



Rancho Viejo Middle School

985 N. Cawston • Hemet, CA 92545 • (951) 765-6287 • Grades 5-8

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2010-11 School Accountability Report Card Published During the 2011-12 School Year



Hemet Unified School District

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School Description and Mission Statement

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

To support these goals the RVMS staff:

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

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

Opportunities for Parental Involvement

Parent involvement opportunities are available to all parents at our school. These offerings are available in both English and Spanish. These opportunities include, Parent Project®, P.R.I.C.E. Parenting®, Parent Institute for Quality Education®, District English Learner Advisory Committee, District Advisory Committee, and a district-wide PTA/ELAC community event, named, "Hemet Posada."

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

District Profile

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

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

Hemet Unified School District's Core Values

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

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Student Enrollment by Grade Level	
Grade Level	Number of Students
6	416
7	460
8	428
Total Enrollment	1,304

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	1.6
Black or African American	11
English Learners	23.6
Filipino	1.9
Hispanic or Latino	57.1
Native Hawaiian/Pacific Islander	0.4
Socioeconomically Disadvantaged	78.4
Students with Disabilities	11.8
Two or More Races	1.4
White	25.8

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.6	10	14	17
Mathematics	29.8	5	26	10
Science	35.1	0	4	16
Social Science	32	1	8	14
English	24.3	19	23	15
Mathematics	26.3	11	24	15
Science	31.5	3	5	23
Social Science	28.2	5	16	16
English	29.2	8	34	18
Mathematics	31.7	2	27	25
Science	35.5	0	7	22
Social Science	34.1	0	10	20

* 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.

School Climate

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.

SB187 Safety Plan

Date the plan was last updated: December 2011

Date the plan was last reviewed: December 2011

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

General Emergency Information

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

Air Pollution

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

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

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

Earthquake — Duck, Cover, & Hold

DO NOT automatically evacuate during an earthquake When the ground starts shaking or you hear the command "Drop" announcement, Duck, Cover & Hold. Indoors:

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

Outdoors:

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

Fire / Evacuation

If you see a fire:

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

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

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

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

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

Heightened Security Alert (H.S.A.)

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

The following steps are to be taken when this alert is called.

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

Electric Utility Failure

When the lights go out:

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

Guidelines For Everyone

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

Before

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

During And After

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

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	37.13	33.58	34.08	18.27	18.77	16.06
Expulsions	0.3	0.36	0.46	0.35	0.52	0.37

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

School Facilities

School Facility Conditions and Planned Improvements

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: 7/19/11

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

School Facility Good Repair Status

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)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	Water stains in ceiling tiles in classrooms/outside hallway. Outlet loose on wall. Pencil sharpner cover is missing in several classrooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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	[X]	[]	[]	[]	

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	43	48	46
Without Full Credential	5	3	1
Outside Subject Area of Competence	10	11	10
District	2008-09	2009-10	2010-11
With Full Credential	---	---	951
Without Full Credential	---	---	7

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.
- ** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

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. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 (2008-2011), 206 days of professional training has been provided through the Hemet Unified School District/Professional Development Academy. The training provided at the Academy allows teachers, administrators and paraprofessionals become highly skilled at providing quality leadership, instruction and support to the district's students. The focus of professional development is on the delivery of a standards-based instructional program. Achievement data is used to determine site support and priorities for professional development opportunities. Priorities are identified in the current LEA Plan under Specific Trainings in Language Arts and Mathematics, English Now, BTSA Induction Support for year one and two teachers and specific Special Education trainings. Additional coaching assistance is provided for veteran teachers who need individualized structure and support. Seven Strategy Focused Instructional Coaches provide ongoing support in trainings and in day to day professional development needs in the areas of language arts, mathematics, English Language Development and Technology. The District Technology Plan revised in 2011 also identifies areas for staff to increase and refine skills in technology application and instruction. Administrators 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, conferences, Professional Learning Community site cohorts and through trainer of trainer's models. As new programs and instructional strategies are implemented instructional coaches assigned to specific sites offer support and additional training. Site administrators receive continuing support at district leadership meetings from instructional coaches, district support staff and consultants.

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

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: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	86.46	13.54
District		
All Schools	90.29	9.71
High-Poverty Schools	90.36	9.64
Low-Poverty Schools	81.25	18.75

* 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.

Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	457
Counselor (Social/Behavioral or	0	---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff	1	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.15	---
Speech/Language/Hearing	0.6	---
Resource Specialist (non-	0	---
Other	0	---

* 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.

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

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 instructional 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, 2011

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/4/2011 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	2009	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
6-8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8-12	California Geometry	McDougal Littell	2007	6/08
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
12	Calculus	Addison Wesley	1999	6/99
12	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 Skills & Wellness - Behavioral Health Science	Prentice Hall	1994/2001	6/07
10	World History, The Modern World	Prentice Hall	2007	6/07
11	US History, Modern America	Prentice Hall	2008	6/07
12	Magruders American Government / American Govt. 10th E. (AP)	Prentice HallHoughton Mifflin	1992/1994	6/07 & 12/06
12	Economics, Principles in ActionEconomics, 7th Ed.	Prentice HallSouth-Western	2001/20072005	6/07 & 12/06
12	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

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
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	2009	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
11-12	Holt Modern Chemistry	Holt	2009	6/08
11-12	Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
11-12	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
Interventions Programs for Reading/Language Arts				
	Grade Levels / Title	Publisher	Edition	Adopted
Reading/Language Arts				
K-10	Compass Learning	Odyssey	2011	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	2011	6/11
K-10	MIND ST Math Program	MIND Research Institute	2011	10/11
Advanced Placement (AP) Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
AP Literature & Composition				
12	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
AP Calculus				
11-12	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
AP Computer Science & Computer Programming				
11-12	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
11-12	Abriendo Puertas: Tomo I	McDougal Littell, Inc.	C (2003)	6/09
11-12	Abriendo Puertas: Tomo II	McDougal Littell, Inc.	C (2003)	6/09

Advanced Placement (AP) Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
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				
11-12	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

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,286	\$829	\$3,457	\$57,028
District	---	---	\$4,658	\$67,928
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and District			-25.8%	-16.0%
Percent Difference: School Site and State			-36.6%	-17.6%

* **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 <http://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 <http://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: <http://www.ed-data.org>.

Types of Services Funded

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 50 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 -- \$5,068
- Site Lottery -- \$23,022
- Title I -- \$36,135
- Title I, AARA -- \$3,443
- ELL -- \$2,417
- EIA -- \$71,582
- EIA/LEP -- \$6,990
- ASES-After School Program -- \$69,212

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$43,681	\$42,017
Mid-Range Teacher	\$65,742	\$67,294
Highest Teacher	\$86,905	\$86,776
Average Principal (ES)	\$108,467	\$108,534
Average Principal (MS)	\$115,551	\$112,893
Average Principal (HS)	\$116,167	\$123,331
Superintendent	\$253,149	\$226,417
Percent of District Budget (FY 2009-10)		
Teacher Salaries	40%	38%
Administrative Salaries	6%	5%

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

Student Performance

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

STAR Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
STAR Results for All Students --School			
English-Language Arts	41	44	45
Mathematics	28	36	37
Science	44	47	63
History-Social Science	22	31	34
STAR Results for All Students --District			
English-Language Arts	46	48	48
Mathematics	38	41	42
Science	42	47	49
History-Social Science	34	36	39
STAR Results for All Students --State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

* 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.

STAR Results by Student Group - Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	42	49	39
All Student at the School	45	37	63	34
Male	43	37	64	33
Female	48	36	63	36
Black or African American	42	28	61	27
American Indian or Alaska Native	15	15	0	0
Asian	65	61	0	0
Filipino	77	73	0	0
Hispanic or Latino	40	33	56	30
Native Hawaiian/Pacific Islander	0	0	0	0
White	55	43	77	44
Two or More Races	58	44	0	0
Socioeconomically Disadvantaged	40	34	60	31
English Learners	14	14	16	2
Students with Disabilities	42	25	0	6
Students Receiving Migrant Education Services	0	0	0	0

* 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.

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 <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
7	19.8	23.1	27.5

* 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.

Accountability

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 <http://www.cde.ca.gov/ta/ac/ap/>.

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,206	743	15,734	755	4,683,676	778
Black or African American	132	721	1,078	689	317,856	696
American Indian or Alaska Native	11	632	223	752	33,774	733
Asian	21	871	223	833	398,869	898
Filipino	23	878	199	858	123,245	859
Hispanic or Latino	691	720	7,696	729	2,406,749	729
Native Hawaiian/Pacific Islander	5		84	810	26,953	764
White	309	789	5,970	796	1,258,831	845
Two or More Races	14	718	252	758	76,766	836
Socioeconomically Disadvantaged	986	723	11,794	729	2,731,843	726
English Learners	286	709	3,119	695	1,521,844	707
Students with Disabilities	159	607	2,189	612	521,815	595

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.

API Rank	2008	2009	2010
Statewide		4	4
Similar Schools		8	7

API Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	B	7	14
Black or African American		-4	33
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		10	18
Native Hawaiian/Pacific Islander			
White		2	19
Two or More Races	N/D		
Socioeconomically Disadvantaged		7	19
English Learners		16	29
Students with Disabilities		-7	16

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria

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	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (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 2	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	66.7	