



**HEMET UNIFIED  
SCHOOL DISTRICT**  
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**Contents**

School Enrollment	2
Average Class Size	2
Demographics	3
School Climate	3
School Facilities	3
Teachers	4
School Finances	5
Support Staff	5
Adopted Textbooks	6
Instructional Materials	7
Student Performance	7
Accountability	8
Student Progress	8
Planning & Scheduling	8
Other Programs	9
Map	10

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## Idyllwild School

“A California Distinguished School”

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

At Idyllwild School students learn to become productive members of society who contribute positively to the world around them. We ensure that students develop personal, artistic, social, physical and academic skills by providing a safe, rigorous environment. Students are expected to do their personal best.

### About This School

Idyllwild has been designated a California Distinguished School by the State Department of Education. The staff is highly dedicated and committed to the belief that all students can learn. The School Site Council provides direction and success to make Idyllwild a safe and nurturing

environment for all children. The PTA advocates for students, teachers, and actively supports the instructional standards-based program.

Teachers, principal and parents are committed to:

- focus on learning,
- support and implement research-based educational practices,
- share and use relevant data in a timely manner to differentiate instruction so that all students learn,
- collaborate across and within grade levels and subject matter to achieve our goals,
- implement common educational standards, benchmarks and assessments that provide for in-depth learning,
- be effective team members sharing decision-making and leadership roles,
- be respectful towards all members of the learning community and practice open, diplomatic, honest communication,
- consistently implement a clearly stated school-wide discipline plan that is communicated to all members and that honors the integrity of students,
- be actively involved and have a vested interest in our children's' education

Our exemplary staff works in tandem with the support and positive leadership of the community it serves. The business community of Idyllwild supports the school with over 4,000 hours of volunteer time, and financial donations. They recognize the achievements of students and take a very active role as volunteers in classrooms. The community is proud of the school and the work that the staff does to encourage children to grow into competent and caring adults.

You will learn much about Idyllwild School in the following pages of statistics and numbers. However, what cannot be encapsulated so easily is the giving, caring nature of the talented staff, the pleasure of teamwork, the joy and laughter expressed by the students, or the creative spirit that is nurtured in each of the children who attend Idyllwild School.

Idyllwild School is located 110 miles southeast of Los Angeles, 105 miles northeast of San Diego and 40 miles from Palm Springs. Our school is one of 27 schools in the Hemet Unified School District. The enrollment is approximately 320 students in grades K-8 and is located in a small resort-oriented town at the 6,000-foot elevation in the San Jacinto Mountains.

### **Average Class Size and Class Size Distribution (Elementary)**

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
Kindergarten	18.5	2		20.0	1			20.1	1					
Grade 1	17.0	1		21.0		1		19.0	1					
Grade 2	20.0	1		21.0		1		20.0	1					
Grade 3	23.5	1	1	20.0	1			21.0		1				
Grade 4	20.5	1	1	27.0		1		29.0		1				
Grade 5	14.0	1		27.0		1		25.5		2				
K-3	16.0	1						19.0	2					
3-4				20.5	1	1								
4-8	26.0		1	28.0		1								

### **Average Class Size and Class Size Distribution (Secondary)**

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
English	23.4	6	2	19.5	6	2		18.5	4	2				
Mathematics	21.3	6	1	17.5	6	1	1	15.9	7	1				
Science	23.0	3	2	21.4	3	2		25.0	1	3				
Social Science	31.0		3	22.2	4		1	24.5	2	2				

#### **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.

#### **Parent Involvement**

Idyllwild School addresses the six areas of parent involvement through their comprehensive school plan. For more information, contact the site Principal, Matt Kraemer at (951) 659-0750.



#### **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	33
Grade 1	24
Grade 2	33
Grade 3	29
Grade 4	29
Grade 5	50
Grade 6	36
Grade 7	46
Grade 8	32
<b>Total Enrollment</b>	<b>312</b>

## 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
Asian	0.64
Hispanic or Latino	13.14
Pacific Islander	0.32
White (not Hispanic)	68.59
Multiple or No Response	17.31
Socioeconomically Disadvantaged	51.0
English Learners	8.0
Students with Disabilities	11.0

## School Climate:

### School Safety

#### SB187 Safety Plan

**Date the plan was last updated:** May, 2008  
**Date the plan was last reviewed with staff:** August, 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.

Idyllwild School works closely with local agencies and the Mountain Area Disaster preparedness group to develop earthquake and disaster procedures. Monthly fire and earthquake drills are held to ensure that staff and students know how to evacuate safely in the event of a true disaster. Each year an earthquake "simulation" drill involves school staff, community agencies and District support groups. Students are well supervised before school, during recesses, lunch periods, and bus boarding after school.

All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

### 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	8.1	4.4	5.1	17.1	15.4	14.8
Expulsions	0.0	0.0	1.3	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.

### School Facility Conditions and Improvements

Idyllwild School first opened its doors in 1927, but has gone through a dramatic face lift and modernization. The new gymnasium, improved playground areas, drainage system and classroom buildings provide increased access to a pleasant and safe learning environment. Idyllwild has one computer lab in the new two-story building that provides access to the Internet for whole class instruction using technology. Every classroom has adequate space and all the materials needed to ensure student success. This summer our school campus was secured with perimeter fencing.

### 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.

### 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.

### 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 January 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.

## **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 8, 2008 facilities validation site visit was conducted at Idyllwild 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			One boy's restroom stall door missing (ADA) and one stall would not latch; one girl's restroom ADA stall door would not latch.
Interior Surfaces (walls, floors, and ceilings)	X			Stained and damaged ceiling tiles in two classrooms; carpet stained in one classroom; one classroom carpet needs to be replaced.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			One classroom fire extinguisher needs to be charges.
Electrical (interior and exterior)		X		Several rooms have fixtures, lights, and/or lamps out.
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School/Grounds	X			
Roofs	X			MPR roof leaks over kitchen door; possible roof leaks in one classroom.
Overall Cleanliness	X			One classroom generally messy.

## **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		



### **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	19	18	17	1058
Without Full Credential	0	0	0	45
Teaching Outside Subject Area of Competence	0	3	4	

#### **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	97.2	2.8
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:

### Support Staff

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. 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
Library Media Services (paraprofessional)	0.88
Psychologist	0.2
Counselor	0.2
Nurse	0.88
Speech/Language/Hearing Specialist	0.4

## 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 Funding Sources

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

Program	Amount
Title I	\$32,985
School & Library Improvement Block Grant	\$9,183
EIA/LEP	\$6,436
ELAP	\$800
<b>Total</b>	<b>\$49,404</b>

### 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	\$8,365	\$1,804	\$6,561	\$75,162
District			\$5,080	\$62,751
Percent Difference-School Site & District			29%	20%
State			\$5,300	\$65,008
Percent Difference-School Site & State			24%	16%

## **Curriculum and Instructional Materials:**

### **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 for California	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	LitConn, Inc.	2003	Dec. 2006
		English Now! V C L 4,5,6	LitConn, Inc.	2005	June 2007
		Write Time L 6. 7—1st Ed.	Teacher Created Mtls.	2004	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	SRA/McGraw Hill	2002	July 2005
		High Point El	Hampton-Brown Co.	2001	
		Scholastic Read 180	Scholastic, Inc.	2002	
4-7	Mathematics	California Math Triumphs	Glencoe/McGraw-Hill	2008	June 2008

## Instructional Materials

Teachers have been provided high-interest children's literature books to augment Open Court materials to provide variety and richness in developing a standards-based program. The recent math adoptions have been implemented this year in both elementary grades (Scott Foresman-Envision Math) and Middle School (McDougal Math). Math is a hands-on program at the primary level and aligned to the standards K-5. We have purchased several scientifically researched based software programs to differentiate and scaffold reading and math instruction.

The District has also incorporated a training program for teachers who received additional hardware in exchange for mentoring other staff members. The school is wired for closed circuit broadcasts and transmission of information. Middle school staff offers classes in keyboarding, Hyper Studio, and Internet training. All of the school has been wired for Internet access. Grant funds from the Governor's Award Program and the API allowed Idyllwild to purchase digital cameras and scanners, as well as update our office servers. Our library provides curriculum support for the school-wide use of Accelerated Reader and continues to support teachers' requests for curriculum support. Library skills instruction is incorporated in grades two through five.

## Availability of Textbooks and Instructional Materials

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:

### 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)
5	24.5
7	31.8

*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	55	60	62	39	39	43	42	43	46
Math	47	62	60	34	34	37	40	40	43
Science	59	67	71	28	32	39	35	38	46
History-Social Science	45	58	48	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	44	52	57	*
White (not Hispanic)	64	61	75	63
Male	55	66	75	46
Female	65	54	68	50
Socioeconomically Disadvantaged	50	52	56	*
English Learners	28	56	*	*
Students with Disabilities	4	24	*	*

*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	7	7	8
Similar Schools	3	2	5

### API Changes by Student Group

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	10	27	11	835
White (not Hispanic)	16	31	3	849
Socioeconomically Disadvantaged	3	33	20	791

### 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

### Student Progress

Idyllwild School offers several programs for students with special needs. Those students needing Resource Program are supported through collaboration between the Resource Specialist Teacher the student's classroom teacher. Students needing support through a Special Day Class are fully included during the school day with general education students. Their needs are met through program modifications developed by the Special Education Teacher and the General Education staff.

Classroom teachers support GATE students in the classroom through differentiated instruction. Idyllwild School offers opportunities for academic enrichment through Science Olympiad, Academic Pentathlon and before/after school Enrichment.

At-risk students are provided intervention throughout the school day and in tutoring before/after school. Our Resource Specialist Teacher works with-in each classroom two to three times per week offering small group instruction to students needing additional support. We offer REACH classes, Read Naturally, Reading Plus and many more language arts interventions throughout the school day.

Student progress is monitored through formal and informal assessments in the classroom. Benchmark tests are given in Language Arts and Mathematics every six weeks, the results of which are shared with parent and students through progress reports every six weeks, unless individual students need more frequent communication.

### 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.

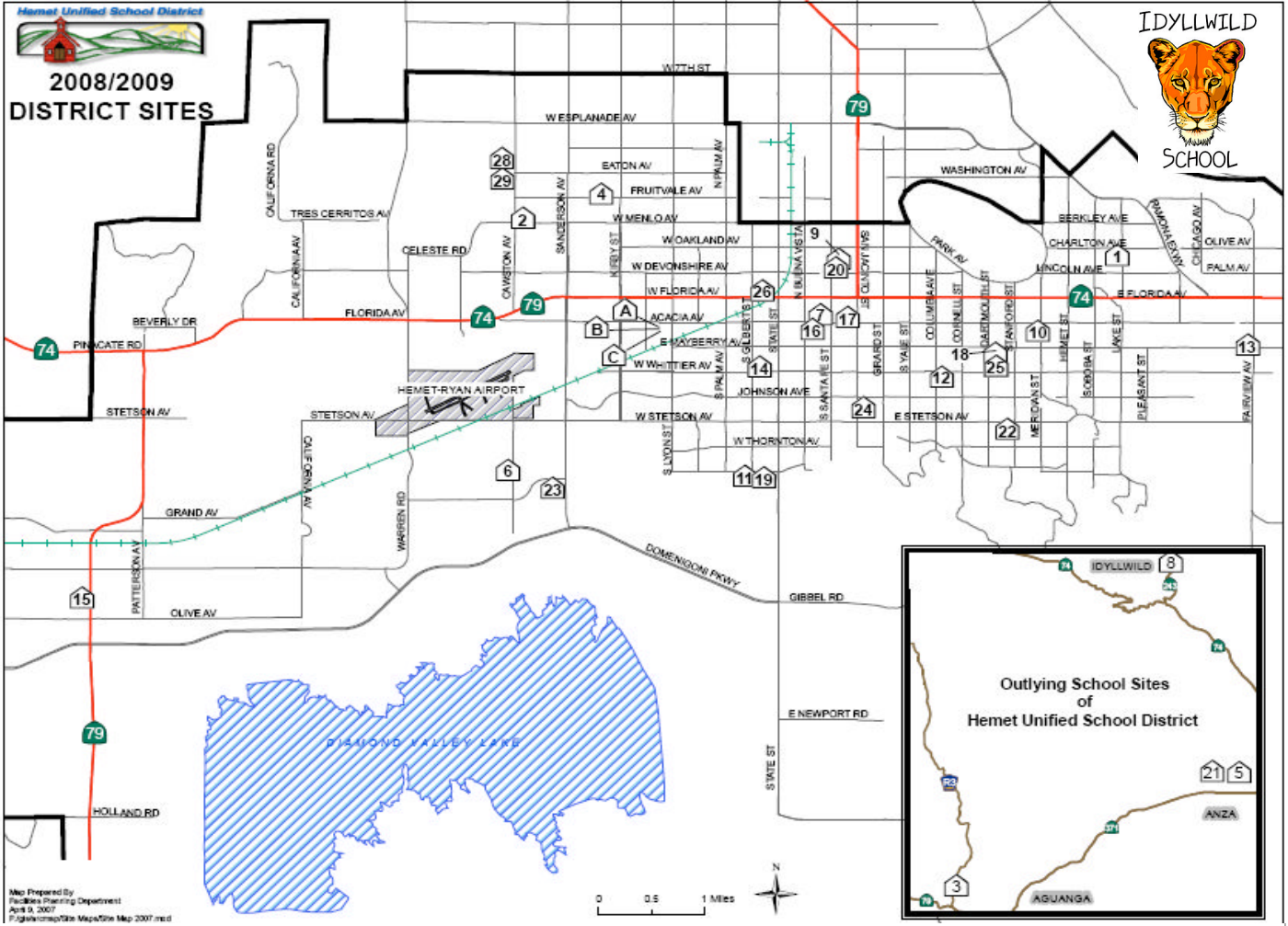
## ***Other Programs***

Idyllwild School is extremely fortunate to have a smARTS program which was founded in response to the Arts Initiative of the California State PTA. The smARTS committee began implementing an art program in January 2003. SmARTS is a group of concerned parents, teachers and artists dedicated to providing art within the curriculum. Our goal is to "Bring Back the Arts" to our children. The Idyllwild School PTA smARTS Project is an artist residency program through which visiting artists from our community contribute their time and talent by coming into classrooms at Idyllwild School to teach art lessons in visual arts, dance, theater, music, art history and creative writing to all grade levels – kindergarten through 8th.

The impact we have seen as a result of the smARTS program include enhancement in joy, self-satisfaction in creation, increased confidence (particularly in children who do not excel in academics or athletics), increased appreciation for the arts, and increased attendance on "smARTS" days. Recent arts research shows there are strong relationships between learning in the arts and fundamental cognitive skills and capacities used in mastering other school subjects. Additionally, skills important to social interaction – including empathy, collaboration and tolerance for others – are nurtured by the arts.

State and federal funding is provided to Idyllwild such as School & Library Improvement Block Grant and Special Education provides funds to improve student achievement and promote quality programs and instruction. For the past three years Idyllwild has received SAFE (Student Achieving in Fun Environments) Funding for after school programs and Title I funding. This year we are a school-wide Title I Program School.





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	25
H.E.L.P. School	26
Tahquitz HS	28
Rancho Viejo MS	29
Nutrition Center	A
Professional Development	B
Professional Development	C