



Hamilton K-8 School

57550 Mitchell Rd. • Anza, CA 92539 • (951) 763-1840 • Grades K-8
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Hemet Unified School District

1791 West Acacia Ave.
Hemet, CA 92545-3632
(951) 765-5100
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District Governing Board

Mrs. Marilyn Forst
Mr. Patrick Searl
Mrs. Megan Haley
Mr. Vic Scavarda
Mr. Jim Smith
Mr. Ross Valenzuela
Mr. Joe Wojcik

District Administration

Dr. Barry L. Kayrell
Superintendent
Dr. Barry L. Kayrell
Superintendent
Dr. David Horton
Assistant Superintendent
Educational Services

Dr. LaFaye Platter
Deputy Superintendent
Human Resources

Vince Christakos
Assistant Superintendent
Business Services

School Description

Hamilton's Mission Statement

The educational community at Hamilton School, believes that all children can learn. Our mission is to establish a learning environment where all children can succeed. Staff, parents, and community members must come together to provide the necessary support. Together, we will strive to instill in each student the skills necessary to meet life's challenges with honesty, integrity, courage, and the desire for intellectual and personal excellence. At Hamilton, children participate in programs that foster individual growth, academic progress, cultural literacy, and good citizenship.

About This School

Hamilton Elementary School, currently a K-8 school, is located in the high country of Anza. The school population is drawn from a rural environment, which includes Aguanga, Anza, and Garner Valley as well as the Cahuilla, Ramona, and Santa Rosa reservations.

Hamilton has a special enthusiasm and spirit that is enhanced by the local community involvement and support.

Hamilton Elementary School continues in its dedication to provide a curriculum aligned with Hemet Unified School District and California State Standards. Hamilton's staff believes that this institution is for and about young people and that everything done must be planned with an eye toward the effect every decision will have on students and their academic success.

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.

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (951) 763-1840 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	48
Grade 2	38
Grade 3	47
Grade 4	53
Grade 5	56
Grade 6	42
Grade 7	44
Grade 8	50
Total Enrollment	445

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	6.5
Asian	2.7
Filipino	0.2
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	0.4
White	51
Two or More Races	3.4
Socioeconomically Disadvantaged	82.5
English Learners	12.4
Students with Disabilities	13.9
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Hamilton K-8 School	13-14	14-15	15-16
With Full Credential	24	26	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	3	3	1
Hemet Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1061
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	57

Teacher Misassignments and Vacant Teacher Positions at this School			
Hamilton K-8 School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	96.5	3.5
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	100.0	0.0

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 9-1-15 that each pupil, including English learners, 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
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	Magruder's 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 - Antología de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antología de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas (AP)	McDougal Littell	2003	6/27

Adopted Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
----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
----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

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton Elementary was added to Hamilton School in 1987 creating a K-12 campus. On September 7, 1999, Hamilton Elementary School was separated from the secondary students creating a K-5 campus. In 2000 -01, the sixth grade was moved to the elementary school. In 2005-06, the seventh grade joined the elementary campus. In August 2006, a newly constructed building was added to the K-8 campus. It currently houses grades 4 – 8 and Special Education classes.

Our site was inspected as required by the Williams Legislation for the 2014-15 academic school year and received a good rating.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/15/2015				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Girls Restrooms: Partitions rotted all stalls; flush valve leaking - handicap; light out; loose seat #3; stall not flushing. Boys Restrooms: Leading df; needs cleaning df outside; no handles on stall doors.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	31	33	44
Math	21	22	33

* Percentages are not calculated 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	57	53	48	47	48	45	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.50	20.00	7.30
7	11.60	25.60	32.60

* Percentages are not calculated 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	48
Male	47
Female	50
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	42
White	50
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	48
Foster Youth	--

* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	48	48	100.0	46	33	17	2
	4	47	47	100.0	43	28	21	9
	5	54	51	94.4	51	22	24	4
	6	42	41	97.6	34	29	29	7
	7	44	43	97.7	23	30	47	0
	8	50	50	100.0	36	32	32	0
Male	3		25	52.1	52	28	20	0
	4		21	44.7	57	24	14	5
	5		31	57.4	52	19	23	6
	6		22	52.4	41	41	18	0
	7		21	47.7	38	24	38	0
	8		29	58.0	48	31	21	0
Female	3		23	47.9	39	39	13	4
	4		26	55.3	31	31	27	12
	5		20	37.0	50	25	25	0
	6		19	45.2	26	16	42	16
	7		22	50.0	9	36	55	0
	8		21	42.0	19	33	48	0
American Indian or Alaska Native	3		4	8.3	--	--	--	--
	4		3	6.4	--	--	--	--
	5		3	5.6	--	--	--	--
	6		4	9.5	--	--	--	--
	7		2	4.5	--	--	--	--
	8		5	10.0	--	--	--	--
Asian	3		1	2.1	--	--	--	--
	5		2	3.7	--	--	--	--
Hispanic or Latino	3		13	27.1	38	46	15	0
	4		14	29.8	71	14	14	0
	5		17	31.5	65	24	12	0
	6		10	23.8	--	--	--	--
	7		17	38.6	41	35	24	0
	8		21	42.0	52	14	33	0
Native Hawaiian or Pacific Islander	7		1	2.3	--	--	--	--
	8		1	2.0	--	--	--	--
White	3		27	56.3	48	26	19	4
	4		26	55.3	31	38	15	15
	5		26	48.1	38	23	35	4

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		25	59.5	28	28	36	8
	7		22	50.0	9	18	73	0
	8		20	40.0	30	40	30	0
Two or More Races	3		3	6.3	--	--	--	--
	4		4	8.5	--	--	--	--
	5		3	5.6	--	--	--	--
	6		2	4.8	--	--	--	--
	8		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	83.3	45	38	15	0
	4		39	83.0	41	31	21	8
	5		43	79.6	56	21	23	0
	6		33	78.6	42	33	18	6
	7		34	77.3	29	32	38	0
	8		42	84.0	38	36	26	0
English Learners	3		5	10.4	--	--	--	--
	4		7	14.9	--	--	--	--
	5		6	11.1	--	--	--	--
	7		5	11.4	--	--	--	--
	8		3	6.0	--	--	--	--
Students with Disabilities	3		8	16.7	--	--	--	--
	4		7	14.9	--	--	--	--
	5		11	20.4	91	9	0	0
	6		5	11.9	--	--	--	--
	7		7	15.9	--	--	--	--
	8		9	18.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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 number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	48	48	100.0	44	40	15	0
	4	47	47	100.0	36	45	19	0
	5	54	51	94.4	51	33	10	6
	6	42	41	97.6	39	44	15	0
	7	44	43	97.7	35	28	33	5
	8	50	50	100.0	64	12	12	12
Male	3		25	52.1	40	48	12	0
	4		21	44.7	48	33	19	0
	5		31	57.4	45	32	13	10
	6		22	52.4	50	36	14	0
	7		21	47.7	43	24	33	0
	8		29	58.0	66	14	14	7
Female	3		23	47.9	48	30	17	0
	4		26	55.3	27	54	19	0
	5		20	37.0	60	35	5	0
	6		19	45.2	26	53	16	0
	7		22	50.0	27	32	32	9
	8		21	42.0	62	10	10	19
American Indian or Alaska Native	3		4	8.3	--	--	--	--
	4		3	6.4	--	--	--	--
	5		3	5.6	--	--	--	--
	6		4	9.5	--	--	--	--
	7		2	4.5	--	--	--	--
	8		5	10.0	--	--	--	--
Asian	3		1	2.1	--	--	--	--
	5		2	3.7	--	--	--	--
Hispanic or Latino	3		13	27.1	31	62	8	0
	4		14	29.8	64	29	7	0
	5		17	31.5	76	24	0	0
	6		10	23.8	--	--	--	--
	7		17	38.6	65	12	18	6
	8		21	42.0	62	10	10	19
Native Hawaiian or Pacific Islander	7		1	2.3	--	--	--	--
	8		1	2.0	--	--	--	--
White	3		27	56.3	56	22	19	0
	4		26	55.3	23	46	31	0
	5		26	48.1	35	46	12	8

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		25	59.5	28	44	24	0
	7		22	50.0	9	45	41	5
	8		20	40.0	70	5	15	10
Two or More Races	3		3	6.3	--	--	--	--
	4		4	8.5	--	--	--	--
	5		3	5.6	--	--	--	--
	6		2	4.8	--	--	--	--
	8		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	83.3	45	38	15	0
	4		39	83.0	36	46	18	0
	5		43	79.6	53	35	7	5
	6		33	78.6	45	42	9	0
	7		34	77.3	44	18	32	6
	8		42	84.0	69	7	12	12
English Learners	3		5	10.4	--	--	--	--
	4		7	14.9	--	--	--	--
	5		6	11.1	--	--	--	--
	7		5	11.4	--	--	--	--
	8		3	6.0	--	--	--	--
Students with Disabilities	3		8	16.7	--	--	--	--
	4		7	14.9	--	--	--	--
	5		11	20.4	91	9	0	0
	6		5	11.9	--	--	--	--
	7		7	15.9	--	--	--	--
	8		9	18.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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 number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

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.

Parents are involved through the following:

- School Site Council—5 school members/5 parents committee—8 times yearly
- English Learners—committee 5 times yearly
- Title I Meeting—1 time each year
- Back to School Night—fall
- Holiday Open House—winter
- Open House—spring
- Parent Classes—2 sessions offered throughout the year
- PTSA (Parent Teacher Student Association)
- ELAC (English Learner Advisory Council)
- Meet the Masters Art Program
- Family Movie Nights
- Family Reading Night
- Monthly Awards Assemblies (personal invitations mailed)
- Parent Conferences (fall and spring)
- Growth and Development Information Preview (4th/5th grade parents)
- Daily Volunteering in Classrooms
- Pastries with the Principal (information sharing meeting)

For more information, contact the site Principal or Robin Lovato, Office Manager at (951) 763-1840.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Board approved: March 17, 2015

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.

A clean, safe, and secure teaching and learning environment is the highest priority to administration and staff. 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. Supervision is assigned with the maximum coverage before and after school and at lunches. Walkie talkies provide communication on campus with administrators. The Riverside Sheriff and Fire Departments respond quickly to calls for assistance. In the event of a disaster, such as an earthquake during school hours, all students will be kept at school. They will not be released until a parent or parent designee arrives at the school to pick them up. Parents are requested to list their designees on the "Emergency Release" card sent home at the beginning of the school year. The office must be notified if home or business phone numbers are changed.

School gates are closed right after the morning bell rings and opened when school lets out. All visitors and volunteers are required to check in at the office, state their business at the school, and show identification. Their driver's license is scanned through our Lobby Guard system which checks to see if they are listed on a national predator list. If they are cleared, they are provided with a visitor tag to wear while on school grounds. They must return to check out at the office at the end of their visit.

The school's physical facility is well maintained. District personnel periodically examine the school's physical facility regularly and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to the school safety. The classrooms are monitored for safety and appearance by administration and individual classroom teachers, custodians and administration. The pupils take pride in the appearance of their school.

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.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	10.75	12.60	8.41
Expulsions Rate	0.36	0.00	0.20
District	2012-13	2013-14	2014-15
Suspensions Rate	6.90	7.29	6.95
Expulsions Rate	0.26	0.23	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	29	22				2	2	3			
1	24	24	24				2	1	2			
2	25	16	19		1	2	2	2				
3	26	24	22				2	2	2			
4	32	34	25				1		2		1	
5	31	29	21			1	1	2	2	1		
6	25	28	17			10	10	8	1		1	1
Other	6	9		1	1							

Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	15	17	12	6	7	9	2					
Math	16	17	12	5	6	8	2					
Science	22	26	19	2	1	3	2	3	2	1		
SS	28	26	19	1	1	2	2	3	3	1		

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.688
Psychologist	0.50
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	196

* 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.

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,161	\$43,165
Mid-Range Teacher Salary	\$66,464	\$68,574
Highest Teacher Salary	\$87,860	\$89,146
Average Principal Salary (ES)	\$118,248	\$111,129
Average Principal Salary (MS)	\$127,067	\$116,569
Average Principal Salary (HS)	\$135,629	\$127,448
Superintendent Salary	\$227,058	\$234,382
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	6%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,655	\$1,728	\$4,927	\$62,784
District	♦	♦	\$4,324	\$71,130
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			13.9	-8.7
Percent Difference: School Site/ State			5.1	-9.4

* Cells with ♦ do not require data.

Types of Services Funded

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 145 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.

Other programs being funded: Pathfinder, Elementary Counselors, ST Math, Compass Learning, Imagine Learning, Reading Learning Dynamics, Music Programs, Athletic Programs, English 3D, Reading 180/System 44, AVID.

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:

- Supplemental/Concentration -- \$ 21,200
- Site Lottery -- \$13,470
- Title I -- \$76,173
- Spec Ed Federal Local Asst -- \$81,494
- Medi-Cal Reimbursement -- \$350
- ASES-After School Program -- \$119,698
- Special Education State/Local -- \$409,597
- Common Core State Standards - \$25,628
- RCOE Local Grant -- \$555

DataQuest

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

Internet Access

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