



HEMET UNIFIED SCHOOL DISTRICT

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School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Family Tree Learning Center

www.hemetusd.k12.ca.us



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Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page 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.

Data and Access

Data

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

Internet Access

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

Mission Statement

The mission of the Family Tree Learning Center is the following:

- We provide a safe and secure environment that promotes respect for self and others.
- Parent and child input is paramount to create successful relationships between students, teachers, parents and staff.
- We nourish and celebrate individuality and uniqueness.
- Decisions are based upon the best interests of students.
- We provide support to differentiate instruction and curriculum to ensure student mastery of the standards while meeting individual student needs.

School Profile

Family Tree Learning Center is a K-8 Home School/Independent Study School that serves as one of the alternative educational options for the Hemet Unified School District. It was opened to support families who have made the decision to educate their children in non-traditional settings. Students have access to the approved district core curriculum and follow the same school calendar. Some families incorporate additional materials to meet the educational goal that they may have determined to be important.

Family Tree Learning Center is located at 26400 Dartmouth Street, Hemet, CA 92544. Itinerant teachers also work with families in alternate locations.

Using an Independent Study format, parents and students work with an assigned credentialed teacher weekly or bi-weekly, who prepares the curriculum, organizes the materials, and offers the support needed for the students to be successful. Family Tree Learning Center works with a wide variety of students ranging from gifted and talented to struggling learners.

Communication is the key to success for our students. Our parents and teachers continually collaborate and fine tune each student's educational journey. We have students enrolled here for a variety of reasons. Some families attend for short time periods while students recover from injuries or illnesses. Some of our families enroll so they can travel and stay current with a traditional curricular program so that their transition back into a Hemet Unified School is smooth. Other families are in it for the long haul and really enjoy being an intimate part of their child's education. Independent Study affords families the gift of time and flexibility that doesn't exist in a traditional setting.

District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

Opportunities for Parent Involvement

Parents of the students at Family Tree Learning Center are all involved in their children's instructional programs. Teachers and parents meet regularly to discuss student progress and development. Parents are also invited to get involved with district level decision making groups such as Curriculum Council, School Site Council and the Parents' Advisory Group. We also have parents who volunteer to serve as resources to each other. For more information on how you can get involved please contact Doug Ricketts, Principal, at (951) 925-2324. ext. 200.

School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2007-08:

Grade Level	Enrollment
Kindergarten	5
Grade 1	9
Grade 2	12
Grade 3	8
Grade 4	8
Grade 5	11
Grade 6	26
Grade 7	33
Grade 8	58
Total Enrollment	170

Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
African American	7.06
American Indian or Alaska Native	2.94
Asian	0.59
Filipino	1.76
Hispanic or Latino	24.12
White (Not Hispanic)	63.53
Socioeconomically Disadvantaged	53.0
English Learners	8.0
Students with Disabilities	4.0

School Climate:

Safety Plan

SB187 Safety Plan

Date the plan was last updated: May 16, 2008
Date the plan was last reviewed by the staff: May 16, 2008

The Comprehensive Safe School Plan includes data regarding school 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 copy of the plan is available for inspection by the public at each school.

Suspensions and Expulsions

The following table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0.0	0.0	0.6	17.1	15.4	14.8
Expulsions	0.0	0.0	0.0	0.1	0.5	0.6

School Facilities:

Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted \$932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

School Facility Conditions and Safety

This year Family Tree Learning Center remained at the same vacated elementary school campus. The classrooms are spacious and conducive to individual appointments as well as large group meetings, activities, or seminars. We share the campus with Helen Hunt Jackson Alternative School, as well as several other district programs. The students have access to clean restrooms nearby their classrooms, as well as drinking fountains in each classroom. The campus is gated and secure.

New School Construction & Modernization Projects

Rancho Viejo Middle School opened in August 2008 with 1,400 students. Tahquitz High School Phase 2 Classrooms and Phase 3 Stadium are completed. Hemet High School Phase 1 Swimming Pool is under construction. Administration Remodel and Addition is in DSA and is scheduled to start construction in December 2008. The Hemet HS Weightroom is in DSA and scheduled for construction in April 2009. Acacia Middle School will undergo major classroom modernization using local funding. The project is in design and will start construction June 2009. Cottonwood Library projected is scheduled for January 2009 construction.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

Teachers:

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	5	5	6	1,058
Without Full Credential	0	0	0	45
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	0

Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	91.1	8.9
High-Poverty Schools in District	92.9	7.1
Low-Poverty Schools in District	78.3	21.7

Support Staff:

Counselors and Other Support Staff

Support services are provided by the district on an as needed basis.

Curriculum and Instructional Materials:

Instructional Materials

At Family Tree Learning Center, all teachers use the district adopted materials for all subject areas. For reading/language arts and mathematics this includes, Open Court Reading, Holt Literature, Saxon Mathematics, and Prentice Hall Mathematics.

Instructional Program

On October 7, 2008 the Board unanimously approved the adoption of the Resolution regarding Sufficiency of Instructional Materials for fiscal year 2008-2009 pursuant to Education Code 60119. This table displays the results of that resolution.

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%

Using an Independent Study format, parents and students work with an assigned credentialed teacher weekly, who prepares the curriculum, organizes the materials and offers the support needed for the students to be successful. The parent works with the student during the week to complete the assigned work. While most students utilize the District's adopted core textbooks as the curriculum for delivering the standards, some parents have requested to use alternate materials.

Family Tree Learning Center students are expected to follow the same curriculum pacing guides and assessment programs as students at the traditional schools in Hemet Unified School District. Some modifications in the types of materials used are provided at the parents' request. However, all students are taught the California Content Standards.

One-on-one instruction is provided for all students and the curriculum is modified during the weekly meetings to challenge the gifted students or to provide additional support for struggling students. Only special needs students whose IEP stipulates that the Home Schooling Instructional Program can meet the individual needs attend Family Tree Learning Center. This is determined by the IEP team from the student's school of residence. Teachers at the Family Tree Learning Center have been trained in working with English Learners and provide modifications to the parents that are appropriate for these students.

Weekly tutorial sessions are offered for students who are struggling with various academic standards. Parents have the opportunity to bring the students to the site during the week for additional assistance.

Weekly PE classes and band classes are available to students who choose to participate.

Adopted Textbooks

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. The chart below outlines the adopted textbooks we use in our District.

ADOPTED TEXTBOOKS K-8					
Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002	May 2002
Kind. 1-5	Mathematics	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	June 2008
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	History-Social Science <i>for California</i>	Pearson, Scott-Foresman	2006	June 2007
K-5	Social Studies	Health and Fitness	Harcourt School Pub	2006	July 2005
K-5	ELD	English Now! V 1.3 English Now! V C L 4, 5, 6 Write Time, L 6, 7 – 1 st Ed.	LitConn, Inc. LitConn Inc. Teacher Created Mats	2003 2005 2004	Dec. 2006 June 2007 June 2007
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
6-8	Eng/Lang. Arts	Holt Literature & Lang Arts	Harcourt Brace	2003	May 2002
6-8	Mathematics	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell, a division of Houghton Mifflin	2008	June 2008
8	Mathematics	California Algebra Readiness	McDougal, Littell and Company	2008	June 2008
6 7 8	Science	Earth Science Life Science Physical Science	Holt, Rinehart & Winston	2001 2001 2001	March 2001
6	Social Studies	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	June 2007
7	Social Studies	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	June 2007
8	Social Studies	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	June 2007
6-8	Foreign Language	Dime! Uno	McDougal Littell	1997	
6-8	Health	Decisions for Health	Holt, Rinehart & Winston	2005	July 2005
6-12	ELD	English Now, V 1.3 High Point	LitConn, Inc. Hampton Brown	2003 2001	Dec. 2006 June 2005
Intervention Programs for Reading/Language Arts					
4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005
4-7	Mathematics	California Math Triumphs	Glencoe/McGraw-Hill	2008	June 2008

School Finances:

Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$3,693	\$85	\$3,608	\$64,871
District			\$5,080	\$62,751
Percent Difference-School Site and District			(29%)	3%
State			\$5,300	\$65,008
Percent Difference-School Site and State			(32%)	(0.2%)

Teacher & Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,778	\$40,721
Mid-Range Teacher Salary	\$64,198	\$65,190
Highest Teacher Salary	\$84,864	\$84,151
Average Principal Salary (Elem)	\$102,266	\$104,476
Average Principal Salary (MS)	\$106,564	\$108,527
Average Principal Salary (HS)	\$113,768	\$119,210
Superintendent Salary	\$203,730	\$210,769
% of Budget for Teacher Salaries	41.4%	39.9%
% of Budget for Administrative Salaries	6.3%	5.5%

Other Programs

To help ensure a quality education for all students, state and federal funding is provided to Family Tree Learning Center for the following special programs to supplement the core instructional program provided by the school District:

Program	Amount
School & Library Improvement Block Grant	\$2,442
EIA/LEP	\$1,073
ELAP	\$1,611
Total	\$5,126

Student Performance:

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
7	7.8

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

CST Results for all Students Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	06	07	08	06	07	08	06	07	08
ELA	29	25	34	39	39	43	42	43	46
Math	16	19	16	34	34	37	40	40	43
Science	4	25	15	28	32	39	35	38	46
History/ Social Science	9	18	10	28	28	31	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	ELA	Math	Science	History-Social Science
African American	15	8	*	*
Hispanic or Latino	26	6	10	7
White (not Hispanic)	42	22	18	12
Male	28	15	17	13
Female	40	17	14	8
Economically Disadvantaged	27	11	14	
English Learners	26	0	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Accountability:

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	1	1	1
Similar Schools	N/A	N/A	N/A

API Changes by Student Group Three-Year Comparison

This table displays, by student group, the actual most recent API score.

Group	Actual API Change			API Score
	05-06	06-07	07-08	2008
All Students	13	-2	2	632
White (not Hispanic)				648
Socioeconomically Disadvantaged				570

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (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 AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	Yes	No
Percent Proficient—Mathematics	No	No
API	Yes	Yes

Student Progress

All students take the District Benchmark Assessments and all statewide standardized testing. Results are available to the teachers from the District's assessment data base (EADMS). This information is shared with parents during the regular conference days as well as at their regularly scheduled weekly meetings.

Student progress reports and report cards are provided within the same timeline as other schools in the District.

Weekly PE classes and band classes are available to students who choose to participate.

Instructional Planning and Scheduling:

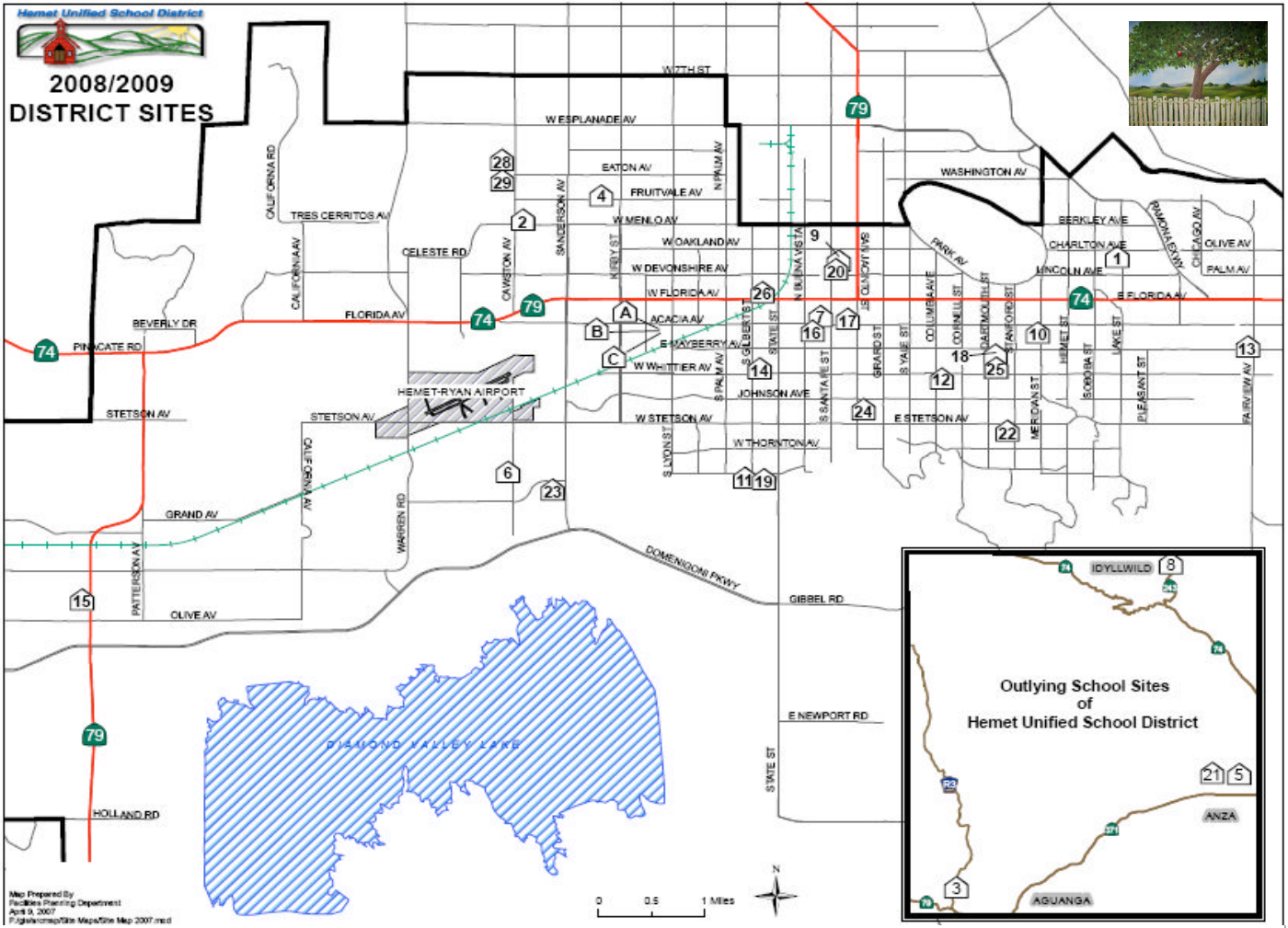
Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as SB472 Language Arts and Mathematics, AB430 Administrative Training, AB 2913 English Learner Authorization, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, four BTSA induction support providers, five academic coaches in language arts and

mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2008-09 school year.





Site	Number
Bautista Creek	1
Cawston	2
Cottonwood	3
Fruitvale	4
Hamilton Elem	5
Harmony	6
Hemet Elem	7
Idyllwild	8
Jacob Wiens	9
Little Lake	10
McSweeney	11
Ramona	12
Valle Vista	13

Site	Number
Whittier	14
Winchester	15
Preschools	16
Acacia MS	17
Dartmouth MS	18
Diamond Valley MS	19
HAAAT Charter School	20
Hamilton HS	21
Hemet HS	22
West Valley HS	23
Adult Education	24
Esperanza Teen Mother	24
Alessandro HS	24

Site	Number
The Family Tree Learning Center	25
21st Century Site	25
Helen Hunt Jackson	25
H.E.L.P. School	26
Tahquitz HS	28
Rancho Viejo MS	29
Nutrition Center	A
Professional Development Academy	B
Professional Development Center	C