



# Diamond Valley Middle School

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

Robert V. Dominguez, Principal

[rdominguez@hemetusd.org](mailto:rdominguez@hemetusd.org)

<http://diamondvalley.hemetusd.org>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Hemet Unified School District

1791 West Acacia Ave.  
Hemet, CA 92545-3632  
(951) 765-5100  
[www.hemetusd.org](http://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

Mrs. Christi Barrett  
**Superintendent**  
Mr. Darrin Watters  
**Deputy Superintendent  
Business Services**  
  
Mr. Darel Hansen  
**Assistant Superintendent  
Human Resources**  
  
Mrs. Tracy Chambers  
**Assistant Superintendent  
Educational Services**  
  
Dr. Karen Valdes  
**Assistant Superintendent  
Student Services**

### School Description

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. Diamond Valley's mission is to accomplish our vision by:

- 1) Maintaining a positive safe school climate by proactive approaches to meet the needs of all students;
- 2) Bringing together stakeholders to work collaboratively for students; '
- 3) Providing enriched learning experiences for all students in every classroom;
- 4) Measuring all students' academic and behavioral growth and development in each grade level; and,
- 5) 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 reading 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. Additionally, we reached out to parents of students with disabilities and African-American to provide additional opportunities to encourage parent participation in the education of these 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 (CCSS) 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	345
Grade 7	348
Grade 8	377
<b>Total Enrollment</b>	<b>1,070</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.4
Asian	0.9
Filipino	1.9
Hispanic or Latino	64.0
Native Hawaiian or Pacific Islander	0.4
White	18.5
Socioeconomically Disadvantaged	87.9
English Learners	12.6
Students with Disabilities	17.9
Foster Youth	0.5

## 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	16-17	17-18	18-19
<b>With Full Credential</b>	40	44	44
<b>Without Full Credential</b>	7	4	5
<b>Teaching Outside Subject Area of Competence</b>	5	7	6
Hemet Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	◆	◆	1098
<b>Without Full Credential</b>	◆	◆	40
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	118

Teacher Misassignments and Vacant Teacher Positions at this School			
Diamond Valley Middle School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* Note: "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 2018-19)

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 9/4/18 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:

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 4, 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	English Now! V 2.0 - LitConn, Inc. Dec. 2006 English 3D - Houghton Mifflin Harcourt June 2014 Holt Literature & Lang Arts - Harcourt Brace May 2002 Read 180/System 44 - Scholastic, Inc. July 2015 Compass Learning - Odyssey June 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Big Ideas - Cengage Learning June 2018 Algebra 1 - Houghton Mifflin Harcourt June 2018 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Earth Science - Holt, Rinehart & Winston March 2001 Life Science - Holt, Rinehart & Winston March 2001 Physical Science - Holt, Rinehart & Winston March 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Decisions for Health - Holt, Rinehart & Winston July 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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: 10/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Class 306: (6) Lights, (2) stained tiles Class 410: (1) Light Class 505: (1) Light Class 508: (1) Light MPR: (1) fixture out, (1) bulb
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Class 207: (2) stained tiles Class 606: Stained tile (3)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	31.0	23.0	36.0	36.0	48.0	50.0
Math	14.0	11.0	23.0	22.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.0	17.2	17.2

\* 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 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1065	1051	98.69	22.84
<b>Male</b>	531	523	98.49	14.34
<b>Female</b>	534	528	98.88	31.25
<b>Black or African American</b>	118	116	98.31	12.07
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	15	15	100.00	53.33
<b>Hispanic or Latino</b>	682	674	98.83	21.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	187	183	97.86	28.96
<b>Two or More Races</b>	46	46	100.00	34.78
<b>Socioeconomically Disadvantaged</b>	939	928	98.83	21.01
<b>English Learners</b>	273	269	98.53	13.01
<b>Students with Disabilities</b>	175	171	97.71	6.43
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1,064	1,053	98.97	10.54
Male	531	526	99.06	9.51
Female	533	527	98.87	11.57
Black or African American	117	115	98.29	2.61
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	40
Hispanic or Latino	682	677	99.27	10.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	187	183	97.86	14.75
Two or More Races	46	46	100	10.87
Socioeconomically Disadvantaged	939	930	99.04	9.68
English Learners	273	272	99.63	5.51
Students with Disabilities	173	169	97.69	1.18
Students Receiving Migrant Education Services	--	--	--	--
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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

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), African-American Committee for Academic Success, Special Education Parents Education Advisory Committee, 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	2015-16	2016-17	2017-18
Suspensions Rate	15.1	15.5	13.6
Expulsions Rate	0.7	0.9	0.8
District	2015-16	2016-17	2017-18
Suspensions Rate	6.3	7.0	6.4
Expulsions Rate	0.3	0.6	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	1.25
Resource Specialist (non-teaching)	20
Other	5
Average Number of Students per Staff Member	
Academic Counselor	552

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	22.0	21.0	16	21	21	4	15	11	15	5	9
Mathematics	25.0	14.0	24.0	8	6	11	8	2	7	12		13
Science	28.0	31.0	31.0	5	2	3	8	10	6	16	13	14
Social Science	33.0	28.0	32.0	2	4	1	5	12	6	14	7	13

\* 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 primary focus of the Professional Development Academy is supporting instruction of California State Standards and the new curriculum adoptions that have taken place during the past few years. The district's Educational Services 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.

The PDA also supports new teachers through our Center for Teacher Innovation (CTI) Induction Program, which provides intensive coaching and support in the inquiry process. Additionally, the TOSAs now support the ten site-based Instructional Coaches, located at designated elementary and middle schools across the district. A new teacher academy is offered for all new the HUSD teachers during the summer, and all elementary classroom teachers participated in training in the new ELA adoption (Benchmark Advanced), and our secondary Math teachers also participated in training for the newly adopted secondary math curriculum.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,620	\$47,903
Mid-Range Teacher Salary	\$76,184	\$74,481
Highest Teacher Salary	\$102,723	\$98,269
Average Principal Salary (ES)	\$125,540	\$123,495
Average Principal Salary (MS)	\$133,205	\$129,482
Average Principal Salary (HS)	\$142,286	\$142,414
Superintendent Salary	\$223,000	\$271,429
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The SAFE (The ZONE) after school program services students in grades 6 through 8 from the time the dismissal bell rings until 6:30 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 targeted student groups by providing additional counseling services, additional classroom supports, and tutoring programs both before and after school.

### 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 -- \$895,078  
 Site Supplemental -- \$54,669  
 LCAP AVID -- \$74,628  
 Site Lottery-- \$26,395  
 Title I -- \$147,547  
 ASES After Schl Prgms -- \$34,967

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,568	\$1,382	\$5,186	\$73,137
District	◆	◆	\$6,311	\$80,837
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-19.6	-10.0
Percent Difference: School Site/ State			-31.5	-9.9

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.