



# Hemet Elementary School

633 E. Kimball Ave. • Hemet, CA 92543 • • Grades

Dr. Kristi Watson, Principal

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## 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  
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www.hemetUSD.k12.ca.us

#### 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. 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

Hemet Elementary is currently in its second year being operational after an 8 year hiatus for reconstruction. We are currently in our 91st year and serve approximately 830 students in grades TK - 5. We are proud to be the first elementary school in the district to have a Two Way Dual Language Immersion program for Spanish. This began with 2 kindergarten classes in August of 2017 and will continue to expand by one grade level per year until we have a K-5 program. We are also the only elementary school with Project Lead The Way STEAM curriculum in grades TK - 5. Finally, we are also proud to be a school-wide AVID Elementary School. Our school is host to a STEAM lab, a site based instructional coaching center, a media center and each classroom is equipped with state of the art audio-visual support, Juno microphone voice projection systems and a 1:1 Chromebook ratio for all students. Our staff of approximately 60 members includes 53 certificated teachers and support staff with the rest being classified staff members to support administration, special education and the site facility.

Our site leadership team meets monthly and has worked with all stakeholders to develop the following mission, vision and core values:

**Mission:** At Hemet Elementary, we create a community that engages, empowers, and inspires scholars to achieve academic & social success through inquiry and discovery while celebrating cultural diversity.

**Vision:** Through data driven decision making, Hemet Elementary will develop scholars who are college/career ready, digitally innovative, and culturally aware. Eagle scholars will become productive citizens and life-long learners in our diverse 21st century world.

#### **Core Values**

**Respect:** We hold others in high regard  
**Responsibility:** We are trustworthy, reliable and accountable  
**Safety:** We demonstrate care for ourselves and each other  
**Empathy:** We believe everyone matters  
**Perseverance:** We value a growth mindset for all

## 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.

## 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			
Hemet Elementary School	16-17	17-18	18-19
With Full Credential		38	41
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Hemet Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1098
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	118

Teacher Misassignments and Vacant Teacher Positions at this School			
Hemet Elementary School	16-17	17-18	18-19
Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	1

\* 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 Benchmark Ready to Advance - Benchmark April 2018 Benchmark Advance - Benchmark April 2018 Benchmark Steps to Advance - Benchmark April 2018 Read 180/System 44 - Scholastic, Inc. July 2015 Imagine Learning English - Imagine Learning 2014 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) - Developmental Studies Center May 2013 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>	Eureka Math - Great Minds June 2017 MIND ST Math Program - MIND Research Institute October 2011 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>Science</b>	Harcourt Science California Edition - Harcourt Brace 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-Social Science for California - Pearson, Scott-Foresman 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>	Harcourt Health & Fitness - Harcourt, Inc. 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)

Hemet Elementary School opened its doors in 1927. During the months of September 1991 through March 1992, the school was remodeled under the State Refurbishing Program. The project enhanced the school as a landmark in Hemet. Campus security was enhanced by the installation of fencing and locking gates around the school perimeter.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 9/28/2018		
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	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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

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.

## 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)

Hemet Elementary has many opportunities for parent involvement. We host an active PTA, ELAC and School Site Council on campus. Our current plan includes funding to cover the costs associated with being a parent volunteer on campus. Additionally, several school community events are planned annually to welcome our families to come together and enjoy time with the Hemet El Family. These include teacher/parent conferences, Back to School Night, Open House, Family STEAM Night, Fall Festival, Parent support opportunities for literacy, AVID and technology learning and various grade level and fine arts performances. We host an active Integrated Systems Framework to support students needing further academic and/or behavioral intervention as well as a variety of active IEP teams.

### 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 9/14/17 and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on 9/15/17.

## 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	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

## 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 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	◆	◆	6,311	
State	◆	◆		
Percent Difference: School Site/District			-72.3	-9.9%
Percent Difference: School Site/ State			-73.6%	-11.4%

\* 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.

**Types of Services Funded**

Hemet Elementary School receives funding from LCFF Base and Supplemental funding, CA State Lottery Funds and Title One funding. LCFF Supplemental and Title One Funds are used to support students socio-emotional and academic growth. Supplemental curricula, instructional assistants, teacher professional development and extended day learning opportunities related to Science, Technology, Engineering, Arts and Math are all examples of the programs and services available to intervene and enhance our scholars learning opportunities.

LCAP Supplemental Initiatives -- \$339,854

Site Supplemental -- \$55,536

LCAP AVID -- \$16,028

Site Lottery -- \$14,860

Title I - \$126,744

**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.