	35.9		5	16
Social-Science	34.5	1	6	16
2007-08				
English	31.6	9	12	31
Mathematics	32	4	25	23
Science	37.2		6	19
Social-Science	35.9	4	4	26
2008-09				
English	34.0		20	25
Mathematics	31.0	6	20	20
Science	37.8	1	2	21
Social-Science	34.5	1	9	18

Types of Services Funded

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

Title I	$99,706
EIA	$62,736
EIA/LEP	$27,129
ELAP	$25, 208
School & Library Improvement Block Grant	$19,751
Lottery	$24,742
GATE	$3,089
Safe & Drug Free Schools	$1,542

Title I

Provides additional support to students by providing additional counseling services, additional classroom supplies, and tutoring programs both before and after school.

EIA/LEP/ELAP

Provides smaller class sizes by providing funding for 6th period assignments. It also provides additional classroom supplies and programs.

Expenditures Per Pupil and Teacher Salaries (FY 07-08)

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 school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	$4,664	$952	$3,712	$61,771
District	--	--	$5,473	$63,697
State	--	--	$5,586	$67,109
Percent Difference (School/District)			-32	-3
Percent Difference (School/State)			-34	-8

Teacher and Administrative Salaries (FY 07-08)

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 may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	$40,147	$42,065
Mid-Range Teacher Salary	$66,015	$67,109
Highest Teacher Salary	$87,860	$86,293
Superintendent Salary	$234,185	$216,356
Average Principal Salary (Elementary)	$109,340	$107,115
Average Principal Salary (Middle)	$114,758	$112,279
Average Principal Salary (High)	$126,437	$122,532
% of Budget (Teacher Salaries)	41.21%	5.5%
% of Budget (Administrative Salaries)	7.7%	39.4%

Core Academic Classes 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 the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School	93.7	6.3
All Schools in District	93.3	6.7
High-Poverty Schools	92.1	7.9
Low-Poverty Schools	77.4	22.6

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 percent of full time.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	2.5
Average # of Students per Counselor	453
Library Media Teacher	0.5
Library Media Services Staff	1
Psychologist	1
Social Worker	0
Nurse	0
Health Technician	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other	1

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 of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teacher Credentials				
Teachers	School			District
	06-07	07-08	08-09	08-09
With Full Credential	35	43	45	998
Without Full Credential	2	6	3	34
Outside Subject Area of Competence	10	10	3	81

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.

Misassignments/Vacancies			
	07-08	08-09	09-10
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Academic Performance Index (API)

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 CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

API Ranks			
	2006	2007	2008
Statewide	5	6	5
Similar Schools	9	9	9

School Site Safety Plan
SB187 Safety Plan
Date the plan was last updated: March, 2009
Date the plan was last reviewed: September, 2009

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, 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 Single Plan for Student Achievement is available for inspection by the public at each school.

Acacia strives to provide a safe and secure campus. All visitors and volunteers are required to sign in at the office, state their business at the school and show identification. They are then provided with a nametag to wear while on school grounds. Students are supervised from 7:00 a.m. until approximately 3:30 p.m. Supervision is assigned with the maximum coverage before and after school and at lunches. Short-wave radios provide communication among campus supervisors and the office. The Hemet Police and Fire Departments respond quickly to calls for assistance. In addition, the Hemet Police Department has a School Resource Officer housed part time at Acacia Middle School.

Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks.

Facilities Maintenance
Acacia Middle School facility promotes an environment where both teaching and learning take place. Every classroom has adequate space and all the materials needed to ensure student success. Specialized classrooms at Acacia include the library and media center, three computerized skills labs, one mobile lab, as well as choral and band rooms.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Facility Conditions					
Item Inspected	**Repair Status**				**Repair Needed / Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	Cover for HVAC missing.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Lights out in several classrooms, office; boys restroom hand dryer not working; missing light covers.
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	MPR drinking fountain doesn't work; no nozzle room 302. Work orders are created as needed and maintenance is adequate in following required timelines.
Safety: Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	Stained ceiling tiles: Library, 406, 803, 506, 402, 703, 705, Gear, 600m 606 Roof leak: 204 Ramp repair: 901 Floor buckles: portable boys restroom & portable girls restroom
External: Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Boys restroom 500 bldg. stall door not working.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Curriculum and Instructional Materials

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.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

Adopted Textbooks				
	Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
	Reading/Language Arts			
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
	English Language Development			
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
	Mathematics			
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
6-8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8-12	California Geometry	McDougal Littell	2007	6/08
	Social Science			
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
	Foreign Language			
6-8	Dime! Uno	McDougal Littell	1997	
	Science			
6	Earth Science	Holt, Rinehart & Winston	2001	3/01
7	Life Science	Holt, Rinehart & Winston	2001	3/01
8	Physical Science	Holt, Rinehart & Winston	2001	3/01
	Health			
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05

Interventions Programs for Reading/Language Arts				
	Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
	Reading/Language Arts			
4-12	SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12	High Point El	Hampton-Brown Co.	2001	5/05
4-12	Scholastic Read 180	Scholastic, Inc.	2002	5/05

California Physical Fitness Test Results

Every year, 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 scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results			
	4 of 6	**5 of 6**	**6 of 6**
Grade 7	8.4	29.1	58.5

DataQuest and Access to Data

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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.

California Standards Tests (CST)

The California Standards Tests (CSTs) 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, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *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.*

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).

Percent of Students Scoring At Proficient or Advanced									
Subject	**School**			**District**			**State**		
	2006-07	**2007-08**	**2008-09**	**2006-07**	**2007-08**	**2008-09**	**2006-07**	**2007-08**	**2008-09**
English-Language Arts	42	42	40	39	43	46	43	46	50
Mathematics	31	30	35	34	37	38	40	43	46
Science	38	44	41	32	39	41	38	46	50
History-Social Science	38	36	39	28	31	34	33	36	41

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.

Percent of Students Scoring At Proficient or Advanced				
Student Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
African American	32	24	31	35
American Indian / Alaska Native	17	17	*	*
Asian	*	*	*	*
Hispanic or Latino	32	30	38	30
Filipino	*	*	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	51	44	46	48
Male	39	37	45	39
Female	42	33	35	39
Economically Disadvantaged	37	29	37	34
English Learners	23	27	17	15
Students with Disabilities	14	13	11	2
Students Receiving Migrant Education				

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source). Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

NAEP Reading and Mathematics Results for All Students by Grade Level
This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for All Students					
Subject and Grade Level	**Average Scale Score**		**State Percent at Achievement Level**		
	State	**National**	**Basic**	**Proficient**	**Advanced**
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level
This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners				
Subject and Grade Level	**SWD Student Participation Rate**		**EL Student Participation Rate**	
	State	**National**	**State**	**National**
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

Adequate Yearly Progress (AYP)
The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

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**
AYP Overall	No	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	No	No
Mathematics	No	No
API	Yes	Yes
Graduation Rate (High Schools)	N/A	Yes
Number of Schools Currently in PI	N/A	13
Percent of Schools Currently in PI	N/A	46.4

Federal Intervention Program
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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Program Improvement Status		
	School	**District**
PI Status	In PI	In PI
First Year of PI	2008-2009	2004-2005
Year in PI	Year 2	Year 3

API Changes by Student Group - Three-Year Comparison
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. Note: "N/A" means that the student group is not numerically significant.

API Changes				
Student Group	**Actual Change**			**Score**
	06-07	**07-08**	**08-09**	**2009**
All Students at the School	19	-15	2	737
African American				
American Indian / Alaska Native				
Asian				
Filipino				
Hispanic or Latino	32	-11	-4	702
Pacific Islander				
White (not Hispanic)	19	-31	9	776
Socioeconomically Disadvantaged	15	-11	-3	705
English Learners		1	19	696
Students with Disabilities	-2	-32	-36	522