School Accountability Report Card
Reported for School Year 2007-08
Published During 2008-09
Diamond Valley Middle School

www.hemetusd.k12.ca.us

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HEMET UNIFIED SCHOOL DISTRICT

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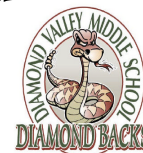Business Services

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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.

Belief Statements
At Diamond Valley Middle School we believe:

- All students can learn in a safe and supportive learning environment that promotes student achievement.
- Each student is a valued individual with unique physical, cultural, social, emotional and intellectual needs and their education is a key to opportunity, social mobility, and life long learning.
- Teachers, site administrators, district administrators, parents and the community share the responsibility for advancing the school's mission and goals.

Mission Statement
All students will continue to learn.

Vision Statement
- **Students** are motivated and willing to learn, curious and polite.
- **Teachers** are $T=mc^2$- motivated, competent, compassionate.
- **Administrators** are catalyst for change supporting staff through maintaining a flexible approach allowing all to grow and learn according to individual abilities and limitations.
- **Parents** are active participants in their child's education both inside and outside of school.

Principal's Message
On behalf of the entire Diamond Valley staff, we would like to welcome you to the 2007-2008 school year. We look forward to a year of academic excellence, community support, positive school spirit, and an **expectation of maximum student achievement and growth.** From core academics to electives and extracurricular programs, Diamond Valley offers challenges and opportunities for every student. We hope you will find Diamond Valley Middle School an ideal environment to further your education and personal development.

We are committed to working hard to make this year much more than "just another school year" and hope that you will take advantage of the many opportunities. **Just one more to knock out your score.** We encourage parents and students to get involved. We want you to be proud of your school and take care of it.

School Profile
At Diamond Valley Middle School, we strive for academic excellence, exemplary citizenship, and personal pride. Academic growth is monitored throughout the school year using varied forms of assessments to ensure mastery of a standards driven curriculum. In addition to academic development and knowledge, students will develop growth in social and organizational skills. DVMS staff responds immediately by determining reasons for lack of success. We involve all students, teachers, parents, and administrative staff in the process of assessing problems and establishing solutions. Support includes but is not limited to extra-curricular and in school intervention, mentoring, teacher curricular modifications, and parent/teacher team interventions. Accommodations will be made to meet the needs of our diverse population.

District Profile

El Distrito Escolar Unificado de Hemet comprende una ciudad incorporada y numerosas comunidades no incorporadas dentro de sus 700+ millas cuadradas topográficamente diversas. Contamos con 29 escuelas primarias y secundarias con una matricula de más de 23,000 estudiantes. La agricultura aún proporciona una importante influencia económica, como lo hacen otras industrias livianas y de servicios. La esencia rural de la comunidad aún se conserva a pesar del rápido crecimiento que se ha llevado a cabo en el área.

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	430
Grade 7	420
Grade 8	490
Total	1,340

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	8.36
American Indian or Alaska Native	1.34
Asian	1.79
Filipino	2.54
Hispanic or Latino	46.72
Pacific Islander	0.75
White (Not Hispanic)	36.19
Multiple or No Response	2.31
Socioeconomically Disadvantaged	70.0
English Learners	18.0
Students with Disabilities	12.0

School Climate:

School Safety

SB187 Safety Plan
Date the plan was last updated: August, 2007
Date the plan was last reviewed: August, 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.

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to the school safety.

The classrooms are monitored for safety and appearance by administration and individual classroom teachers. The pupils take pride in the appearance of their school. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks.

Suspensions and Expulsions

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

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	26.9	29.5	17.2	17.1	15.4	14.8
Expulsions	0.0	1.1	1.1	0.1	0.5	0.6

Parent Involvement

Diamond Valley Middle School addresses the six areas of parent involvement through their comprehensive school plan. Parents have the opportunity to be involved in School Site Council, English Language Acquisition Committee, and Parent Boosters. Monthly workshops are offered to families in Math and Language Arts in both Spanish and English. For more information, contact the Principal.

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				2006-07				2007-08			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
English	29.2	9	32	21	30.2	8	22	23	29.4	4	38	15
Mathematics	28.8	13	29	22	30.1	9	22	23	29.6	3	38	13
Science	30.2	6	24	21	31.6	3	11	15	33.4	1	11	15
Social Science	29.9	8	24	19	30.3	3	15	12	33.0	1	7	19

School Facilities:

School Facility Conditions Good Repair Status (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 the facilities validation site visit was conducted at Diamond Valley Middle School. Based on the field observations the following was found and the district has taken the appropriate action.

Item Inspected	Repair Status			Repairs Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			Boy's & girl's locker rooms stall doors would not latch.
Interior surfaces (walls, floors, and ceilings)			X	Admin. Bldg. and one classroom carpet stained; MPR floor dirty; ceiling tiles missing/broken or stained in 24 classrooms; walls marked up in boy's and girl's locker room; cove base loose in one classroom.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)		X		Lamps out in admin. Bldg., library, MPR and fourteen classrooms.
Pest/Vermin Infestation	X			Ants found in one classroom.
Drinking Fountains (inside and outside)	X			One drinking fountain water off at sink/faucet; adjust drinking faucet on one drinking fountain.
Restrooms	X			
Sewer	X			
Roofs		X		Possible roof leaks in 19 classrooms.
Playground/School/Grounds	X			
Overall Cleanliness	X			Gym, boy's and girl's locker room, boy's restroom south quad, & six classrooms generally dirty.

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		

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.

School Facility Conditions and Improvements

DVMS opened in 2004. The classrooms are state of the art and offer a warm and practical teaching environment. Restrooms and food service areas are cleaned daily.

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.

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
	05-06	06-07	07-08	07-08
With Full Credential	52	55	49	1,058
Without Full Credential	6	3	2	45
Teaching Outside Subject Area of Competence	6	14	10	

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	91.8	8.2
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

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

School Finances:

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 page 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

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

Program	Amount
Title I	$296,931
School & Library Improvement Block Grant	$42,788
EIA/LEP	$91,888
ELAP	$27,400
Total	**$459,007**

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	$4,736	$1,015	$3,721	$58,464
District			$5,080	$62,751
Percent Difference-School Site and District			(27%)	(7%)
State			$5,300	$65,008
Percent Difference-School Site and State			(30%)	(10%)

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.

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 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	Social Studies	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
6-8	Health	Holt Decisions for Health	Holt, Rinehart & Winston	2005	July 2005
Interventions 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

Special Programs

Diamond Valley Middle School offers the following special programs:

- Adopt and fully implement SBE reading intervention programs at all grade levels and for all students who need that support including SE and EL students.
- Provide and monitor the necessary additional time or reading intervention.
- Provide twice monthly grade level/course specific meetings focused on reading, curriculum bedded assessments, lesson planning and delivery, including SPED and ELL teachers.
- Fully implement HighPoint Reading Intervention Program. Expand the use of the computer labs, classroom technology, and purchase supplemental software to support RLA instruction, materials and supplies.
- Implement SDAIE (SB395) teaching strategies to improve instruction.
- Purchase district adopted supplemental materials.
- Specialized reading classes will be offered to build skills and comprehension. Study skills classes are offered to support the general curriculum.
- ELD classes will serve as the core Language Arts class for identified ELL students.

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 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	3.0	446.0
Library Media Teacher (Librarian)	1.0	
Libra Media Services (paraprofessional)	1.0	
Psychologist	1.0	
Speech/Language/Hearing Specialist	1.0	

Student Performance:

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	39	38	41	39	39	43	42	43	46
Math	26	28	32	34	34	37	40	40	43
Science	30	27	37	28	32	39	35	38	46
History/ Social Science	23	24	25	28	28	31	33	33	36

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

CST Results by Student Group
Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced Level			
	ELA	**Math**	**Science**	**History/ Social Science**
African American	35	21	29	20
American Indian or Alaska Native	47	35	*	*
Asian	48	38	62	38
Filipino	42	32	57	50
Hispanic or Latino	35	29	28	19
White (not Hispanic)	50	38	45	30
Male	36	32	38	27
Female	46	32	36	23
Socioeconomically Disadvantaged	36	28	32	*
English Learners	19	17	16	5
Students with Disabilities	6	7	0	*

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

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
7	34.4

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	4	4	4
Similar Schools	5	6	4

API by Student Group

This table displays, by student group, the actual API changes in points for the most recent API score.

Group	Actual API Change			API Score
	05-06	06-07	07-08	2008
All Students	13	-2	18	715
Hispanic or Latino	8	-9	35	682
White (Non Hispanic)	20	12	14	762
Economically Disadvantaged	11	3	15	685
English Learners	8	12	26	660
Student with Disabilities	40	23	9	521

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 fount at the AYP Web site at **http://www.cde.ca.gov/ta/ac/ay/**.

AYP Overall and by Criteria

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

AYP Criteria	School	District
Overall	No	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	No	No
Percent Proficient—Mathematics	No	No
API	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 3	Year 3
Number of Schools Currently in PI		13
Percent of Schools Currently in PI		46.4

Student Progress

Student progress is monitored by triad assessments, classroom assessments, and performance-based assessments. Students are given multiple opportunities in classes to demonstrate proficiency of the standards.

Information about student progress is shared at spring and fall orientations, at Staff Meetings, and at School Site Council Meetings. The newsletter and website are also sources where information on student progress is disseminated.

Instructional Planning and Scheduling:
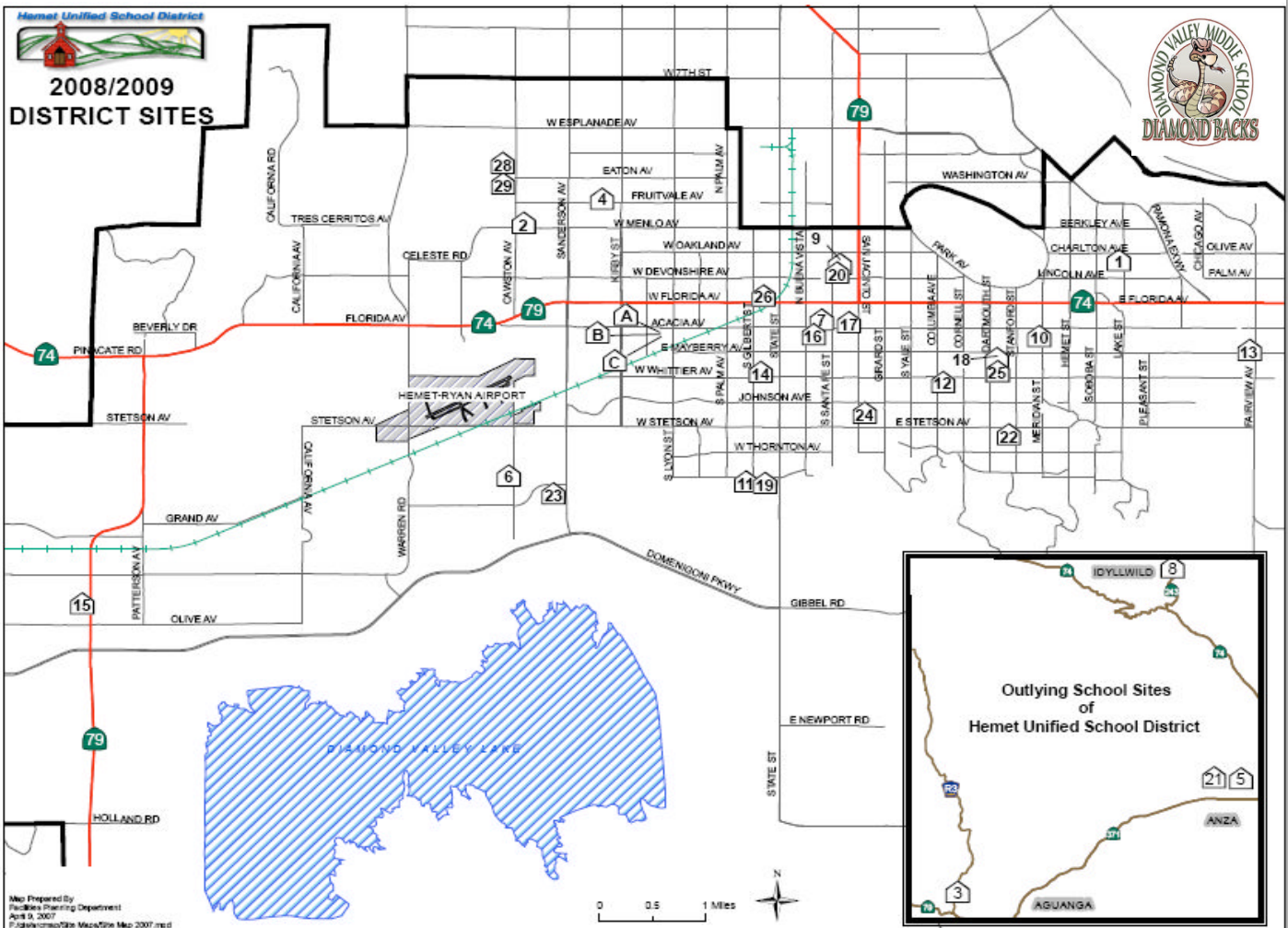
Professional Development

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.

Diamond Valley also provides opportunities for its Department Leaders to attend conferences relevant to state frameworks and curriculum changes. A mentor teacher assigned to Diamond Valley is instrumental in training teachers in the use of technology. School Improvement Program (SIP) monies are designated to train teachers in differentiated instruction, Multiple Intelligence's and various teaching strategies.

2008/2009 DISTRICT SITES

Outlying School Sites of Hemet Unified School District

Map Prepared By
Facilities Planning Department
April 9, 2007
F:\gis\crmap\Site Maps\Site Map 2007.mxd

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
McSweeny	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