



Harmony Elementary School

1500 South Cawston St. • Hemet, CA 92545 • (951) 791-1830 • Grades K-5

Teresa McFarland, Principal

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<http://harmony.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
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District Governing Board

Ms. Stacey Bailey

Mr. Rob Davis

Mrs. Megan Haley

Mr. Gene Hikel

Mr. Vic Scavarda

Mr. Patrick Searl

Mr. Ross Valenzuela

District Administration

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**

Harmony's Mission Statement

It shall be the mission of Harmony Elementary School to engage and motivate all students to become invested in their own learning. It is our purpose to provide a variety of experiences, curricula, and activities that reach all learning modalities, backgrounds, and experiences. We will develop self-esteem, academic growth, and personal responsibility by providing a safe and nurturing learning environment for all students.

Harmony's Vision Statement

- To foster high expectations for academic achievement and responsible citizenship for all students.
- To provide an enriched curriculum aligned with California Curriculum Standards.
- To develop a sense of community with emphasis on mutual respect and observance of personal rights balanced with responsibility.

Principal's Message

Welcome to Harmony Elementary School! We take great pride in our school and believe that it is one of the finest elementary schools in the valley. Harmony has a very dedicated, highly qualified staff that is passionate about educating children. We are proud of our accomplishments. We have high expectations for our students and staff. Our staff operates as a Professional Learning Community and is always striving to improve and foster students that exceed academic standards. With our experienced staff and supportive parent/community, we believe that we will accomplish our goals.

Educating elementary children is greater than just teaching the academic standards. Our goal is to develop students emotionally, physically, and morally, as well. We plan to develop lifelong learners who, in future years, will contribute to their community. We implement the Positive Behavior Intervention Support System at our school.

School Profile

We have established many traditions and we have achieved academic success. Our school has received the Title I Academic Achievement Award. In addition, we are a California Distinguished School.

Harmony Elementary School is located on the western edge of the city of Hemet and is one of fifteen elementary schools within the Hemet Unified School District. Harmony serves a diverse community that primarily resides within walking distance of our school.

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 |
|-------------------------|--------------------|
| Kindergarten | 119 |
| Grade 1 | 109 |
| Grade 2 | 122 |
| Grade 3 | 145 |
| Grade 4 | 134 |
| Grade 5 | 109 |
| Total Enrollment | 738 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 11.9 |
| American Indian or Alaska Native | 0.4 |
| Asian | 1.6 |
| Filipino | 1.1 |
| Hispanic or Latino | 57 |
| White | 22.2 |
| Two or More Races | 5.7 |
| Socioeconomically Disadvantaged | 83.9 |
| English Learners | 8.1 |
| Students with Disabilities | 8.5 |
| Foster Youth | 0.9 |
| Homeless | 2.7 |

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 Harmony Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 39 | 35 | 34 |
| Without Full Credential | 0 | 1 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 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 Harmony Elementary 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 | 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 Adelante - Dual Immersion - Benchmark April 2018 Leveled Literacy Intervention – Heinemann November 2014 Read 180/System 44 - Scholastic, Inc. July 2015 Imagine Learning English - Imagine Learning 2014 Compass Learning - Odyssey June 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Eureka Math - Great Minds June 2017 MIND ST Math Program - MIND Research Institute October 2011 Compass Learning - Odyssey June 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Harcourt Science California Edition - Harcourt Brace March 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | History-Social Science for California - Pearson, Scott-Foresman June 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | Percent of students lacking their own assigned textbook: 0% |
| Health | Harcourt Health & Fitness - Harcourt, Inc. July 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Harmony School opened in the fall of 2003 and currently houses our 860 students in both permanent and modular classrooms. Students and staff take pride in the beauty and cleanliness of the school. Every classroom has adequate space and all the materials needed to ensure student success.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: **8/1/2019**

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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 | 46 | 43 | 36 | 37 | 50 | 50 |
| Math | 38 | 35 | 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 |
|-------------|--------|--------|--------|
| 5 | 19.1 | 23.6 | 14.5 |

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**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 395 | 392 | 99.24 | 42.86 |
| Male | 189 | 187 | 98.94 | 40.11 |
| Female | 206 | 205 | 99.51 | 45.37 |
| Black or African American | 43 | 42 | 97.67 | 21.43 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 227 | 225 | 99.12 | 43.11 |
| White | 94 | 94 | 100.00 | 48.94 |
| Two or More Races | 24 | 24 | 100.00 | 54.17 |
| Socioeconomically Disadvantaged | 337 | 334 | 99.11 | 42.81 |
| English Learners | 61 | 59 | 96.72 | 40.68 |
| Students with Disabilities | 45 | 45 | 100.00 | 6.67 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 16 | 16 | 100.00 | 0.00 |

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 | 395 | 391 | 98.99 | 35.29 |
| Male | 189 | 188 | 99.47 | 39.36 |
| Female | 206 | 203 | 98.54 | 31.53 |
| Black or African American | 43 | 41 | 95.35 | 19.51 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 227 | 225 | 99.12 | 36.89 |
| White | 94 | 94 | 100.00 | 34.04 |
| Two or More Races | 24 | 24 | 100.00 | 50.00 |
| Socioeconomically Disadvantaged | 337 | 333 | 98.81 | 33.33 |
| English Learners | 61 | 60 | 98.36 | 30.00 |
| Students with Disabilities | 45 | 45 | 100.00 | 6.67 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 16 | 15 | 93.75 | 6.25 |

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, named, "Hemet Family Festival," and the District Curriculum Council.

Harmony Elementary School values and welcomes volunteers on our campus. In accordance with Hemet Unified School District policy, volunteers have a current TB test and have their fingerprints on file with the district. The Volunteer Application Form may be obtained from our school office. Limited funds are available to volunteers to help defray the costs associated with the TB test and fingerprinting. We also have a "Watch Dog" program that we encourage our fathers to participate in. Dads have the chance to spend the day at our school volunteering and acting as a positive male role model for our students.

Harmony Leadership Team and Teachers have planned monthly Family Evenings throughout the year. A schedule of events appears in our school newsletters, school calendar, the school web site, and Facebook page. Harmony also has a parent liaison that works individually with parents and in small groups. She provides educational support to connect the student, parent, and teacher. She also provides professional development trainings for parents in the areas of technology, homework assistance, knowledge of our assessment systems such as MAP, SBAC, ELPAC, and DRA.

Harmony Administration also host parent informational meetings "Perks With the Principals" monthly, "Back to School Night" in the fall, and "Open House" in the spring.

Also, Harmony's Comprehensive School Plan addresses the six areas of parent involvement. For more information, contact the principal, Teresa McFarland at (951) 791-1830.

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 (1/30/19) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (2/13/19).

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 4.4 | 2.3 | 2.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| 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* | .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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.5 |
| Other | 2.6 |

* 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 Level | 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 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 22 | | 6 | | 24 | | 5 | | 24 | 1 | 4 | |
| 1 | 27 | | 5 | | 24 | | 5 | | 27 | | 4 | |
| 2 | 23 | | 5 | | 25 | | 5 | | 24 | | 5 | |
| 3 | 23 | | 5 | | 24 | | 5 | | 23 | | 6 | |
| 4 | 28 | | 6 | | 29 | | 4 | | 33 | | 1 | 3 |
| 5 | 27 | 1 | 4 | 1 | 24 | 2 | 5 | | 23 | 1 | 4 | |
| Other** | | | | | 6 | 1 | | | 4 | 1 | | |

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

** "Other" category is for multi-grade level classes.

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/.

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$7,337 | \$737 | \$6,601 | \$83,288 |
| 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 | -4.0 | 1.3 |
| School Site/ State | -12.8 | 1.1 |

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.

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 staff/materials for intervention for low performing students. Base /unrestricted revenue supports professional development, additional instructional time, technology, counselors, EL, math and reading intervention, as well as a music program.

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.