



Western Center Academy

2345 Searl Parkway • Hemet, CA 92543 • 951-766-9030 • Grades 6-12

Mr. Paul Bailey, Principal

pbailey@hemetUSD.org

www.WesternCenterAcademy.com

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



Hemet Unified School District

1791 West Acacia Ave.
Hemet, CA 92545-3632
(951) 765-5100
www.hemetUSD.org

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

Western Center Academy (WCA) is a Hemet Unified School District sponsored charter school serving students in southwest Riverside County. The school's curriculum includes an integrated, inquiry based 6th - 12th grade curriculum closely aligned with California state and national standards in the core areas of science, math, English and social studies. Science, math and technology are thoroughly integrated across all curricular areas. The curriculum incorporates resources from the Western Science Center, regional education institutions and local nature preserves.

Mission Statement

Western Center Academy actively engages students in learning math, science and technology to prepare them for careers in a highly technical economy.

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	128
Grade 7	136
Grade 8	134
Grade 9	64
Grade 10	70
Grade 11	60
Grade 12	26
Total Enrollment	618

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1
Asian	4.5
Filipino	2.1
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	0.2
White	45
Two or More Races	5
Socioeconomically Disadvantaged	29.4
English Learners	1.8
Students with Disabilities	1.6
Foster Youth	0.3

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			
Western Center Academy	15-16	16-17	17-18
With Full Credential	18.4	22	23
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	7	10	10
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			
Western Center Academy	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 Holt Literature & Lang Arts - Harcourt Brace May 2003 SRA/Reach Scholastic Read 180 - SRA/McGraw Hill .Scholastic, Inc. July 2005 Compass Learning - Odyssey June 2011 Perrine's Literature: Structure, Sounds & Sense, Wadsworth Cengage Learning, June 2009
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 Algebra 1 - McDougal, Little Publ June 2008 California Geometry - McDougal Littell June 2008 Geometry, Concepts and Skills, McDougal Littell, June 2008 Algebra 2, McDougal Little, June 2008 Integrated Math I & II, McDougal, May 2004 PreCalcuu with Limits, 5th Ed., McDougal Littell, June 2008 Calculus of a Single Variable, McDougal Littell, June 2008 Trigonometry, 6th Ed., Turner, Brooks, Cole, June 2008 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011
Science	Earth Science - Holt, Rinehart & Winston March 2001 Life Science - Holt, Rinehart & Winston March 2001 Physical Science - Holt, Rinehart & Winston March 2001 California Earth Science, Prentice Hall, Holt, June 2008 California Life Science, Holt, June 2003 California Biology, Prentice Hall, June 2008 Holt Modern Chemistry, Holt, June 2008 Hole's Human Anatomy & Physiology, Glencoe McGraw Hill, June 2008 Holt Physics California Ed., Holt, June 2008 Astronomy Journey to the Cosmic Frontier, 5th Ed., Glencoe McGraw Hill, June 2008 Integrated Principles of Zoology, McGraw Hill, Jan 2006 Invitation to Computer Science, Pearson Education, Inc, Feb 2015 Biology, Addison Wesley, June 2009 Chemistry 9th Ed, AP, Cengage Learning, Nov 2013 College Physics: A Strategic Approach, Pearson, Feb 2015 Environment: The Science Behind the Stories, Pearson Education, Mar 2011

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
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 World Geography, McDougal Littell, June 2007 Prentice Hall Health Behavioral Health Science, Prentice Hall, Nov 2009 World History, The Modern World, Prentice Hall, June 2007 US History, Modern America, Prentice Hall, June 2007 Magruder's American Government, Prentice Hall, June 2007 Western Civilization, Thomas Learning, Inc., Jan 2006 Out of Many, A History of the American People, Pearson Publisher, June 2009 The Western Heritage, Pearson Education, June 2009 Stokstad Art History, Prentice Hall Pub, June 2009 American Government, Houghton Mifflin, Dec 2006 Economics, 7th Ed, Thompson, Dec 2006
Foreign Language	Deutsch Aktuell, 1, 2 & 3 - Paradigm Publ July 2001 Bon Voyage, French 1-3 - Glencoe McGraw Hill May 2013 Descubre, 2nd Ed. Level 1-3 - Vista Higher Learning November 2014 El Español para Nosotros 1 & 2 - Glencoe/McGraw Hill November 2014 Temas - Vista Higher Learning Nov 2014 Abriendo Puertas: Tomo I - McDougal Littell, Inc. June 2009 Abriendo Puertas: Tomo II - McDougal Littell, Inc. June 2009 AP Imaginez "Le Francais Sans Frontieres" - Vista Higher Learning Mar 2012 Aprenonos 2nd Edition - Wayside Publishing May 2014 Temas, Vista Higher Learning, Nov 2014 Abriendo Puertas: Tomo I, McDougal Littell, Inc, June 2009 Abriendo Puertas: Tomo II, McDougal Littell, Inc., June 2009 AP Imaginez "Le Francais Sans Frontieres" Vista Higher Learning, Mar 2012 Aprenonos 2nd Ed, Wayside Pub, May 2014
Health	Decisions for Health - Holt, Rinehart & Winston July 2005
Visual and Performing Arts	Music Appreciation - McGraw Hill Jan. 2006 Stage Makeup - Watson-Guptill Dec. 2001 Simply 3D - Micrografx April 2000 Human Geography, 1st Edition - McGraw-Hill Publishing Dec 2014 Music in Theory & Practice, Vol. I & II, 8th Edition - McGraw-Hill Publishing Dec. 2010
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Western Center Academy operates on the campuses of the Western Science Center and Metropolitan Water District Visitor Center.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2015

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/6/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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	93	90	37	36	48	48
Math	76	73	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.

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	98	97	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	8.9	22.2	42.2
9	9.7	17.7	37.1

* 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.

**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	185	183	98.9	96.7
Male	90	90	100.0	97.8
Female	95	93	97.9	95.7
Hispanic or Latino	62	61	98.4	95.1
White	101	100	99.0	97.0
Socioeconomically Disadvantaged	36	35	97.2	91.4

* 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.

**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	455	448	98.46	90.4
Male	235	229	97.45	92.58
Female	220	219	99.55	88.13
Black or African American	14	14	100	78.57
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	95
Filipino	--	--	--	--
Hispanic or Latino	181	179	98.9	88.27
White	202	199	98.51	90.95
Two or More Races	24	24	100	100
Socioeconomically Disadvantaged	132	131	99.24	87.02
English Learners	32	32	100	78.13
Students with Disabilities	--	--	--	--
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	455	446	98.02	73.32
Male	235	229	97.45	75.11
Female	220	217	98.64	71.43
Black or African American	14	14	100	71.43
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	95
Filipino	--	--	--	--
Hispanic or Latino	181	178	98.34	66.85
White	202	198	98.02	76.26
Two or More Races	24	24	100	79.17
Socioeconomically Disadvantaged	132	129	97.73	66.67
English Learners	32	32	100	56.25
Students with Disabilities	--	--	--	--
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)

Parents and family members are actively encouraged to volunteer and participate in classroom activities, chaperoning for field trips and providing help in the office. Western Center families are asked to volunteer throughout the school year in activities that support academic and social success for our students. Because of our unique partnership with the Western Science Center, WCA families may also volunteer their time during museum activities and events. Parent volunteers may contact our school office at 951-766-9030 for more information regarding school volunteer activities or Krystle Sibole at 951-791-0033, Ext. 224 for museum volunteer activities.

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 and was submitted to the District for approval pursuant to subdivision (a) of Section 32288.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.6	1.7	0.9
Expulsions Rate	0.0	0.0	0.2
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
First Year of Program Improvement		2004-2005
Year in Program Improvement		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	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	663

* 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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
6	32	32	32				20	20	20			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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	31	28	26		3	5	12	10	2		2	11
Mathematics	31	28	23		2	5	11	10	1			6
Science	31	30	28		2	4	16	12	7		6	12
Social Science	31	32	26			3	10	10	2		2	9

* 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/.

Types of Services Funded

Special Education State/Local (fund 06)-- \$45,042
 Supplemental/Concentration -- \$173,865
 Charter School Facilities -- \$791,843

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,083	83	9,000	79,191
District	♦	♦	5,834	77,020
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			54.3	2.8
Percent Difference: School Site/ State			36.9	0.0

* Cells with ♦ do not require data.

Lottery (Restricted) -- \$20,674
 Special Education State/Local -- \$258,543
 Spec Ed Mental Health -- (6512) \$31,814

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Western Center Academy	2013-14	2014-15	2015-16
Dropout Rate			
Graduation Rate			
Hemet Unified School District	2013-14	2014-15	2015-16
Dropout Rate			
Graduation Rate			
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	57.28
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts	1	♦
Foreign Language		♦
Mathematics	2	♦
Science	4	♦
Social Science	1	♦
All courses	9	18.3

Career Technical Education Programs

N/A

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.