



School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Hemet Educational Learning Program (HELP)

www.hemetusd.k12.ca.us



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HEMET UNIFIED SCHOOL DISTRICT

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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.

School Profile

HELP is designed to be a short-term placement of one or two semesters for students who have been either expelled from a HUSD school or placed at HELP through a District process; School Attendance Review Board (SARB), Individual Educational Plan (IEP) or Student Study Team (SST). Students interact daily with highly qualified caring adults in classroom settings with low student-teacher ratios. Students and parents make a commitment to adhere to a specially designed attendance, behavior and academic contract upon enrolling. We provide an environment where students receive immediate reinforcement for positive behavior and immediate negative consequences for violations of school rules. Students and parents receive weekly notification regarding academic and social progress. Currently, we serve approximately 65-80 students in grades 6-12. The Hemet Unified School District has designed a long-range facilities improvement plan that will within the next year provide a more attractive, modern, commodious and safe facility for students and staff.

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.

Principal's Message

As principal of HELP, my goal is the creation of a learning environment that seeks to *make a connection of a different kind* with students. I want parents and students to know that when they come to HELP, students will be given a second chance to make academic and social strides. Our goal is for youngsters who may not have experienced success in school for many years to interact in a positive way with teachers and staff who are eager to work with at-risk students.

HELP's Mission & Vision

The mission of HELP is to prepare expelled students with behavioral challenges to be successful students upon returning to their comprehensive school campus. This mission shall be achieved through a school-wide commitment to meet the academic, social and emotional needs of at-risk students within a small school setting. HELP promotes the treatment of students as individuals deserving of dignity and respect.

Our goal is to provide a positive learning environment where students gain academic, social and emotional skills through a quality program of individual and group instruction. Students will experience accountability through positive rewards and strong boundaries enabling them to successfully return to their comprehensive schools.

Parent Involvement

Contact Person: Karen Pinneo, Principal
Phone Number: 951-765-5187

HELP has a Site Council that is composed of parents, students, community members and school staff. We meet monthly to review programs, services, interventions as well as to discuss community or District resources that may be of value to our families. We have a Back to School Night, and Open House as well. At HELP we establish a very close and cooperative relationship with parents as we all work to get a student back on track educationally while improving their interpersonal skills. Our open-door policy invites parents into the classroom or to speak to teachers on a daily basis.

Hemet Educational Learning Program

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
Grade 6	1
Grade 7	4
Grade 8	11
Grade 9	8
Grade 10	15
Grade 11	12
Grade 12	8
Total	59

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	18.64
American Indian or Alaska Native	1.69
Filipino	1.69
Hispanic or Latino	54.24
White (Not Hispanic)	23.73
Socioeconomically Disadvantaged	82.0
English Learners	15.0
Students with Disabilities	19.0

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated: 5/30/2007

Date the plan was last reviewed: 5/25/2007

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and 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 copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

All visitors must check with our office staff. They must sign in and wear a visitor's lanyard at all times while at HELP. There is one entrance to HELP.

Our staff knows the proper way to exit classrooms in the event of a fire or other emergency. Safe ingress and egress diagrams are posted in each classroom and at each exit. We have walkie-talkies that will allow instant communication with one another. We have a fire drill each semester as required by law. Gang related attire is not tolerated.

School Discipline Practices

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated. Students who violate school rules may be suspended or expelled if necessary. 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	36.0	36.84	147.5	17.1	15.4	14.8
Expulsions	0.0	0.0	1.7	0.1	0.5	0.6

School Facilities:

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.

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.

Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

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.

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.

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School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On July 25, 2008 facilities validation site visit was conducted at Hemet Education Learning Center School. Based on the field observations the following was found and the district has taken the appropriate action.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			Boy's restroom stall doors would not latch.
Interior Surfaces (walls, floors, and ceilings)			X	Three classrooms stained ceiling tiles; two classrooms carpet stained. One boy's restroom scratches on the partitions and walls
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			One classroom fire extinguisher missing.
Electrical (interior and exterior)		X		One classroom outlet cover missing; one classroom lights out.
Pest/Vermin Infestation	X			Admin. Area roaches present.
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School/Grounds	X			
Roofs	X			Admin. Area and 3 classrooms new roofs being installed @ inspection.
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.



Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

School Facility Conditions and Improvements

The Governing Board of Hemet Unified School District designed and established the HELP school in 1996 as an alternate placement for students in grades 7-12 per Assembly Bill 922. Students are placed at HELP as a result of a district level expulsion process, and Individualized Education Plan (IEP) and/or a referral by the Guidance Team at the student's home school.

One main building houses three of our four classrooms. A single-wide trailer to the east of our main building serves as a special education classroom. Staff and students share restrooms. A large asphalt area is used for physical education. Volleyball, basketball and calisthenics are organized on a daily basis in regular PE classes. Our facility will be dramatically refurbished over the next year and a half. HUSD has a far-reaching and far-sighted approach to the growing need for alternative educational settings, and has addressed the issue with an exciting facility-expansion project. The project includes a remodeling of the existing building, all new portable classrooms, a new administration building, new restrooms, a computer lab and library and a sheltered eating area.

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 DataQuest Web site at <http://dq/cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	6	7	6	1058
Without Full Credential	1	0	0	45
Teaching Outside Subject Area of Competence	5	1	3	

Hemet Educational Learning Program

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	0	0	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	53.8	46.2
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

School Finance:

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 H.E.L.P. School for the following special programs to supplement the core instructional program provided by the school District:

Program	Amount
Title I	\$26,283
School & Library Improvement Block Grant	\$2,670
EIA/LEP	\$3,575
ELAP	\$749
Total	\$33,277

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	\$17,105	\$17,058	\$47	\$72,039
District			\$5,080	\$62,751
Percent Difference-School Site and District			(99%)	15%
State			\$5,300	\$65,008
Percent Difference-School Site and State			(99%)	11%

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Curriculum and Instruction:

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 6-12

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
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	Science	Earth Science	Holt, Rinehart & Winston	2001	March 2001
7		Life Science		2001	
8		Physical Science		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
9-12	Mathematics	Algebra 1	McDougal, Littell	2008	June 2008
9-12	Mathematics	Geometry, Concepts and Skills	McDougal Littell	2005	June 2008
8-12	Mathematics	California Geometry	McDougal Littell	2007	June 2008
9-12	Mathematics	Algebra 2	McDougal Littell	2007	June 2008
9-12	Mathematics	Integrated Mathematics I & II	McDougal Littell Inc.	2002	May 2004
9-12	Mathematics	Pre-Calculus with Limits, 5 th Edition	McDougal Littell	2008	June 2008
12	Mathematics	Calculus	Addison Wesley	1999	June 1999
10-12	Science	Modern Biology	Holt, Rinehart & Winston	2000 2002	July 2001
9-10	Science	Life Science	Merrill	1993, 1995, 2002	April 1993
9-10	Science	Physical Science	Merrill	1993	April 1993
9	Science	Modern Earth Science	Holt, Rinehart & Winston	2002	July 2001
11-12	Science	Fundamentals of Chemistry, 4 th Ed. Fundamentals of Chemistry, 6 th Ed. (AP)	Prentice Hall Houghton Mifflin	2003 2003	July 2004 Dec. 2004
10-12	Science	Holes Essentials of Human Anatomy & Physiology, 9 th Edition	McGraw Hill Companies	2006	January 2006
10-12	Science	Physics	Prentice Hall	2000	April 2000
11-12	Science	Integrated Principles of Zoology	McGraw Hill	2006	January 2006
9	Social Science	World Geography	McDougal Littell	2006	June 2007
9	Social Science	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	June 2000

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ADOPTED TEXTBOOKS 6-12 (continued)

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted	
10	Social Science	World History, The Modern World	Prentice Hall	2007	June 2007	
11	Social Science	US History, Modern America	Prentice Hall	2008	June 2007	
12	Social Science	Magruder's American Government American Govt. 10 th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994/ 2000, 2006	June 2007 Dec. 2006	
12	Social Science	Economics, Principles in Action Economics, 7 th Ed.	Prentice Hall South-Western	2001, 2007 2005	June 2007 Dec. 2006	
12	Social Science	Western Civilization	Thomson Learning, Inc.	2006	January 2006	
9-12	Visual & Performing Arts	Music Appreciation	McGraw Hill	2000	Dec. 2001	
		Stage Makeup	Watson-Guption	1999	Dec. 2001	
		Simply 3D	Micrografx	1998	April 2000	
9-12	Foreign Language	Deutsch Aktuell, 1, 2 & 3	Paradigm Publ.	1998	July 2001	
		Bienvenue, French 1	Glencoe	1998	July 2000	
		A bord, French 2				
		En voyage, French 3 & 4				
		En español! 1 & 2	McDougal Littell	2000	June 1999	
		Abriendo Puertas – Antología de Literatura en Español, Tomo 1 & Tomo II (AP)	McDougal Littell	2003	June 2007	
		Abriendo Puertas (AP)				

Intervention Programs for Reading/Language Arts

4-12	Reading/Language Arts	SRA/Reach High Point El 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

Instructional Program

Expelled students must fulfill a rigorous rehabilitation plan in order to return to their home school.

Students must:

- Receive C's and above in all classes.
- Attend 95% of the time.
- Have good behavior.
- Receive mandatory Drug and Alcohol counseling or Anger Management counseling.
- Write an essay to the Governing Board describing the reasons for their expulsion and why they deserve to be reinstated.
- Provide a negative drug test (for those expelled for drug related offenses).
- Provide restitution (those expelled for property offenses)

Our students enjoy a very small student-teacher ratio and we comply with the California State guidelines for Community Day Schools, which recommends no more than 15:1 student/teacher ratio for maximum student/teacher interaction. We have a full time Special Education teacher who serves students in both RSP and SDC settings. All our teachers are fully certificated and are SDAIE Certified.

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%

Student Performance:

Alternative Schools Accountability Model

The Alternative Schools Accountability Model (ASAM) provides accountability for alternative schools serving very high-risk, highly mobile students. These schools include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education. The ASAM is a multiple-indicator system that includes performance and pre-post assessment indicators approved by the State Board of Education and state assessment results as summarized in the Academic Performance Index. ASAM schools select indicators and report data at the end of each school year. ASAM schools do not receive target information or rankings because of the marked differences in their educational missions and populations served.

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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	7	15	8	39	39	43	42	43	46
Math	0	7	4	34	34	37	40	40	43
Science	0	3	5	28	32	39	35	38	46
History/ Social Science	2	5	8	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
Hispanic or Latino	12	4	0	5
White (Not Hispanic)	9	5	*	14
Male	11	5	7	10
Female	0	0	*	*
Economically Disadvantaged	10	4	5	*

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 High School Exit Exam (CAHSEE) Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and

mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at www.cde.ca.gov/ta/tg/hs/.

CAHSEE Results for all Students Most Recent Year

This table displays the percent of students, by group, achieving at the each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English		
	Not Proficient	Proficient	Advanced
All Students	84.6	15.4	0.0

Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students	76.9	15.4	7.7

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	B	B	B
Similar Schools	B	B	B

"B" - means the school did not have a valid API Base and will not have any growth or target information.

API Changes by Student Group Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students	-18	122	30	547

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	Yes	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	Yes	No
Percent Proficient—Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

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 (English-language arts 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. Detailed information about PI identification can be found at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of PI Implementation	2006-07	2004-05
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in PI		13
Percent of Schools Currently in PI		46.4

School Completion:

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate (Fiscal Year 2006-07)

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Dropout Rate (1-Year)	13.3	10.0	13.6	1.2	3.7	5.7	3.1	3.5	4.4
Graduation Rate	86.5	97.1	78.5	86.1	78.0	78.5	84.9	83.0	79.5



Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Group	Graduating Class of 2008	
	School	District
All Students	75%	73%
African American	100%	58%
Hispanic or Latino	71%	70%
Economically Disadvantaged	.4%	78%
English Learners	.9%	67%
Students with Disabilities	11%	38%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	32.6
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Student Services:

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	98.0
Other	6.0	

Special Programs

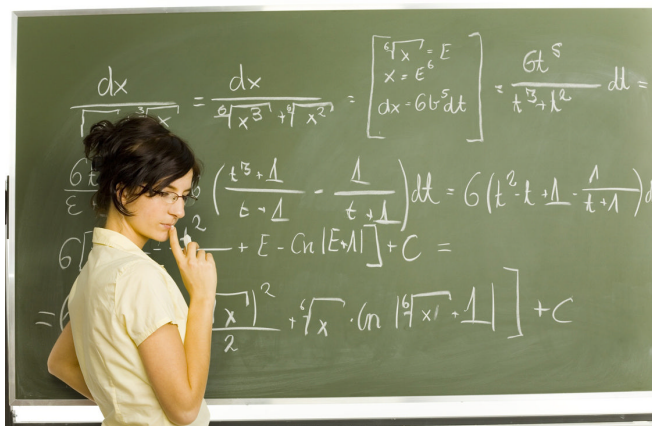
- HELP is a Schoolwide, Title I Program School.
- We offer a one-hour after-school program wherein students may earn elective credit. Each month, HELP offers either a math, art, physical education or other classes in order to provide additional learning time, credit recovery or both.
- Principal's Merit Council comprises students who have exhibited excellence in grades, behavior and attendance.

Instructional Planning and Scheduling:

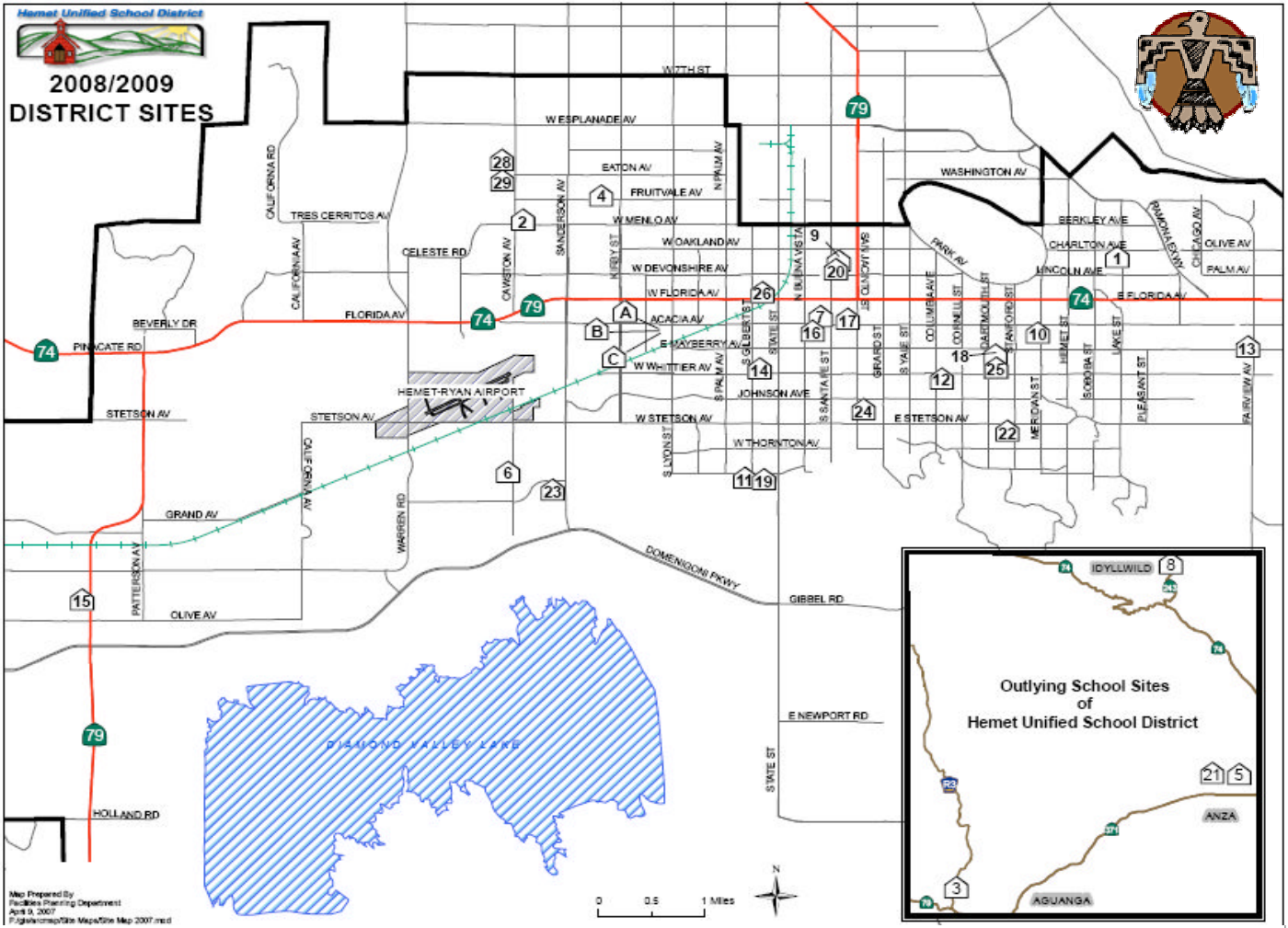
Professional Development

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.



Hemet Educational Learning Program



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