



# Diamond Valley Middle School

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

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<https://diamondvalley.hemetusd.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 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

Dr. Christi Barrett  
**Superintendent**

Mr. Darrin Watters  
**Deputy Superintendent  
Business Services**

Dr. Derek Jindra  
**Assistant Superintendent  
Human Resources**

Ms. 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:

Welcome to Diamond Valley Middle School! Our staff is committed to making the school year an exciting and demanding one where each student is pushed to reach their full potential. The DVMS teaching staff is equipped with experience and fully trained to help support our students with the Common Core State Standards and the rigor that goes along with them. At DVMS we will foster and support a student-centered approach, which centers around the concept of a "Diamond Mind". It is our goal to help each student discover the treasure of learning and the value of being prepared to take on the challenges waiting for them after graduation. In each student lies a "Diamond Mind". We are excited to partner with you to help your child become more successful academically, socially and emotionally.

### School Profile:

At Diamond Valley Middle School, we will provide the essential components of a quality school program. Diamond Valley will be utilizing recently adopted SBE curriculum in ELA and Math to deliver high quality teaching and learning experiences. In addition, we will pilot new History curriculum, as well as utilize Rigorous Curriculum design units in science. DVMS is excited to offer before and after school tutoring every day for any student who needs support. In addition to providing academic support, we offer a variety of extracurricular activities to meet the interests of our student body, and we highly encourage all student to become involved.

Parents, we would like to personally encourage and challenge you to become actively involved in your child's middle school education. Research shows that your involvement will have a positive lasting impact. We welcome you to the DVMS family and encourage you to participate as often as possible. We are excited to launch our PTSA and are looking for parents that are willing to partner with us. For our non-English speaking parents, we offer an English Language Advisory Committee (ELAC) to help keep all parents informed and involved. If you are interested in the PTSA, ELAC, or volunteering, please stop by the office to sign up. There is no stronger team than staff, students, and parents working together to provide a safe, rigorous and meaningful education for our students!

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	371
Grade 7	360
Grade 8	353
<b>Total Enrollment</b>	<b>1,084</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.2
American Indian or Alaska Native	0.5
Asian	0.6
Filipino	1.1
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	0.3
White	17.4
Two or More Races	4.8
Socioeconomically Disadvantaged	90.5
English Learners	11.3
Students with Disabilities	16.4
Foster Youth	0.8
Homeless	3.6

## 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 for Diamond Valley	17-18	18-19	19-20
With Full Credential	44	44	41
Without Full Credential	4	5	3
Teaching Outside Subject Area of Competence	7	6	0

Teacher Credentials for Hemet Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	1057
Without Full Credential	♦	♦	35
Teaching Outside Subject Area of Competence	♦	♦	5

### Teacher Misassignments and Vacant Teacher Positions at Diamond Valley Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2019-20)

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 9/3/2019 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 3, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>California Collections - Houghton Mifflin Harcourt April 2019                      English 3D - Houghton Mifflin Harcourt June 2014                      Read 180/System 44 - Scholastic, Inc. July 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Big Ideas - Cengage Learning June 2018                      Algebra 1 - Houghton Mifflin Harcourt June 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>Earth Science - Holt, Rinehart &amp; Winston March 2001                      Life Science - Holt, Rinehart &amp; Winston March 2001                      Physical Science - Holt, Rinehart &amp; Winston March 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>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</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Health	<p>Decisions for Health - Holt, Rinehart &amp; Winston July 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

### 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: 10/2/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys Locker: 1 out of 2 hand dryers broken, missing exhaust vent, expired extinguisher
<b>Interior:</b> Interior Surfaces	Good	Classroom 603: 3 stained ceiling tiles, water off at sink (teachers request)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Classroom 306: 2 stained ceiling tiles and rust stains on floor
<b>Electrical:</b> Electrical	Good	Classroom 301: Floor outlet missing covers
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Boys Locker: 1 out of 2 hand dryers broken, missing exhaust vent, expired extinguisher Girls Locker: 2 light bulbs out, 1 loose toilet seat, expired extinguisher
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Boys Locker: 1 out of 2 hand dryers broken, missing exhaust vent, expired extinguisher Classroom 707: Extinguisher missing tag Girls Locker: 2 light bulbs out, 1 loose toilet seat, expired extinguisher Gym: Extinguisher missing tag MPR: 1 stained ceiling tile, extinguisher missing tag
<b>Structural:</b> Structural Damage, Roofs	Good	
<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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	23	31	36	37	50	50
Math	11	9	22	22	38	39

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	17.0	15.1	11.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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>
All Students	1077	1066	98.98	30.86
Male	543	539	99.26	24.49
Female	534	527	98.69	37.38
Black or African American	125	125	100.00	23.20
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.00	38.46
Hispanic or Latino	694	690	99.42	29.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	186	180	96.77	39.44
Two or More Races	46	45	97.83	35.56
Socioeconomically Disadvantaged	975	966	99.08	28.78
English Learners	274	274	100.00	17.15
Students with Disabilities	162	160	98.77	11.25
Foster Youth	12	12	100.00	33.33
Homeless	46	44	95.65	4.35

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 2018-19 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	1076	1060	98.51	8.59
Male	544	538	98.90	9.29
Female	532	522	98.12	7.87
Black or African American	124	123	99.19	2.44
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.00	38.46
Hispanic or Latino	693	685	98.85	8.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	187	181	96.79	8.84
Two or More Races	46	45	97.83	15.56
Socioeconomically Disadvantaged	974	960	98.56	7.61
English Learners	274	272	99.27	3.68
Students with Disabilities	162	159	98.15	1.26
Foster Youth	12	12	100.00	0.00
Homeless	46	43	93.48	6.52

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 2019-20)

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, 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 Parent Liaison, Angelica Avila-Sandoval 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 school-wide 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) School site 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 school site council or school safety planning committee on (12/18/19) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (2/4/19).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	15.5	13.6	7.1
Expulsions Rate	0.9	0.8	0.5

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.0	6.4	4.9
Expulsions Rate	0.6	0.3	0.4

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	542.0

\* 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.



**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

\* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	22	21	15	5	21	21	11	9	24	19	7	12
Mathematics	14	6	2		24	11	7	13	28	7	6	12
Science	31	2	10	13	31	3	6	14	33	2	3	16
Social Science	28	4	12	7	32	1	6	13	37		1	17

\* 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**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 support seven elementary site-based Instructional Coaches and eight secondary Math Coaches, located at designated schools across the district. A new teacher academy is offered for all new HUSD teachers during the summer, and all elementary classroom teachers participated in ongoing training which supports ELA and Math standards, and our secondary ELA teachers also participated in training for the newly adopted secondary ELA curriculum (Collections). Additional training and support are offered to Special Education Teachers, Science and History/Social Studies teachers.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$48,612
Mid-Range Teacher Salary	\$77,713	\$74,676
Highest Teacher Salary	\$104,786	\$99,791
Average Principal Salary (ES)	\$127,240	\$125,830
Average Principal Salary (MS)	\$129,756	\$131,167
Average Principal Salary (HS)	\$143,241	\$144,822
Superintendent Salary	\$223,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	34%
Administrative Salaries	6%	5%

\* 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**

Restricted funds are used to operate the SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards. Other restricted funds provide additional counseling staff and staff/materials for intervention for low performing students. Base /unrestricted revenue support professional development, technology, counselors, supplemental EL, math and reading support as well as athletics, music, STEAM and AVID programs.

**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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,894	\$1,394	\$5,500	\$74,669
District	N/A	N/A	\$6,871	\$82,190.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.2	-9.6
School Site/ State	-30.9	-9.8

Note: Cells with N/A values 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.