



Diamond Valley Middle School

291 West Chambers Street • Hemet, CA 92543 • (951) 925-2899 • Grades 6-8

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<http://diamondvalley.hemetUSD.org/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Hemet Unified School District

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District Governing Board

Ms. Stacey Bailey
Mr. Rob Davis
Mrs. Megan Haley
Mr. Gene Hikel
Mr. Vic Scavarda
Mr. Patrick Searl
Mr. Ross Valenzuela

District Administration

Ms. Christi Barrett
Superintendent
Mr. Darel Hansen
**Assistant Superintendent
Human Resources**
Mr. Vince Christakos
**Assistant Superintendent
Business Services**
Mrs. Tracy Chambers
**Assistant Superintendent
Educational Services**

School Description

Vision Statement:

At Diamond Valley Middle School, our vision is for all students to be grade level proficient in all curricular areas and meet grade level college and career readiness benchmarks to meet the demands of the 21st Century.

Mission Statement:

Diamond Valley's mission is to accomplish our vision by: maintaining a positive safe school climate by proactive approaches to meet the needs of all students; bringing together stakeholders to work collaboratively for students; providing enriched learning experiences for all students; measuring all students' academic and behavioral growth and development in each grade level; and closing the achievement gap between highest performing and lowest performing subgroups.

Principal's Message:

On behalf of the entire Diamond Valley Middle School staff, I would like to welcome you to our middle School. We are proud of the academic achievements of our students. We have a HIGHLY CERTIFIED and SITE OF DISTINCTION AVID program in place for 6th, 7th and 8th graders. The focus of AVID is on the WICOR strategies – Writing, Inquiry, Collaboration, Organization and Reading to Learn to improve students' understanding of the learning process and future college success. Students learn life-long skills that will help them be college/career ready. As a Project Read Exemplary School, we are committed to improving read achievement scores by providing a reading focus curriculum, reading intervention program, and reading incentives. We are constantly looking for ways to improve and provide our students with the best possible learning environment. We have a primary goal of increasing parent participation and the school works closely with PTSA and ELAC to plan a variety of activities to help increase parent involvement, student achievement, and improve the culture of DVMS. We also have the WATCH D.O.G.S. program - Dads Of Great Students, which consists of mainly fathers and grand-fathers who volunteer on campus to help supervise and interact with our students.

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 a variety of assessments. We have all our students participate in NWEA's MAP assessment which provides us with RIT scores in the areas of Math and Reading. These scores are used to help guide instruction as well as to measure progress from year to year. Teachers also participate in Data Team meetings where they review the progress of their students on a monthly basis and work together to implement effective teaching strategies. Currently, we are implementing and developing an understanding of the new California Common Core State Standards (CCCSS) and our delivery model of Rigorous Curriculum Design (RCD). We are committed to fully implement a sustainable Positive Behavior Intervention Support system to support our students, parents and community. This is enabling us to establish and teach Universal Expectations for all students. It will also provide us with multi-tier behavior supports for students and a method by which to track data. Students can participate in elective programs such as ASB, Band, Choir, computer technology, and our award winning AVID program. These programs along with our UNITY Plus Forum, assist students during their middle school years of school to be successful and achieve their goals.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	353
Grade 7	368
Grade 8	352
Total Enrollment	1,073

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.4
Asian	1
Filipino	1.9
Hispanic or Latino	65.1
Native Hawaiian or Pacific Islander	0.3
White	17.8
Two or More Races	4.3
Socioeconomically Disadvantaged	87.1
English Learners	14.5
Students with Disabilities	19.3
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Diamond Valley Middle School	15-16	16-17	17-18
With Full Credential	42	40	44
Without Full Credential	3	7	4
Teaching Outside Subject Area of Competence	2	5	7
Hemet Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	1095
Without Full Credential	◆	◆	43
Teaching Outside Subject Area of Competence	◆	◆	120

Teacher Misassignments and Vacant Teacher Positions at this School			
Diamond Valley Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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, including English learners, 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.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/5/17 that each pupil in the district, including English learners, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Textbooks and Instructional Materials	
Year and month in which data were collected: September 5, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Now! V 2.0 - LitConn, Inc. Dec. 2006 Holt Literature & Lang Arts - Harcourt Brace May 2002 SRA/Reach Scholastic Read 180 - SRA/McGraw Hill .Scholastic, Inc. July 2005 Compass Learning - Odyssey June 2011 Percent of students lacking their own assigned textbook: 0%
Mathematics	McDougal Littell CA Math Course 1, Course 2, Algebra 1 - McDougal, Littell, a division of Houghton Mifflin June 2008 California Pre-Algebra - McDougal, Littell Publ Dec 2011 California Geometry - McDougal Littell June 2008 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011 Percent of students lacking their own assigned textbook: 0%
Science	Earth Science - Holt, Rinehart & Winston March 2001 Life Science - Holt, Rinehart & Winston March 2001 Physical Science - Holt, Rinehart & Winston March 2001 Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive! The Ancient World - Teachers' Curriculum Institute June 2007 History Alive! The Medieval World and Beyond - Teachers' Curriculum Institute June 2007 History Alive! The United States Through Industrialism - Teachers' Curriculum Institute June 2007 Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Decisions for Health - Holt, Rinehart & Winston July 2005 Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The school’s physical facility is well maintained. District personnel examine the school’s physical facility regularly 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, individual classroom teachers, and custodians. The pupils take pride in the appearance of their school. Safety drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks. The site continues to make improvements to school facilities and to ensure the safety of all stakeholders.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/22/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Rm 307: scratched/scuffed floor Rm 308: scratched/scuffed floor Rm 506: scratched/scuffed vinyl floor
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	24	31	37	36	48	48
Math	13	14	24	23	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	360	349	96.9	37.8
Male	178	173	97.2	38.2
Female	182	176	96.7	37.5
Black or African American	41	39	95.1	25.6
Hispanic or Latino	211	208	98.6	32.7
White	79	76	96.2	56.6
Two or More Races	11	10	90.9	40.0
Socioeconomically Disadvantaged	203	196	96.6	27.0
English Learners	27	25	92.6	8.0
Students with Disabilities	58	55	94.8	20.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	54	38	45	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.5	12.4	16.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,078	1,054	97.77	30.93
Male	544	533	97.98	22.14
Female	534	521	97.57	39.92
Black or African American	93	89	95.7	20.22
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	41.67
Filipino	16	15	93.75	60
Hispanic or Latino	704	690	98.01	28.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	195	190	97.44	39.47
Two or More Races	51	51	100	37.25
Socioeconomically Disadvantaged	925	906	97.95	28.7
English Learners	255	249	97.65	22.09
Students with Disabilities	207	201	97.1	6.47
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,076	1,058	98.33	13.61
Male	544	537	98.71	11.92
Female	532	521	97.93	15.36
Black or African American	92	87	94.57	6.9
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.67	27.27
Filipino	16	16	100	25
Hispanic or Latino	703	695	98.86	12.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	195	191	97.95	17.8
Two or More Races	51	51	100	19.61
Socioeconomically Disadvantaged	923	911	98.7	11.96
English Learners	256	255	99.61	6.27
Students with Disabilities	206	197	95.63	3.55
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, and school-wide carnivals.

Parents at Diamond Valley Middle School have numerous opportunities for parent involvement. Each year begins with Back To School Night where parents are invited to attend their children's classrooms and meet their teachers. In addition, parents are provided school information through the school website and Aeries which tracks attendance, grades, and classroom assignments. Parents participate in the Parent Teacher Student Association (PTSA), English Language Advisory Committee (ELAC) Watch DOGS, MOMS, and the School Site Council (SSC). Parents participate in school wide parent teacher conferences in the fall and in the spring. Parents also meet regularly with teachers, counselors, and the administration to support students in academic achievement. The site addresses the six areas of parent involvement through their comprehensive school plan. For more information, contact the site Principal, Robert Dominguez at (951) 925-2899.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

(1) Assessment of the current status of school crime committed on school campuses and at school-related functions.

(2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

- (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
- (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- (H) A safe and orderly environment conducive to learning at the school.
- (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
- (J) Schoolsite council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.
- (K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
- (L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.
- (M) The comprehensive school safety plan, written and updated by the schoolsite council or school safety planning committee on (2/8/16) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (2/23/16).

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	18.0	15.1	15.5
Expulsions Rate	0.6	0.7	0.9
District	2014-15	2015-16	2016-17
Suspensions Rate	6.9	6.3	7.0
Expulsions Rate	0.3	0.3	0.6
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	20	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.8
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	1.75
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	555

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	23	22	12	16	21	4	4	15	15	15	5
Mathematics	31	25	14	3	8	6	8	8	2	12	12	
Science	31	28	31	3	5	2	6	8	10	14	16	13
Social Science	33	33	28	2	2	4	7	5	12	13	14	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided by the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Teachers On Special Assignment (TOSA) provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the TOSAs provide a variety of district and site-based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment. Additionally, the TOSAs are now support the ten site-based Instructional Coaches that are located a various elementary and middle schools across the district.

During the 2016-2017 and 2017-2018 school year, HUSD has two non-student days that are for the purpose of professional development for all staff. A summer 3-day new teacher academy was offered in the 2017-2018 school year, for all new the HUSD teachers. Additionally, a new elementary math curriculum was adopted and teachers were provided two days of training during the summer.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,872	\$47,808
Mid-Range Teacher Salary	\$75,058	\$73,555
Highest Teacher Salary	\$101,205	\$95,850
Average Principal Salary (ES)	\$125,947	\$120,448
Average Principal Salary (MS)	\$131,097	\$125,592
Average Principal Salary (HS)	\$141,020	\$138,175
Superintendent Salary	\$246,921	\$264,457
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,971	1,128	4,843	73,137
District	♦	♦	5,834	77,020
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-18.6	-5.2
Percent Difference: School Site/ State			-30.3	-8.0

* Cells with ♦ do not require data.

Types of Services Funded

The SAFE (The ZONE) after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 171 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

Other programs being funded are: Music Programs, Athletic Programs, English 3D, Read 180/System 44, and AVID.

Title I

Provides additional support to students by providing additional counseling services, additional classroom supports, and tutoring programs both before and after school. Provides smaller class sizes by providing funding for 6th period assignments. It also provides additional classroom supplies and programs.

OTHER PROGRAMS

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

LCAP Supplemental Initiatives -- \$106,840
Supplemental/Concentration -- \$73,776
AVID - LCAP --\$49,358
Site Lottery -- \$26,258
Title I -- \$190,620
Spec Ed Local Asst -- \$183,461
ASES (After School Education & Safety) -- \$60,600
Special Education State/Local -- \$792,364
Other Local -- \$11,200

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.