



Dartmouth Middle School

41535 Mayberry Ave. • Hemet, CA 92544 • (951) 765-2550 • 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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District Governing Board

Mrs. Marilyn Forst

Mr. Paul Bakkom

Dr. Lisa DeForest

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

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) 765-2550.

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.

Mission Statement

Dartmouth Knights are committed to reaching academic potential and developing personal responsibility.

School Profile

Dartmouth was named a California Distinguished School in 2005. We have a knowledgeable staff of teachers who are experts at working with middle school students. Dartmouth students have consistently won awards for their performance in science fairs, spelling bees, band, choral music, and many other academic competitions. We have computers in every class with internet accessibility. Our library has computers for internet researching and for accessing educational software and word processing. The library is open to students before and after school.

Founded in September 1994, Dartmouth Middle School currently serves sixth, seventh, and eighth grade students. Dartmouth Middle School is located east of the city of Hemet in the unincorporated section of Riverside County. Dartmouth serves as the middle school for two elementary schools located in east Hemet.

Community support has provided donations to supplement the library and purchase additional science equipment. We take great pride in our school and the achievement of students. The Dartmouth staff is committed to excellence.

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. WatchDogs and PTSA are additional arenas that parents can get involved in.

The site addresses the six areas of parent involvement through their comprehensive school plan. Parents are involved in: PTSA, School Site Council, Back to School "Knight," Parent Conferences, Student Study Team, and volunteering. For more information, contact the site Principal, Eric Dahlstrom at (951) 765-2550.

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 | 307 |
| Gr. 7 | 293 |
| Gr. 8 | 308 |
| Total | 908 |

| Student Enrollment by Group | |
|----------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 5.7 |
| American Indian or Alaska Native | 1.3 |
| Asian | 1.4 |
| Filipino | 0.3 |
| Hispanic or Latino | 46.7 |
| Native Hawaiian/Pacific Islander | 0.6 |
| White | 41.2 |
| Two or More Races | 2.8 |
| Socioeconomically Disadvantaged | 78.0 |
| English Learners | 12.7 |
| Students with Disabilities | 14.3 |

| 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 | | | 23 | | | 41 | | | 14 | | | 26 |
| English | 29.3 | 29.2 | 24 | 9 | 8 | 11 | 4 | 3 | 5 | 13 | 12 | 11 |
| Math | 31.7 | 29.9 | 23 | 5 | 7 | 12 | 4 | 4 | 6 | 15 | 12 | 10 |
| Science | 36.8 | 37.3 | 37 | 1 | 2 | | 3 | 0 | 1 | 9 | 10 | 13 |
| SS | 33.1 | 37.4 | 35 | 3 | 2 | 1 | 2 | 0 | 2 | 10 | 10 | 13 |

* 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 | 24.25 | 29.8 | 25.0 |
| Expulsions Rate | 0.12 | 0.5 | 0.3 |
| 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.

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 Hemet Fire Departments respond quickly to calls for assistance. School gates are closed right after the morning bell rings and opened when school lets out. All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

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

Year and month in which data were collected: 12/31/13

Dartmouth Middle School opened its doors in 1994. Dartmouth Middle School facility promotes teaching and learning. Every classroom has adequate space and all the materials needed to ensure student success.

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] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | |
| 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] | [] | [] |

| Teacher Credentials | | | |
|--------------------------------------|-------|-------|-------|
| Schoolwide | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | 29 | 29 | 29 |
| Without Full Credential | 1 | 1 | 2 |
| Teaching Outside Subject Area | 6 | 10 | 7 |
| 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 | 10 | 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 | 97.0 | 3.0 |
| 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 | 1 |
| 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 | 0.25 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist | .5 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 918 |

* 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.

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 168 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

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) -- \$5,545
 Lottery -- \$17,575
 Title I -- \$151,184
 Spec Ed Local Asst -- \$141,720

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | \$5,081 | \$1,249 | \$3,832 | \$72,269 |
| District | ♦ | ♦ | \$4,161 | \$68,956 |
| State | ♦ | ♦ | \$5,537 | \$69,704 |
| Percent Difference: School Site/District | | | -7.9 | 4.8 |
| Percent Difference: School Site/ State | | | -30.8 | 3.7 |

* **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/.

Medi-Cal Reimbursements -- \$2,369
 ASES-After School Program -- \$93,432
 Special Education -- \$512,110
 EIA-SCE-- \$114,388
 EIA-LEP -- \$16,150

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 |
| 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 |

Adopted Textbooks

| | Grade Levels / Title | Publisher | Edition | Adopted |
|-------------------------------------|---|--------------------------------|----------------|-------------------|
| 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 | 2001/2007 | 2005 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 |
| 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-Guption | 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 |

Interventions Programs for Reading/Language Arts

| Grade Levels / Title | | Publisher | Edition | Adopted |
|----------------------|----------------------|-------------------------|---------|---------|
| 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," 2 nd edition | Vista Higher Learning | C (2012) | 3/12 |
| AP Government | | | | |
| 13 | American Government, 10 th Edition | Houghton Mifflin | C (2006) | 12/06 |
| AP Statistics | | | | |
| 10-12 | The Practice of Statistics, 2 nd Edition | Holtzbrinck Publishers | C (2003) | 2/09 |
| AP Music Theory | | | | |
| 10-12 | Music in Theory & Practice, Vol. I & II, 8 th 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 | 54 | 58 | 54 | 48 | 50 | 48 | 54 | 56 | 55 |
| Math | 45 | 47 | 41 | 42 | 42 | 41 | 49 | 50 | 50 |
| Science | 62 | 66 | 64 | 49 | 49 | 48 | 57 | 60 | 59 |
| H-SS | 47 | 44 | 46 | 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 | 54 | 41 | 64 | 46 |
| Male | 51 | 38 | 66 | 48 |
| Female | 57 | 44 | 63 | 44 |
| Black or African American | 52 | 30 | 58 | 45 |
| American Indian or Alaska Native | 43 | 29 | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 51 | 37 | 57 | 41 |
| Native Hawaiian/Pacific Islander | | | | |
| White | 58 | 47 | 76 | 53 |
| Two or More Races | 33 | 29 | | |
| Socioeconomically Disadvantaged | 50 | 36 | 59 | 41 |
| English Learners | 14 | 8 | 18 | |
| Students with Disabilities | 43 | 24 | 67 | 15 |
| 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 | 23.1 | 18.9 | 21.2 |

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 | -5 | 4 | -13 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 3 | 12 | -1 |
| Native Hawaiian/Pacific Islander | | | |
| White | 0 | -1 | -16 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 6 | 12 | -9 |
| English Learners | | | |
| Students with Disabilities | | | -10 |

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 | 6 | 5 | 5 |
| Similar Schools | 7 | 7 | 7 |

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 | 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 | 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 | 837 | 15,308 | 4,655,989 |
| | API-G | 778 | 755 | 790 |
| Black or African American | Students | 44 | 1,090 | 296,463 |
| | API-G | 733 | 688 | 708 |
| American Indian or Alaska Native | Students | 12 | 182 | 30,394 |
| | API-G | 733 | 734 | 743 |
| Asian | Students | 13 | 207 | 406,527 |
| | API-G | 860 | 842 | 906 |
| Filipino | Students | 2 | 153 | 121,054 |
| | API-G | | 869 | 867 |
| Hispanic or Latino | Students | 393 | 7,890 | 2,438,951 |
| | API-G | 770 | 731 | 744 |
| Native Hawaiian/Pacific Islander | Students | 4 | 71 | 25,351 |
| | API-G | | 759 | 774 |
| White | Students | 350 | 5,232 | 1,200,127 |
| | API-G | 799 | 799 | 853 |
| Two or More Races | Students | 19 | 483 | 125,025 |
| | API-G | 631 | 752 | 824 |
| Socioeconomically Disadvantaged | Students | 658 | 12,217 | 2,774,640 |
| | API-G | 757 | 732 | 743 |
| English Learners | Students | 107 | 2,963 | 1,482,316 |
| | API-G | 714 | 691 | 721 |
| Students with Disabilities | Students | 134 | 2,357 | 527,476 |
| | API-G | 619 | 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 | Yes | No |
| Met Graduation Rate (if applicable) | N/A | No |