

Rancho Viejo Middle School

985 N. Cawston ♦ Hemet, CA 92545 ♦ (951) 765-6287 ♦ Grades 6-8
John Huber, Principal

2009-10 School Accountability Report Card

Published During 2010-11



Hemet Unified School District

1791 West Acacia Ave.
Hemet, CA 92545-3632
Phone: (951) 765-5100
Fax: (951) 765-5115

www.hemetusd.k12.ca.us

Governing Board

Dr. Lisa DeForest
President

Mr. Bill Sanborn
Vice-President

Mr. Paul Bakkom
Board Member

Mrs. Marilyn Forst
Board Member

Mrs. Charlotte Jones
Board Member

Mr. Ross Valenzuela
Board Member

Mr. Joe Wojcik
Board Member

District Administration

Dr. Steven A. Lowder
Superintendent

Dr. Sally Cawthon
Assistant Superintendent
Educational Services

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

Vince Christakos
Assistant Superintendent
Business Services

Rancho Viejo Middle School is a student centered middle school that is focused on excellence. We recognize the unique challenges that exist for our students and are committed to their successful transition through the middle school years. All students will have the opportunity to excel in their academic, physical, and social endeavors. To support these goals the RVMS staff:

Will be committed to leading our diverse population
Will provide a variety of academic, physical, and social experiences
Will maintain a safe learning environment
Will keep student success at the forefront of all decisions

The mission of Rancho Viejo Middle School is to provide a safe learning environment where kids feel connected to school. ALL students will learn and grow through a variety of educational experiences.

Opportunities for Parent Involvement

It is the goal of Rancho Viejo to be the hub of the community involvement and will build strong relationships with both the parents and community. Families will be actively engaged in their child's education and communicate with staff to support the success of their children. There are many opportunities for parents to be involved. Rancho Viejo hosts several different family nights and encourages parents to attend these nights as well as other functions such as School Site Council and ELAC. We have a very active PTSA and are always looking for parental involvement inside and outside the classroom.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 22,000 students. Preschool centers at seven school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

Enrollment by Student Group	
2009-10 Enrollment: 1,373	
Black or African American	11
American Indian or Alaska Native	1
Asian	1.46
Filipino	2
Hispanic or Latino	55
Native Hawaiian/Pacific Islander	0.44
White	28
Two or More Races	
Socioeconomically Disadvantaged	78
English Learners	14
Students with Disabilities	14

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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	0.0	37.2	34.4	14.8	18.4	18.8
Expulsions	0.0	0.3	0.4	0.6	0.4	0.5

Types of Services Funded

Rancho Viejo is a school wide Title One school. Categorical funds are approved by the School Site Council and based on student need. The council makes a collaborative decision on how to best meet the needs of our student body. 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 - \$34,620
 EIA - \$41,485
 EIA/LEP - \$13,371
 ELAP - \$53,788
 Lottery - \$25,148

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+
2007-08				
English	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social-Science	0	0	0	0
2008-09				
English	29.2	8	34	18
Mathematics	31.7	2	27	25
Science	35.5	0	7	22
Social-Science	34.1	0	10	20
2009-10				
English	24.3	19	23	15
Mathematics	26.3	11	24	15
Science	31.5	3	5	23
Social-Science	28.2	5	16	16

Professional Development

The school district provides all certificated and classified 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 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, seven Strategy Focused Instructional Coaches in language arts and mathematics, 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 2010-2011 Professional Development "At a Glance" calendar is posted weekly to share professional development occurring throughout the district.

Rancho Viejo is in its second year of operation. Prior to the start of each school the staff has three professional development days. In addition, our Professional Development department provides a very detailed schedule of support for both our certificated and classified staff. This calendar of events can be found on the district website under the Educational Services tab.

Expenditures Per Pupil and Teacher Salaries (FY 08-09)

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	\$4,790	\$692	\$4,097	\$58,358
District	--	--	\$5,847	\$64,956
State	--	--	\$5,681	\$68,179
Percent Difference (School/District)			-19.9	-10.2
Percent Difference (School/State)			-27.9	-14.4

Teacher and Administrative Salaries (FY 08-09)

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	40,421.00
Mid-Range Teacher Salary	66,464	60,038.00
Highest Teacher Salary	87,860	79,654.00
Superintendent Salary	250,180.00	223,323
Average Principal Salary (Elementary)	107,901	108,894
Average Principal Salary (Middle)	115,624	113,713
Average Principal Salary (High)	117,801	124,531
% of Budget (Teacher Salaries)	43.55	40.24
% of Budget (Administrative Salaries)	5.58	5.53

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	93.43	6.57
All Schools in District	95.43	4.57
High-Poverty Schools		3.38
Low-Poverty Schools		N/A

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	3.0
Average # of Students per Counselor	457
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (paraprofessional)	1.0
Psychologist	.5
Social Worker	0
Nurse	.15
Health Technician	.875
Speech/Language/Hearing Specialist	.60
Resource Specialist (non-teaching)	0
Other	0

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
	07-08	08-09	09-10	09-10
With Full Credential	0	43	48	996
Without Full Credential	0	5	3	14
Outside Subject Area of Competence	NA	10	11	108

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			
	08-09	09-10	10-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	0

School Site Safety Plan

SB187 Safety Plan

Date the plan was last updated: December 2010

Date the plan was last reviewed: December 2010

Included in this section are the emergency procedures for Rancho Viejo Middle School. We place school safety as our top priority and are always looking for ways to make this a safer campus for students and staff

General Emergency Information

1. Be aware of all the marked exits from your room, area, and building.
2. Be aware of the primary and secondary routes to the designated assembly area.
3. Know your assigned task. If no special task assigned, stay with your students.
4. The fire/evacuation alarm is a loud intermittent tone (and flashing lights where installed). When you hear this tone, escort your students from the building in an orderly fashion and proceed to the designated assembly area.
5. When the ground starts shaking or you hear the command "Drop" announcement, Duck, Cover, and Hold. Duck down, try to get under something sturdy, and cover your head with your hands. Hold on to whatever you're under until the tone or shaking stops. Do NOT automatically evacuate your room. Evacuate only if told to do so, or if there is an immediate danger to the students.
6. When told to lockdown or you hear the European siren tone, check the area immediately outside your door. If students are close, rush them into your room and lock your door and close your curtains/blinds or otherwise cover windows that are at eye level if possible. Do not unlock your door until you hear the all clear announcement. Contact the office if you have students un-accounted for or if you have extra students

Air Pollution

In the case of a declared air pollution advisory from the South Coast Air Quality Management District, an announcement will be made by administration and the following steps will be taken for the Air Quality Index listed:

"Unhealthy for Sensitive Groups": Strenuous student activity should be carefully evaluated. Activities of less strenuous nature are more appropriate. Children having respiratory difficulties aggravated by smog, children who have notes from parent or doctors and children who are complaining about the effects of smog must be allowed to remain indoors or inactive. Outdoor exertion should be avoided by everyone.

"Unhealthy": Prolonged outdoor exertion should be avoided by everyone.

"Very Unhealthy": All outdoor exertion should be avoided by everyone.

Unusual, Violent Or Criminal Behavior

In the event of a shooting or threat of serious violence, lockdown your room and notify office of the circumstances. A full lockdown may ensue - follow lockdown procedures accordingly.

If you witness or are the victim of other violation of the law such as assault, robbery, theft, etc., notify an administrator as soon as possible to provide details about the nature and location of the incident, and a physical description of the perpetrator and property involved.

If you observe loitering or unauthorized soliciting on campus, notify the office.

The Student Resource Officer will investigate all criminal activity.

Unusual, Violent, or Criminal Behavior

Lockdown

Intruder on Campus, Threats, Violence, Civil Disturbance or Demonstrations

If one of the above situations occurs that requires a lockdown, you will hear the command "lockdown" announcement.

1. Check the area immediately outside your door. If students are close, rush them into your room.
2. Lock all doors to your room. Don't forget "pod" doors also.
3. Close curtains/blinds or otherwise cover any windows that are at eye level if possible.
4. Call the office if you have students unaccounted for or if you have extra students.
5. Do not unlock your door until you hear the all clear announcement. Exception: You may allow entry to a student or recognized staff member pounding on your door only if you can visually determine (through window) that he/she is unarmed. This is a judgment call on your part, understanding that the overriding concern must be for the safety of the larger number of people inside your room.

Earthquake — Duck, Cover, & Hold

DO NOT automatically evacuate during an earthquake

When the ground starts shaking or you hear the command "Drop" announcement, Duck, Cover & Hold.

Indoors:

1. You should duck down, get under something sturdy or cover your head with your hands, and hold onto whatever you're under until the shaking or the alarm stops.
2. Stay away from windows, shelves, or equipment on carts.
3. After the initial shock, evaluate the situation. If emergency help is needed (severe injuries, etc.), contact the office or Command Post via phone or runner.
4. If there appears to be immediate danger by staying inside your room (gas smell, fire, significant structural damage), evacuate to the designated assembly area, assisting the disabled as necessary.
5. Report missing students via the normal drill procedures.
6. Keep driveways, walkways, and drive lanes clear for emergency vehicles.
7. Assume your assigned emergency team task, if assigned, as soon as your students' needs are met.
8. Do not return to your building until advised or the all clear has sounded.

Outdoors:

1. Move quickly away from buildings, fences, trees and utility poles or wires.
2. Continue with steps 4-8 above.

Fire / Evacuation

If you see a fire:

1. Pull fire alarm.
2. Evacuate students to designated assembly area.
3. Assist the disabled in exiting the building.
4. If necessary, flash lights off and on to alert the deaf or hard of hearing and write notes to explain what is happening.
5. If the fire is minor (fire in a trash can, for example), you may attempt to use a fire extinguisher or fire hose by pointing stream at base of flames. The fire department should be notified even if the fire is extinguished.
6. If the fire is larger, do not attempt to fight it.
7. Close all doors, but do not lock doors.

When you hear the fire alarm (intermittent, repeating alarm tone):

1. Evacuate students to the designated assembly area.
2. Assist the disabled in exiting the building.

If necessary, flash lights off and on to alert the deaf or hard of hearing and write notes to explain what is happening.

3. Close all doors, but do not lock doors.
4. Report missing students to the Incident Command Post via the method practiced during drills.
5. Keep driveways, walkways, and fire lanes clear for emergency vehicles.
6. Assume your emergency team task, if assigned, once your students' needs are met.
7. Do not return to the building until instructed to do so or the all clear has sounded.

Heightened Security Alert (h.s.a.)

Unlike earthquake, fire, etc., there may be situations that give us forewarning of reason for concern for the safety and security of your staff, students, and facility. Implementation may be requested by the Superintendent or may be called at the discretion of site administrators as their good judgement dictates. The following steps are to be taken when this alert is called.

1. Communicate to staff that we are implementing a Heightened Security Alert. This would preferably be done by announcing via Public Address system for staff to check their email for an important message. If that's unworkable for any reason, use the P.A. to announce "Attention all staff: Please implement H.S.A. procedures at this time."
2. Consider canceling field trips to extracurricular activity. If already in route, consider recall-ing them depending on the situation at hand and the destination.
3. Teachers are to perform a discrete visual screening of their rooms. The recommended process is to stand in the back of the room, looking left to right at floor level, and then at a 3-foot level, 6-foot level, etc. until the room has been scanned. The intent is to identify anything new, unusual or previously unrecognized, such as a package, empty desk with a backpack, a moved ceiling panel, etc. If suspicions are aroused, contact administrator and move students to another location. Otherwise, no action required.
4. Administrators shall provide an exterior presence and be watchful for anything out of place or unusual.
5. All staff is encouraged to independently review their emergency procedures flipchart or team responsibilities to facilitate a more immediate response if required.
6. Activate and distribute emergency communication equipment to team members as available.
7. Tighten physical security as appropriate (close access gates; deploy campus supervisors to grounds, etc.)
8. Allow no visitors beyond office without administrator approval. Enforce I.D. badge use.
9. Call 9-1-1 if any suspicions are aroused.

Electric Utility Failure

When the lights go out:

1. Reassure the children that this is temporary and that the lights will come back on in an hour or so.
2. Tell students that they will be staying together as a class until power is restored. Since bells, intercoms, lights, and phones will be non-functional, it's best to avoid movement of students as much as possible. Keep them in their seats to the extent reasonable.
3. If your classroom has any windows allowing enough light to at least keep from bumping into things, you'll be staying put. If your room is pitch black, turn on your flashlight and consider moving in an orderly fashion to a room (MPR, etc.) where there is perhaps better ambient light. If your flashlight works well and has good batteries and the kids are calm, stay put.
4. Pre-designated teachers send their student runners to the office for communication purposes.
5. Since reading and paper work will be difficult or impossible, go to lecture or discussion mode. You may also be able to read aloud from a book.
6. Once classroom order is established, turn off all electrical equipment (computers, etc. but not refrigerators/freezers), and all but one bank of the light switches. This helps assure a safer power-up for your equipment and the utility company.
7. Once power is restored, power up your equipment one at a time and continue normal classroom activity. Since bell schedules may now be screwed up, await announcement from the principal regarding movement to the next scheduled class.
8. Do not at any time use charcoal, gas, or propane heating devices indoors, as they create a carbon monoxide poisoning risk and an obvious fire hazard.
9. If anyone arrives at your sight claiming to be from the power company, insist on seeing proper photo identification before allowing them access.

Guidelines For Everyone

Before, during and after an emergency, everyone must work together as a cohesive team, with a singleness of purpose. The safety and welfare of the students and staff is the purpose of readiness. Adhering to the following guidelines will assist you in this effort.

BEFORE

1. Be aware of and understand your assigned roles and responsibilities under the Emergency Procedures Plan for your site.
2. Develop and drill a home Emergency Procedures Plan.
3. Have a buddy system.
4. Follow instructions but have an ability to improvise, if necessary.

During And After

1. Make sure you are safe.
2. Assess the situation before taking action. Check those around you. Make sure your buddy is safe.
3. Remain calm. This will keep others calm.
4. Follow instructions.
5. Use common sense.
6. Communicate confidence in yourself.
7. Be alert. Watch for potential hazards. Guard yourself from things flying through the air.
8. Evaluate each situation and follow the plan in the best possible way. Improvise as necessary and appropriate.
9. Avoid "hot wires."
10. Don't use tap water or food until you are sure it is safe.
11. Consider using a chair to break out a window if doors are blocked. Watch for jagged edges.
12. Avoid rumors.
13. Recognize distortions are real and don't argue.
14. Be an active listener.

Facilities Maintenance

Date of Most Recent Inspection: 8/5/10

Rancho Viejo is a state of the art facility that is in it's second year of operation. At this time there are no needed structural improvements.

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]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	Water stains in ceiling tiles in classrooms. Metal floor plate/trip hazard rm 309
Cleanliness: Overall/Pest/Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Socket torn away from wall.
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety/Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage/Roofs	[]	[X]	[]	[]	
External: Grounds/Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	External gates need welded piece so students are not able to open the gates with an ID card.
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 10/5/10 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
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 EI	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	16.3	21.6	36.7

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts		44	44		48	48		50	52
Mathematics		36	36		41	41		46	48
Science		47	47		47	47		50	54
History-Social Science		31	31		36	36		41	44

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
All Students in the LEA				
All Student at the School				
Male	39	38	51	34
Female	49	33	43	28
Black or African American	33	31	26	20
American Indian or Alaska Native	29	29	*	*
Asian	55	73	*	*
Filipino	79	69	*	*
Hispanic or Latino	37	30	37	24
Native Hawaiian/Pacific Islander	*	*	*	*
White	56	43	65	43
Two or More Races				
Socioeconomically Disadvantaged	38	32	41	25
English Learners	15	16	9	5
Students with Disabilities	33	35	*	4
Students Receiving Migrant Education Services				

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	16
Percent of Schools Currently in PI	N/A	59.3

2010 Growth API Comparison 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. Note: "N/A" means that the student group is not numerically significant.

API Changes			
Student Group	2010 Growth API		
	School	LEA	State
All Students at the School	729	753	767
Black or African American	688	692	686
American Indian or Alaska Native		720	728
Asian		838	890
Filipino		837	851
Hispanic or Latino	702	723	715
Native Hawaiian/Pacific Islander			753
White	771	794	838
Two or More Races			808
Socioeconomically Disadvantaged	704	726	712
English Learners	679	687	692
Students with Disabilities	590	607	580

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	2010-2011	2004-2005
Year in PI	Year 1	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		
	07-08	08-09	09-10
All Students at the School	N/A	B	7
Black or African American	N/A		-4
American Indian or Alaska Native	N/A		
Asian	N/A		
Filipino	N/A		
Hispanic or Latino	N/A		10
Native Hawaiian/Pacific Islander	N/A		
White	N/A		2
Two or More Races			
Socioeconomically Disadvantaged	N/A		7
English Learners	N/A		16
Students with Disabilities	N/A		-7

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			
	2007	2008	2009
Statewide			4
Similar Schools			8