

# School Accountability Report Card for School Year 2003-2004

Published in 2004-2005

## Hidden Valley Middle School

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### Board members

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Royce Moore, *Vice President*  
Linda Woods, *Clerk*  
Carilyn Gilbert, *Member*  
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Jennifer Walters,  
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*Instructional Support*  
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*Assistant Superintendent,*  
*Human Resources*  
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*Assistant Superintendent,*  
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### A Message from the Principal . . .

The purpose of the School Accountability Report Card is to provide parents and the community information about our school, its resources, its successes, and the areas needing improvement. Our purpose is to foster understanding of and support for Hidden Valley Middle School through awareness of accountability for student achievement goals and the programs and processes used to meet those standards and goals. This report card is published annually. The statistics reported are from the 2003-2004 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

Hidden Valley offers a unique program exemplifying the "school within a school" (village) concept, as recommended by the nationally commissioned task force in its *Caught in the Middle* report and the new report, *Taking Center Stage*. Our goal is to help the individual learner make the transition from the self-contained elementary classroom to the fully departmentalized high school. The village system supports students through this transition, creating a positive school connection. Our school environment helps students to become life-long learners and good citizens by focusing on our motto, *Excellence by Choice!*

It is an honor to be principal of Hidden Valley Middle School. I look forward to meeting you.

Kyle Ruggles, Principal  
Hidden Valley Middle School

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### Opportunities for Parent Involvement

Hidden Valley Middle School Parent Teacher Student Association is active in supporting school wide activities and assemblies.

We have strong support from parents as classroom and school volunteers. Parents interested in volunteering should contact their child's teacher for times they are interested in providing support.

Hidden Valley School Site Council, our governance body of staff and parents, oversee the School-based Coordinated Programs and approve budgets for these programs. Our programs are designed to increase student achievement based on our Single Site Plan. Our School Site Council meets six times each year.

Hidden Valley parents represent the school by attending district level meetings such as Council PTA, DAC, DELAC, and GATE program meetings.

Parents interested in getting involved are encouraged to call their child's teacher or Mr. Ruggles, the school principal, at 760-432-2223.

## Mission Statement

The Hidden Valley Staff believes that all students can and should experience success and reach their maximum potential. Our teachers support the middle school philosophy and are here because they enjoy teaching at this level. We believe that students educated in a structured, supportive environment where standards of excellence are expected will develop a positive self-concept and achieve academically.

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## DEMOGRAPHIC INFORMATION

### Student Enrollment

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

#### Grade Level Enrollment

<b>Grade 6</b>	479
<b>Grade 7</b>	497
<b>Grade 8</b>	478
<b>Total Enrollment</b>	1454

#### Enrollment By Ethnic Group

<b>African-American</b>	2.3%
<b>American Indian or Alaska Native</b>	0.8%
<b>Asian</b>	1.8%
<b>Filipino</b>	1.2%
<b>Hispanic or Latino</b>	56.6%
<b>Pacific Islander</b>	0.1%
<b>White (Not Hispanic)</b>	36.9%
<b>Multiple or No Response</b>	0.3%

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## SCHOOL SAFETY AND CLIMATE FOR LEARNING

### District School Safety Plan

Each school participates in annual Safe School Planning, which includes review of its safety policies in relation to board policy, administrative regulations and the Education Code. The plans are reviewed and updated using discipline data, crime report data and parent survey information. The plan was last reviewed and approved in February, 2005. Each school safety committee meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Schools have Safety Patrols and crossing guards that work before and after school to provide safe ingress and egress from schools. Supervision is provided before and after school as well as during recess and lunch breaks. All visitors to any campus are required to sign in at the front office and wear a visitors' badge as a signal to staff and students. Access to campus is limited as much as possible by limiting open gate entrances. Two Resource Officers serve all the elementary and middle schools and are on call during school hours. Schools are cleaned and maintained on a regular basis. All campuses strive to be graffiti free and any violations are handled through the special graffiti officer assigned by the police department. A scientifically research based curriculum was implemented in the fall of 2004 for all students in grades K-8. The curriculum focuses on character development as well as drug and violence prevention.

# SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

## Facilities and Safety

### General

The district focuses cooperative attention through every department and every employee to ensure that all schools are clean, safe, and functional. The team approach to interdisciplinary problem solving makes Escondido Union School District a child-friendly learning environment.

In March 2002, voters in the Escondido community passed Prop K, providing funding to schools for facilities improvements and long-needed projects. The Independent Citizens Oversight Committee (ICOC) meets with District staff twice monthly to collaborate on projects funded by Prop K, and promotes community involvement in the school district initiatives.

### School Buildings

This middle school opened in 1975 and serves grades 6-8. It has 93,489 square feet for its 1,300 students

The initial construction included the main building with 35 classrooms, administrative offices, a multipurpose room and library; a Physical Education building; and a Music Building. In 1979 a Theatre was constructed. A total of 24 relocatable classroom and special-use buildings have been added over the years—16 in 1987; 2 in 1989; 1 in 1991; 2 in 2000; and 3 in 2001. Additional (relocatable) restrooms were added in 1987. A Food Service building was added in 1992.

### Maintenance and Repair

District maintenance staff methodically accomplishes the repairs necessary to keep the school in good repair and working order. A web-based work order process is used to allow both maintenance staff and school staff to initiate work order requests. This work order process is a dynamic resource for our interdisciplinary team approach to achieve excellence in clean, safe, functional, child-friendly campuses. Work orders are prioritized by the team leaders, emergency needs are met immediately, and general repair and maintenance work flows steadily through organized and well-managed procedures.

In 2003-2004, the District maintenance staff successfully completed one electrical repair; four window repairs; ten classroom floors and walls; and nine sewer repairs (generally sewer backups from clogged toilets). All emergency requests for repair work were completed within a reasonable time frame.

### Cleaning Process and Schedule

District cleaning schedules and measures of standard are reviewed, upgraded, and re-issued annually. These schedules are adjusted to accommodate the population census of each school campus, adjusting frequency in schedules in response to changing populations. On-site custodial staff can solicit additional staff support from Maintenance & Operations to accomplish extraordinary projects or special needs outside the routine cleaning schedules. School administrative staff, teachers, custodial staff, and maintenance staff work cooperatively in both quality control inspections and scheduling to assure the highest levels of cleanliness for the health and safety of our children.

### Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds to assist with expenditures for major repair or replacement of existing building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, exterior painting, and floor systems.

The District expended nearly \$45,000 in 03-04 for paving/playground improvements from the Deferred Maintenance funds, and plans to spend a few hundred dollars for some small roof repairs in 04-05.

# SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

## Facilities and Safety (cont.)

### Modernization Projects

In June of 2004 a Notice to Proceed was issued by the school board to launch a \$1,682,300 modernization project for Hidden Valley, to be completed 2005. This modernization includes new carpet and paint; remodeling restrooms to provide ADA compliance; remodel of Home Economics area, including kitchens; new fire alarm system; electrical medications to provide additional panels and breakers; new drop ceilings and lighting in some areas; new access ramps into the multipurpose area; new sinks/bubblers in the classrooms; new doors, frames, hardware, and thresholds; remodeling of the nurse's office and restroom area; new casework in the library, classrooms, and offices.

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## School Programs and Practices that Promote a Positive Learning Environment

The learning environment and the schoolwide discipline plan at Hidden Valley Middle School focuses on building responsibility in our children by "catching kids being good." High expectations for behavior are supported in the classroom as well as during lunch, passing periods, and before and after school. Administrators and teachers are clearly visible throughout the day, and students have a sense of safety and security. The Positive Action curriculum focuses on building character as well as drug and violence prevention.

Teachers and administrators communicate schoolwide standards and expectations to parents and students. We provide written standards of behavior, rewards, and consequences to all families early in each school year, as well as to all new enrollees throughout the school year. Our program encourages each student to develop a sense of responsibility. Rules of conduct are posted in classrooms and children are held accountable for their actions. Responsible behavior is recognized through ongoing rewards. Unacceptable behavior results in consequences that are predictable and consistent. Appropriate behavior is recognized through "Caught Being Good" drawings, Student of the Week, Village rewards, and individual teacher recognitions and rewards. Students are also recognized for a 3.0 GPA, 3.5 GPA, and perfect Citizenship. These students receive special assemblies, ice cream, field trips, and other incentives throughout the year.

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## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	2001-02		2002-03		2003-04	
	School	District	School	District	School	District
Suspensions	225	1,545	152	1,743	165	1,790
<i>Suspension Rate</i>	.17	.08	.11	.09	.11	.09
Expulsions	8	25	0	35	1	64
<i>Expulsion Rate</i>	.006	.001	0	.001	.0007	.003

## Standardized Testing and Reporting (STAR)

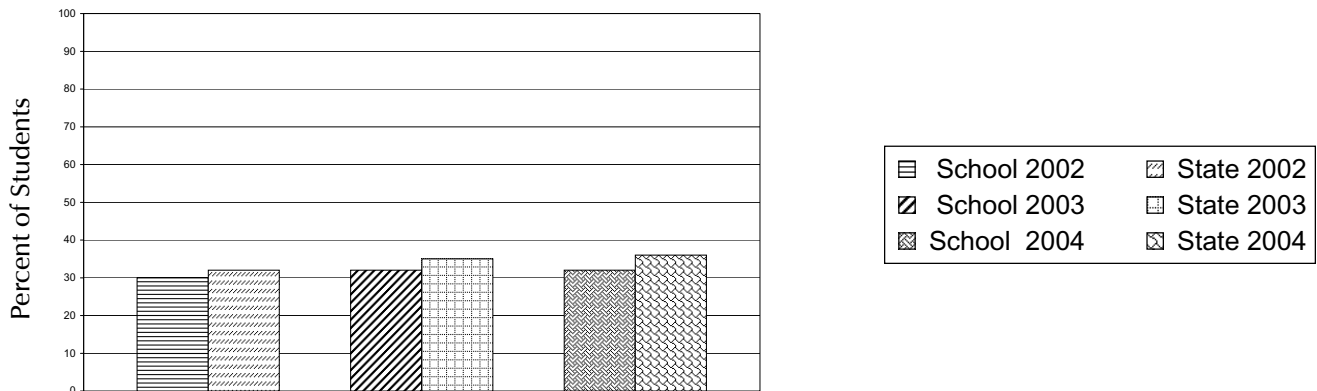
Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

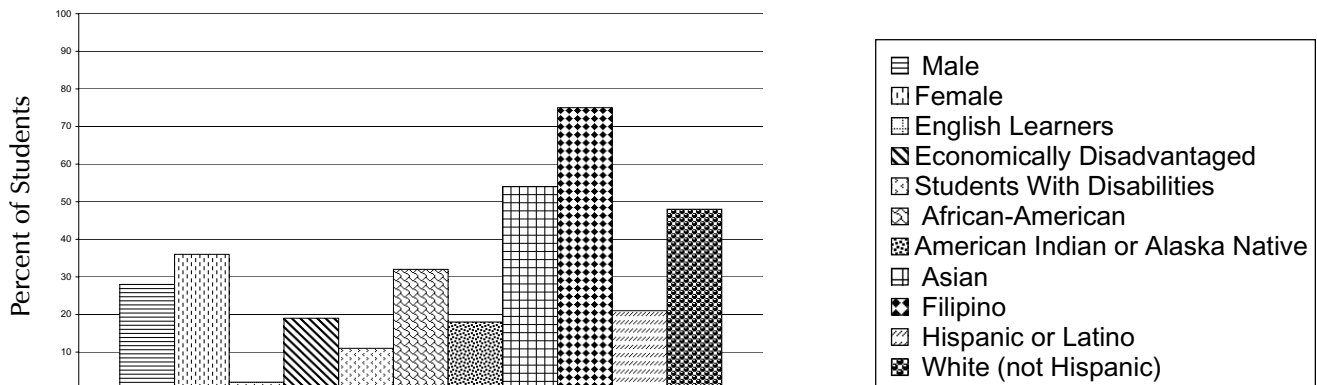
#### CST - English Language Arts

Percent of Students Scoring Proficient or Advanced



#### CST - Subgroups - English Language Arts

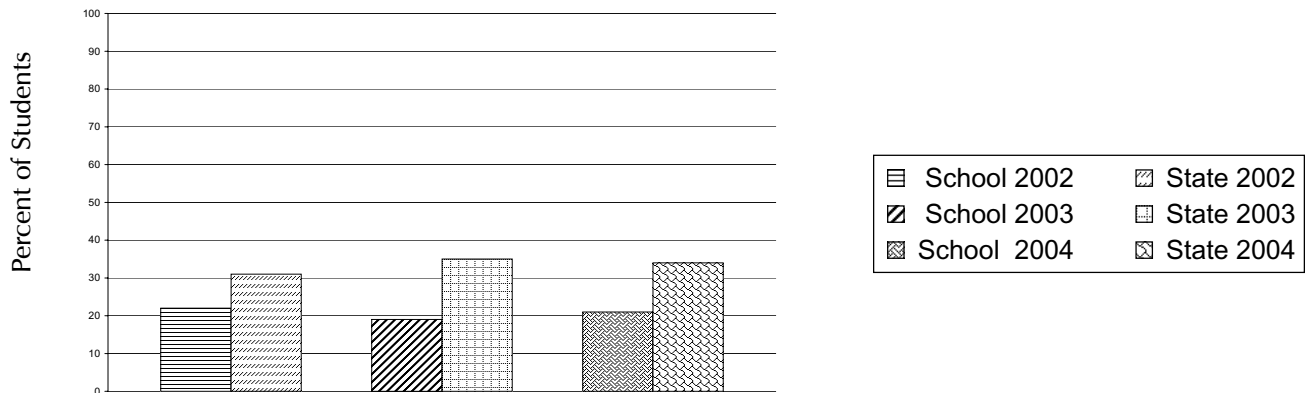
Percent of Students Scoring Proficient or Advanced



# ACADEMIC DATA (cont.)

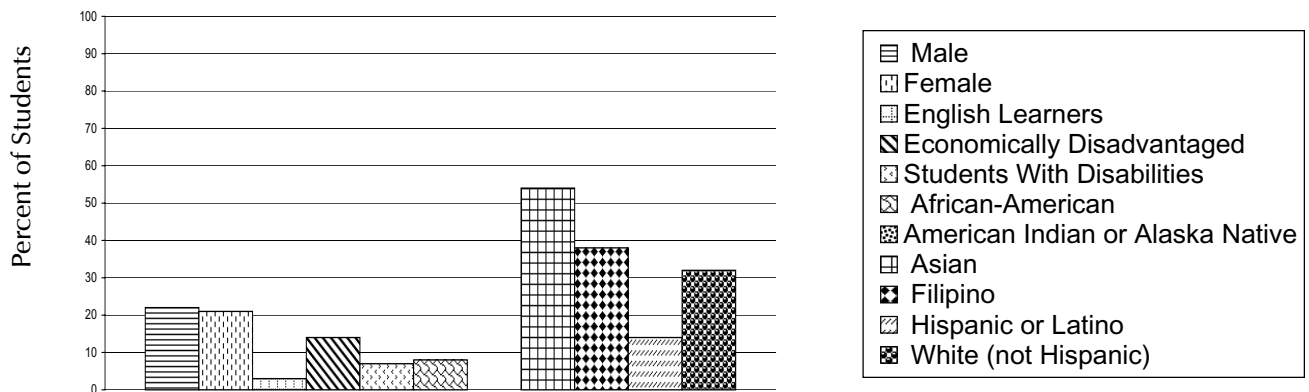
## CST - Mathematics

Percent of Students Scoring Proficient or Advanced



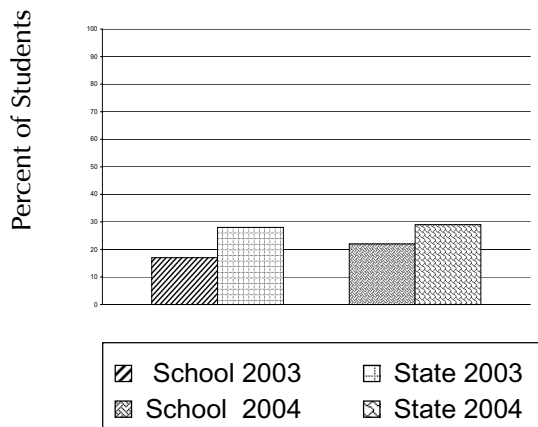
## CST - Subgroups - Mathematics

Percent of Students Scoring Proficient or Advanced



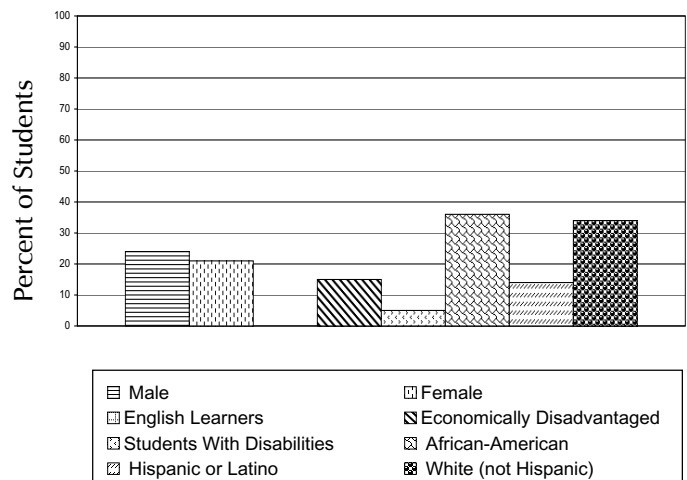
## CST - History/Social Science

Percent of Students Scoring Proficient or Advanced



## CST - Subgroups - History/Social Science

Percent of Students Scoring Proficient or Advanced

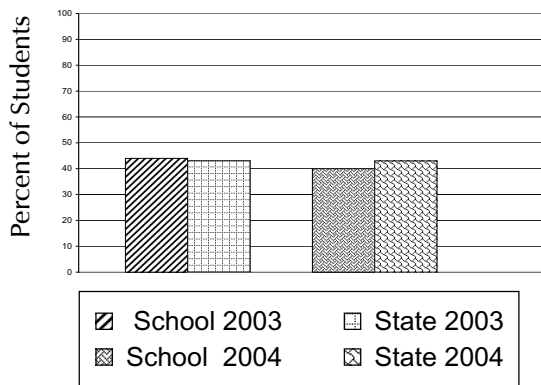


## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

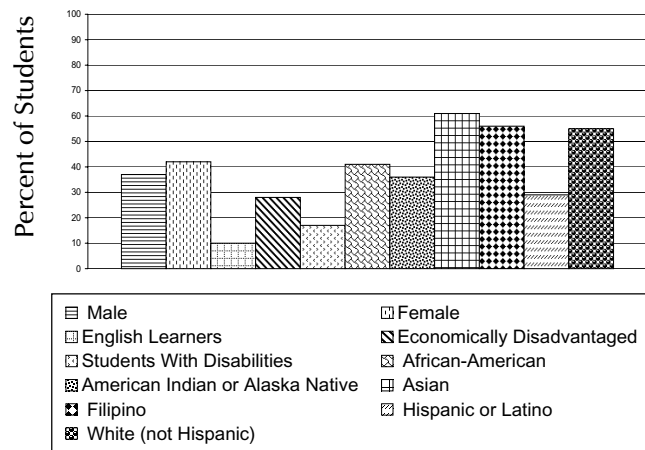
### NRT - Reading

Percent of Students Scoring at or above the 50th Percentile



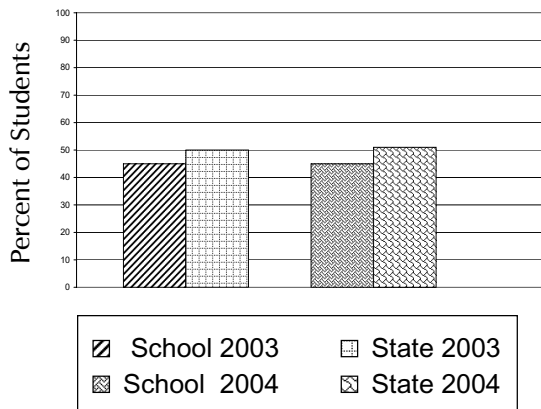
### NRT - Subgroups - Reading

Percent of Students Scoring at or above the 50th Percentile



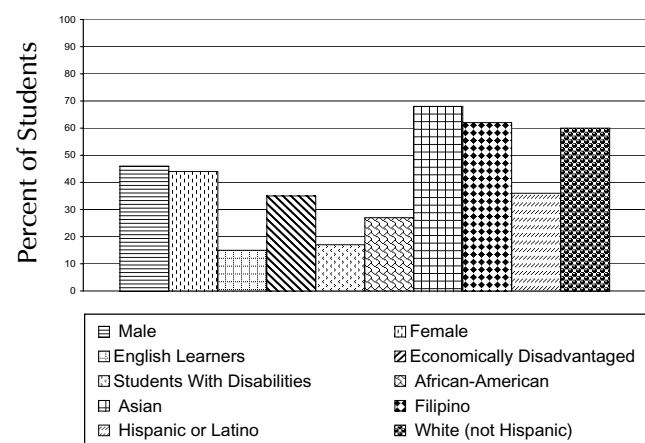
### NRT - Mathematics

Percent of Students Scoring at or above the 50th Percentile



### NRT - Subgroups - Mathematics

Percent of Students Scoring at or above the 50th Percentile



# ACADEMIC DATA (cont.)

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
Percent Tested	96	99	99	Percent Tested	99	99	100
API Base Score	691	674	684	API Growth Score	682	685	700
Growth Target	5	6	6	Actual Growth	-9	11	16
Statewide Rank	6	6	5				
Similar Schools	10	5	6				

API Subgroups							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
<i>Hispanic or Latino</i>							
API Base Score	614	609	638	API Growth Score	610	640	660
Growth Target	4	5	5	Actual Growth	-4	31	22
<i>White (not Hispanic)</i>							
API Base Score	774	750	750	API Growth Score	771	748	758
Growth Target	4	5	5	Actual Growth	-3	-2	8
<i>Socioeconomically Disadvantaged</i>							
API Base Score	633	600	605	API Growth Score	599	608	651
Growth Target	4	5	5	Actual Growth	-34	8	46

"A" means the school scored at or above the Statewide Performance Target of 800.

## California Physical Fitness Test

The California Fitness Test measures the fitness levels of students in the six fitness standards. The test is administered to all 5th, 7th and 9th grade students. The test sets a minimum standard for each area which is called the Healthy Fitness Zone (HFZ) and students must meet the standard for all six areas to be considered fit. The HFZ reflects a standard level of fitness that offers some degree of protection against diseases that result from sedentary living.

### Percent of Students Meeting Fitness Standard

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
7	40.4	43.9	36.9	26.0	28.7	23.4	29.1	31.3	27.0

## Awards and Intervention Programs

Although state intervention and awards programs are currently in the California *Education Code*, the programs were not funded for the period addressed by this report.

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Districtwide, three schools or 15 percent of the schools did not meet all AYP requirements and were identified for the Title I Program Improvement program.

Groups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	N/A	Yes	Yes	N/A	Yes	Yes
Hispanic or Latino	N/A	No	No	N/A	Yes	Yes
White (not Hispanic)	N/A	Yes	Yes	N/A	Yes	Yes
Socioeconomically Disadvantaged	N/A	No	No	N/A	Yes	Yes
English Learners	N/A	No	No	N/A	Yes	No
Students with Disabilities	N/A	No	No	N/A	Yes	Yes

# CLASS SIZE

## Average Class Size and Class Size Distribution

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

In kindergarten and grade three, the district implements an Option 2 Class Size Reduction. In this model, three teachers work with sixty students for the language arts and mathematics portion of the day. The students remain housed within two classrooms and the third teacher works with groups of children in both classrooms. The district plans to return to full Class Size Reduction at grades kindergarten and three, as new elementary schools open in the fall of 2004 and in 2005.

Subject	Avg. Class Size	2002 Number of Classrooms			Avg. Class Size	2003 Number of Classrooms			Avg. Class Size	2004 Number of Classrooms		
		1-22	23-32	33 +		1-22	23-32	33 +		1-22	23-32	33 +
English	28.8	11	47	33	27.9	19	57	11	31.4		81	11
Mathematics	30.4	3	18	16	31.8		31	10	29.4	9	42	13
Science	32.0	1	17	18	32.8	1	22	18	32.3		31	12
Social Science	31.9		19	19	32.1		27	12	31.7		34	9

## TEACHER AND STAFF INFORMATION

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	13.5	—
All Schools in District	—	15.1
High-Poverty Schools in District	—	4.5
Low-Poverty Schools in District	—	5.6

## TEACHER AND STAFF INFORMATION (cont.)

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

	2002	2003	2004
<b>Total Teachers</b>	58	60	63
<b>Teachers with Full Credential</b>	56	58	62
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	2	2	1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	—	—	2
<b>Total Teacher Misassignments</b>	—	—	2

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	0.0	0.5
<b>Master's Degree plus 30 or more semester hours</b>	9.5	9.3
<b>Master's Degree</b>	17.5	21.6
<b>Bachelor's Degree plus 30 or more semester hours</b>	55.6	54.6
<b>Bachelor's Degree</b>	17.5	13.8
<b>Less than Bachelor's Degree</b>	0.0	0.2

## TEACHER AND STAFF INFORMATION (cont.)

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	—	—	0

### Teacher Evaluations

EUSD evaluates all teachers at least biannually and probationary teachers annually. The teacher evaluation process incorporates a pre-evaluation, scheduled and unscheduled instructional observations, and a final evaluation. Objectives established between the principal and the teacher, reflecting the district's goals and adopted curriculum standards, guide the evaluations. Each teacher is evaluated on the effectiveness of his/her instructional program through formal and informal classroom observations and professional activities. We ensure that those practices are consistently applied to the teaching staff at Hidden Valley Middle School. Further, our teachers expand their professional expertise through regularly scheduled collaboration meetings, attendance at in-service activities inside and outside the district, and graduate college studies. Mentor teachers are assigned to all new teachers and to tenured teachers by request.

### Substitute Teachers

The district maintains approximately 400 active substitute teachers districtwide. Our school may determine a priority list for calling substitutes who are most successful at our site or may restrict the calling of those not as successful with our students. Hidden Valley Middle School has had consistent coverage by substitute teachers except when an epidemic illness has stricken our district and neighboring districts or the absence occurs too late to obtain a substitute. An administrator or non-classroom, certificated person is called upon under such circumstances to ensure instructional continuity.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). One person who works 50 percent of full time equals .50 FTE.

Title	FTE
Counselor	4.0
Librarian	0
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0

## School Instruction and Leadership

Hidden Valley Middle School offers a comprehensive standards-based academic program that provides curriculum and instructional strategies designed to increase student achievement and to help all students become proficient or advanced in the California Academic Content Standards. The districtwide focus for 2004-2005 is to continue the implementation of standards-based language arts and mathematics programs, resources to meet the needs of English Language Learners, and intervention and support services for all students.

A group composed of staff, school site council members, and district administration annually develops a Single Site Plan to identify strengths of our school's programs and an area of growth for the school year. Based on our comprehensive study, we have targeted literacy, reading, and math problem solving for improvement. To support this focus, all teachers will be trained in reciprocal teaching methods and Cornell note-taking and all students participate in the Accelerated Reader (AR) program. Our school theme for the 2004-2005 is "*Raider Students Go for the Gold*"

Hidden Valley maintains an active Student Study Team that recommends students for regular education support, special education placement, and services related to English acquisition.

Leadership at Hidden Valley is a shared responsibility between district administration, the principal, instructional staff, students, and parents. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum. Mr. Ruggles has been a principal for six years. His previous experience includes three years as an assistant principal and five years as a teacher.

Many teachers assume leadership roles as team leaders, committee chairs, grade level representatives, and district committee representatives.

Students develop leadership skills through an active student council. Parent leadership is evident in the many excellent programs and projects which parents facilitate for our school.

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## Professional Development

EUSD has a diverse student population. In meeting the needs of all students, the district provides ongoing staff development in teaching strategies and resources, assessment tools and communication skills. Specific training activities are based on state, district, site, and, in some cases, individually-identified content and professional growth needs. In addition, teachers are encouraged to participate in local, statewide, and national training opportunities that will directly affect student achievement. Because new teachers often confront challenges as they begin teaching, EUSD participates in the Beginning Teacher Support and Assessment (BTSA) program, guided by the California Standards for the Teaching Profession, to train, support, and encourage new teachers to grow, reflect, and focus instruction on professional growth.

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## Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Hidden Valley Middle School is on a modified traditional calendar of 180 instructional days and had two minimum days in the 2003-2004 school year.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	61,316	54,000
7	61,316	54,000
8	61,316	54,000

## CURRICULUM AND INSTRUCTION (cont.)

### Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, and foreign language, as appropriate.

Selected Textbooks	Date of Publication	Subject	Year Adopted	A book for each student?	Class sets used?	Aligned w/ State Standards?
Prentice Hall <i>Timeless Voices, Timeless Themes</i>	2002	Language Arts	2003	Yes	No	Yes
Hampton-Brown <i>High Point</i>	2001	Reading Intervention	2003	Yes*	No	Yes
McDougal Littell Gr.6 <i>Structure &amp; Method Course 1</i>	2001	Math	2002	Yes	Yes	Yes
Prentice Hall Gr.7 <i>Pre-Algebra</i> Gr.8 <i>Algebra 1</i>	2001	Math	2002	Yes	Yes	Yes
Holt, Rinehart & Winston <i>Science &amp; Technology</i>	2001	Science	2001	Yes	Yes	Yes
Houghton Mifflin Gr.6 <i>A Message of Ancient Days</i> Gr.7 <i>Across the Centuries</i>	1999	History/ Social Studies	2000	Yes	Yes	Yes
Prentice Hall Gr.8 <i>American Nation</i>	2000	History/ Social Studies	2000	Yes	Yes	Yes
Heinle & Heinle <i>Making Connections and Voices in Literature</i>	1996	ELD	1999	Yes*	No	Yes
Glencoe <i>Buen Viaje</i>	2003	Foreign Language	2003	Yes*	No	No

\* There is a book for each student requiring this program, but not a book for each student in the district.

### Reading And Writing

The Prentice Hall literature series: *Timeless Voices, Timeless Themes* is our district core standards-based reading program for students in grades six through eight. The program provides quality literature using a research-based reading approach. Reading skills instruction provides a systematic progression of language skill-building activities that are aligned to the California Standards to ensure student mastery of essential language skills. Program resources are customized to provide learning activities to meet the needs of all students including English learners, reluctant readers, and advanced learners.

### Mathematics

McDougal Littell's *Structure and Method Course 1* is the district adopted standards-based math curriculum for students in sixth grade. The *Structure and Method* program emphasizes reasoning, problem solving, statistics, communication skills, use of technology, visual and manipulative aids, number relationships and theory, patterns and functions, algebraic concepts, and the use of cooperative learning.

Prentice Hall's *Pre-Algebra* and *Algebra 1* are the district-adopted standards-based texts for students in grades seven through eight. The *Pre-Algebra* curriculum covers all content standards with an emphasis on working with numbers and equations and understanding the underlying mathematic principles. The *Algebra 1* curriculum covers all content standards with an emphasis on writing, solving and graphing linear and quadratic equations, and mathematical reasoning is interwoven throughout the text.

# CURRICULUM AND INSTRUCTION (cont.)

## Reading Intervention Program

The Hampton-Brown *High Point* program is for students in grades four through eight. It is a State Board of Education Intervention Reading Program designed to motivate and accelerate struggling readers and English Learners' reading achievement. It is a standards-based program that contains extensive vocabulary development skills practice, a complete learning-to-read strand, direct instruction in reading strategies, comprehensive grammar instruction, and writing projects. It also provides specialized instructional strategies to address diverse learning needs. *High Point* assessments provide a full array of tests to diagnose, plan instruction, and measure student progress.

## History/Social Science

Houghton Mifflin's *Across The Centuries* and *A Message Of Ancient Days* are the district standards-based history social science adoptions for students in sixth and seventh grades, respectively. The textbooks cover ancient and early history and present the original principles upon which many cultures and religions were built.

Prentice Hall's *The American Nation* is the district standards-based history social science adoption for students in eighth grade. *The American Nation* weaves together first-hand accounts of inspiring anecdotes, events in small communities and those that share our entire nation. It delivers content in compelling stories that students want to read and builds the skills to connect American history to the world around them.

## Middle School Science

The Holt *Science & Technology (Earth, Life, Physical)* is the district science adoption for sixth, seventh and eighth-grade students respectively. The science texts are standards-based and provide a variety of teaching resources in earth science, life science, and physical science. District science classes are taught using a combination of teacher presentations and student hands-on inquiry that include technology resources such as CD ROMs. Student progress is assessed using the program skills and performance-based assessments, checklists, and rubrics.

## English Language Development

Heinle & Heinle's *Making Connections* and *Voices in Literature* is a program designed to help middle school English Language Learners learn personal, academic, and community goals through integrated learning. Students develop language for academic success and use a variety of reading and writing strategies to support what they learn through literature.

## Foreign Language

The Glencoe Spanish series, *iBuen Viaje! Level 1* focuses on language and real-life contexts, giving students the skills to make friends and communication in the Spanish-speaking world. The program uses a variety of exercises and exciting learning activities to enhance student's communication skills.

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## Supplemental Student Services

Hidden Valley Middle School received special funds for supplementary educational programs. The special programs include: Special Education, School Improvement Program (SIP), Gifted and Talented Education (GATE), English Language Development (ELD), Innovative Education Program Strategies (Title VI), Safe and Drug-Free Schools, and Anytime School.

# FISCAL AND EXPENDITURE DATA

## Expenditures (Fiscal Year 2002-2003)

For the 2002-03 school year, the total operational cost of the school district was \$125.8M, or \$6,433 per student. The majority of the expenditures were for student instruction, including employee salaries/benefits and classroom supplies/equipment. Instructional Services include libraries, staff/curriculum development, and other administrative costs. Pupil Services include guidance, counseling, psychological, healthcare, transportation, and other pupil services. Maintenance/Operations/Facilities includes custodial, maintenance, and facilities costs. General Administration includes business services, personnel, and other administrative services. Other costs include debt service payments, interfund transfers, and other community services. Lottery expense comprises 2.60% of total expenditures.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$125,832,735	\$6,433	\$6,542	\$6,822

## Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409.

Category	District Amount	State Average
Beginning Teacher Salary	\$ 36,669	\$ 37,951
Mid-Range Teacher Salary	\$ 57,711	\$ 61,262
Highest Teacher Salary	\$ 73,104	\$ 74,414
Average Principal Salary (Middle)	\$ 97,399	\$ 95,946
Superintendent Salary	\$ 157,046	\$ 140,715
Percent of Budget for Teacher Salaries	46.33%	44.6%
Percent of Budget for Administrative Salaries	4.96%	5.5%