Rancho Viejo Middle School

985 N. Cawston • Hemet, CA 92545 • (951) 765-6287 • Grades 6-8
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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

Hemet Unified School District
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Dr. Barry L. Kayrell
Superintendent

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (951) 765-6287.

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 21,157 students. Preschool centers at nine 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 high 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.

School Description

At RVMS we foster and support a student centered approach, which provides an atmosphere where a child's social, emotional, and academic needs are equally important. We understand that all students have special talents and we plan on providing the opportunities for students to develop these talents.

- 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 Parental Involvement

Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

It is the goal of Rancho Viejo to be the hub of community involvement by building strong relationships with parents and community stakeholders. There is no stronger team than staff, students, and parents working together to provide a safe, rigorous and meaningful education for our students! We have a very strong PTSA and are excited to introduce a program called WATCH D.O.G.S. (Dads of Great Students). For our non-English speaking parents, we offer an English Language Advisory Committee (ELAC) to help keep all parents informed and involved. It is our hope to get as many parents on campus as possible to provide positive role models and adult mentors to our students.

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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	442
Gr. 7	403
Gr. 8	430
Total	1,275

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.5
Asian	1.1
Filipino	2.0
Hispanic or Latino	58.0
Native Hawaiian/Pacific Islander	0.2
White	24.4
Two or More Races	2.5
Socioeconomically Disadvantaged	85.7
English Learners	24.4
Students with Disabilities	14.7

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Gr. 6			27			26			37			36
English	28.6	28.6	25	10	5	14	14	19	4	17	12	18
Math	29.8	28.1	24	5	8	14	26	13	5	10	16	18
Science	35.1	32.4	31	0	2	6	4	6	1	16	21	19
SS	32	33.3	33	1	3	4	8	7	1	14	18	19

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

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	34.08	32.8	30.6
Expulsions Rate	0.46	1.2	0.9
Districtwide	10-11	11-12	12-13
Suspensions Rate	16.06	15.5	15.8
Expulsions Rate	0.37	0.4	.35

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

School Safety Plan

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

COMPREHENSIVE SCHOOL SITE SAFETY PLAN
Board approved: October 8, 2013

Per Board Policy 0450 and Education Code 32288, the school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286). Each school shall forward the safety plan to the Board for approval. (Education Code 32288). The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting. A copy of the Safe School Plan is available at the school site.

The Comprehensive Safe School Plan 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.

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. 1.Be aware of all the marked exits from your room, area, and building.
2. 2.Be aware of the primary and secondary routes to the designated assembly area.
3. 3.Know your assigned task. If no special task assigned, stay with your students.
4. 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. 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 immediately danger to the students.
6. 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 out door 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 here the command "lockdown" announcement.

1. 1.Check the area immediately outside your door. If students are close, rush them into your room.
2. 2.Lock all doors to your room. Don't forget "pod" doors also.
3. 3.Close curtains/blinds or otherwise cover any windows that are at eye level if possible.
4. 4.Call the office if you have students unaccounted for or if you have extra students.
5. 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. 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. 2.Stay away from windows, shelves, or equipment on carts.
3. 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. 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. 5.Report missing students via the normal drill procedures.
6. 6.Keep driveways, walkways, and dire lanes clear for emergency vehicles.
7. 7.Assume your assigned emergency team task, if assigned, as soon as your students' needs are met.
8. 8.Do not return to your building until advised or the all clear has sounded.

Outdoors:

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

Fire / Evacuation
If you see a fire:

1. 1.Pull fire alarm.
2. 2.Evacuate students to designated assembly area.
3. 3.Assist the disabled in exiting the building.
4. 4.If necessary, flash lights off and to alert the deaf or hard of hearing and write notes to explain what is happening.
5. 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. 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, repairing alarm tone):

1. 1.Evacuate students to the designated assembly area.
2. 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. 3.Close all doors, but do not lock doors.
4. 4.Report missing students to the Incident Command Post via the method practiced during drills.
5. 5.Keep driveways, walkways, and fire lanes clear for emergency vehicles.
6. 6.Assume your emergency team task, if assigned, once your students' needs are met.
7. 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. 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. 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 pro¬cess 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. 7.Tighten physical security as appropriate (close access gates; deploy campus supervisors to grounds, etc.)
8. 8.Allow no visitors beyond office without administrator approval. Enforce I.D. badge use.
9. 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.

The SAFE after school program offers both academic enrichment and positive behavior support from the end of the school day until 6 p.m. each day school is in session.

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

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

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

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Year and month in which data were collected: 07/01/13

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

School Facility Good Repair Status (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	Stained ceiling tiles; Rm 608 carpet has bad spot
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Houskeeping custodian and electrical rooms.
Electrical: Electrical	[X]	[ ]	[ ]	lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Drinking fountains and sinks do not work in several classrooms. Low water pressure in drinking fountains.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Rm 308 gas valve faulty, northwest corner.
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	46	47	46
Without Full Credential	1	0	0
Teaching Outside Subject Area	10	11	10
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	909
Without Full Credential	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**10-11**	**11-12**	**13-14**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	11	0	0

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

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

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs. During the last three years (2010-2013), over 600 days of professional training has been provided through the Hemet Unified School District Professional Development Academy. The training provided through the Academy allows teachers, administrators and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

Since the adoption of the Common Core Standards, the primary focus of the Professional Development Academy has been on the implementation and support of California Common Core Standards in English Language Arts and Mathematics. Eight Academic Coaches provide ongoing support and training in the skillful delivery of the newly adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data. Achievement data is used to determine site support and priorities for professional development opportunities. The PDA also supports our new teachers through our BTSA Induction Program.

Administrators and Teachers are provided specific professional development to implement and support new and on-going instructional programs. Professional development is delivered through trainings on-site, at the District Professional Development Academy, and conferences. As new initiatives and instructional programs are implemented, Academic Coaches assigned to specific sites offer coaching support and additional training.

Core Academic Classes Taught by Highly Qualified Teachers

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

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	92.6	7.4
High-Poverty Schools	92.6	7.4
Low-Poverty Schools	91.7	8.3

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	621

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,424	$1,104	$3,320	$64,364
District	♦	♦	$4,161	$68,956
State	♦	♦	$5,537	$69,704
Percent Difference: School Site/District			-20.2	-6.7
Percent Difference: School Site/ State			-40.0	-7.7

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,721	$41,462
Mid-Range Teacher Salary	$64,296	$66,133
Highest Teacher Salary	$84,995	$85,735
Average Principal Salary (ES)	$107,837	$107,206
Average Principal Salary (MS)	$114,048	$111,641
Average Principal Salary (HS)	$122,275	$122,628
Superintendent Salary	$227,793	$225,176
Percent of District Budget		
Teacher Salaries	37.4%	38.3%
Administrative Salaries	5.9%	5.1%

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

Types of Services Funded (Fiscal Year 2012-13)

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

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 170 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

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.

OTHER PROGRAMS
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:

MAA (Medicare Admin Activities) -- $5,000
Lottery -- $28,100
Title I -- $272,131
Spec Ed Local Asst -- $169,928
Medi-Cal Reimbursements -- $2,136
ASES-After School Program -- $82,554
Special Education -- $767,405
EIA-SCE-- $205,900
EIA-LEP -- $50,305

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

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

Year and month in which data were collected: October 8, 2013

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.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/8/2013 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:

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Mathematics				
K-5	Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2010	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Pre-Algebra	McDougal, Littell and Company	2008	12/11
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
13	Calculus	Addison Wesley	1999	6/99
13	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08
Social Science				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
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
9	World Geography	McDougal Littell	2006	6/07
9	Health	Prentice Hall	2011	11/09
11	World History, The Modern World	Prentice Hall	2007	6/07
12	US History, Modern America	Prentice Hall	2008	6/07
13	Magruders American Government / American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994	6/07 & 12/06
13	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001/20072005	6/07 & 12/06
13	Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language				
6-8	Dime! Uno	McDougal Littell	1997	
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antologia de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abiendo Puertas (AP)	McDougal Littell	2003	6/27
Science				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
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
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2010	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
12-13	Holt Modern Chemistry	Holt	2010	6/08
12-13	Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
12-13	Integrated Principles of Zoology	McGraw Hill	2006	1/06

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Health				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05
Visual & Performing Arts				
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guptill	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00

Interventions Programs for Reading/Language Arts				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
K-10	Compass Learning	Odyssey	2012	6/11
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
Mathematics				
K-10	Compass Learning	Odyssey	2012	6/11
K-10	MIND ST Math Program	MIND Research Institute	2012	10/11

Advanced Placement (AP) Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
AP Literature & Composition				
13	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
AP Calculus				
12-13	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
AP Computer Science & Computer Programming				
12-13	Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09
AP Spanish Language & Literature				
9-12	Abriendo Puertas: Lenguaje	McDougal Littell, Inc.	1st C (2007)	6/09
12-13	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
12-13	Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C (2003)	6/09
AP U.S. History				
10-12	Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09
AP European History				
10-12	The Western Heritage	Pearson Education LtdPrentice Hall	9th C (2007)	6/09
AP Art History				
10-12	Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09
AP Biology				
12-13	Biology	Addison Wesley	8th (2008)	6/09
AP & General Environmental Science				
9-12	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09
AP French – French Language 7 Culture				
12-13	AP Imaginez "Le Francais Sans Frontieres," 2nd edition	Vista Higher Learning	C (2012)	3/12
AP Government				
13	American Government, 10th Edition	Houghton Mifflin	C (2006)	12/06
AP Statistics				
10-12	The Practice of Statistics, 2nd Edition	Holtzbrinck Publishers	C (2003)	2/09
AP Music Theory				
10-12	Music in Theory & Practice, Vol. I & II, 8th Edition	McGraw Hill Publishing	C (2009)	12/10

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

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

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

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

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

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	45	50	44	48	50	48	54	56	55
Math	37	38	33	42	42	41	49	50	50
Science	63	57	48	49	49	48	57	60	59
H-SS	34	32	29	39	38	41	48	49	49

Internet Access

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

2013 STAR Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	41	48	41
All Student at the School	44	33	49	29
Male	42	34	52	33
Female	46	32	45	24
Black or African American	35	21	24	17
American Indian or Alaska Native				
Asian	83	75		
Filipino	79	75		
Hispanic or Latino	40	31	46	26
Native Hawaiian/Pacific Islander				
White	53	40	59	36
Two or More Races	39	23	63	25
Socioeconomically Disadvantaged	42	31	45	25
English Learners	18	20	20	2
Students with Disabilities	40	29		7
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.3	23.4	29.5

DataQuest

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

Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	14	4	-25
Black or African American	33	-16	-35
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	15	-26
Native Hawaiian/Pacific Islander			
White	19	-10	-19
Two or More Races			
Socioeconomically Disadvantaged	19	6	-21
English Learners	29	-3	-7
Students with Disabilities	16	-11	4

Academic Performance Index Ranks - Three-Year Comparison

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

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	4	4	4
Similar Schools	7	8	8

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		87.0

API Growth by Student Group - 2013 Growth API Comparison

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

Group		School	District	State
All Students at the School	Students	1,145	15,308	4,655,989
	API-G	736	755	790
Black or African American	Students	116	1,090	296,463
	API-G	682	688	708
American Indian or Alaska Native	Students	5	182	30,394
	API-G		734	743
Asian	Students	12	207	406,527
	API-G	850	842	906
Filipino	Students	21	153	121,054
	API-G	924	869	867
Hispanic or Latino	Students	693	7,890	2,438,951
	API-G	724	731	744
Native Hawaiian/ Pacific Islander	Students	2	71	25,351
	API-G		759	774
White	Students	267	5,232	1,200,127
	API-G	775	799	853
Two or More Races	Students	29	483	125,025
	API-G	699	752	824
Socioeconomically Disadvantaged	Students	997	12,217	2,774,640
	API-G	723	732	743
English Learners	Students	296	2,963	1,482,316
	API-G	716	691	721
Students with Disabilities	Students	179	2,357	527,476
	API-G	609	609	615

Adequate Yearly Progress

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

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

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

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