



# Dartmouth Middle School

41535 Mayberry Ave. • Hemet, CA 92544 • (951) 765-2550 • Grades 6-8

Mrs. Kristen Anderson, Principal

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<http://dartmouth.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

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

#### Mission Statement

Dartmouth Middle School is committed to challenging, nurturing, and supporting all students in their academic, social, and emotional development in preparation for college and career.

#### School Profile

Founded in September 1994, Dartmouth Middle School currently serves sixth, seventh, and eighth grade students. Dartmouth Middle School is located east of the city of Hemet in the unincorporated section of Riverside County. Dartmouth serves as the feeder middle school for two elementary schools located in east Hemet.

Dartmouth was named an AVID Demonstration School in 2016 and a California Distinguished School in 2005. We have a knowledgeable staff of teachers who are experts at working with middle school students. We implement AVID (Advancement Via Individual Determination) and PBIS (Positive Behavior Interventions and Supports) strategies school-wide. Dartmouth is working hard to provide rigorous instruction to students in all content areas. Teachers use formative assessment to guide their work and instructional decisions they make on behalf of students. The Dartmouth staff recognizes that students benefit from all types of supports and is proud to offer academic interventions, behavior supports and a wide variety of social emotional aids.

We take great pride in our school and the achievement of students. The Dartmouth staff is committed to excellence and collaborates weekly in order to answer the questions Professional Learning Communities four big questions of, "What do we want our students to know? How will we know if they've learned it? What will we do when they have? What will we do when they haven't?" Additionally, Dartmouth is proud to offer a wide range of after school clubs and athletic opportunities, giving students many different options to get involved in shaping the culture and community of the school. Dartmouth is grateful for the outstanding support of family and community members who regularly donate time, goods and/or finances to help the school offer a well balanced education for all 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	383
Grade 7	363
Grade 8	367
<b>Total Enrollment</b>	<b>1,113</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	0.9
Asian	0.4
Filipino	0.9
Hispanic or Latino	53.8
Native Hawaiian or Pacific Islander	0.3
White	36.6
Socioeconomically Disadvantaged	78.0
English Learners	10.1
Students with Disabilities	13.6
Foster Youth	0.6

## 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			
Dartmouth Middle School	16-17	17-18	18-19
With Full Credential	40	43	46
Without Full Credential	1	4	2
Teaching Outside Subject Area of Competence	2	5	5
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			
Dartmouth Middle School	16-17	17-18	18-19
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 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)**

Dartmouth Middle School opened its doors in 1994. Dartmouth Middle School facility promotes teaching and learning. 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: 9/24/2018		
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	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Outside Campus / Grounds:
<b>Electrical:</b> Electrical	Fair	MPR: Cove base need Replacing, Ceiling tiles dirty, Lamps out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<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	Poor	
<b>Overall Rating</b>	<b>Fair</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	38.0	34.0	36.0	36.0	48.0	50.0
Math	21.0	21.0	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	18.6	19.1	23.2

\* 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>	1104	1096	99.28	34.37
<b>Male</b>	564	559	99.11	26.30
<b>Female</b>	540	537	99.44	42.80
<b>Black or African American</b>	48	48	100.00	14.58
<b>American Indian or Alaska Native</b>	11	11	100.00	27.27
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	604	598	99.01	29.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	387	385	99.48	44.01
<b>Two or More Races</b>	39	39	100.00	28.21
<b>Socioeconomically Disadvantaged</b>	871	865	99.31	28.85
<b>English Learners</b>	200	199	99.50	14.57
<b>Students with Disabilities</b>	133	129	96.99	3.88
<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>
<b>All Students</b>	1,105	1,096	99.19	21.48
<b>Male</b>	565	559	98.94	19.86
<b>Female</b>	540	537	99.44	23.18
<b>Black or African American</b>	48	48	100	8.51
<b>American Indian or Alaska Native</b>	11	11	100	18.18
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	605	598	98.84	17.42
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	387	385	99.48	28.57
<b>Two or More Races</b>	39	39	100	15.38
<b>Socioeconomically Disadvantaged</b>	872	865	99.2	16.9
<b>English Learners</b>	200	199	99.5	8.59
<b>Students with Disabilities</b>	135	130	96.3	1.54
<b>Foster Youth</b>	--	--	--	--

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)**

Dartmouth Middle School wishes to partner with parents and families in their child's education. As such, DMS is proud to offer many ways to get involved in the school. At the site level, families are invited to attend regular awards assemblies, School Site Council Meetings (SSC), English Learner Advisory Committee (ELAC) meetings and Parent/Teacher/Student/ASB Alliance meetings. All meetings are offered in English and Spanish and childcare is provided where applicable. At an individual student level, parents are encouraged to attend Back to School Knight, Parent Conferences, Open House, Student Study Team (SST) meetings, Individualized Education Plan (IEP) meetings and get involved by volunteering in the classroom. Additionally, DMS holds several parent night's per year- topics range from providing academic support at home, to preparing for high school, and fun events, such as our Pie Night and Escape Room evenings. Parents are also encouraged to use the many online and digital resources available for checking student progress, grades and attendance such as Aeries Parent Portal and individual teacher's personal pages (Power School, Google Classroom, etc). Dartmouth has a parent center equipped with several computers, printers and access to staff to assist with their needs.

Hemet Unified School District also offers a full team to support the needs of families through the Parent Resource Center. Located at 26866 San Jacinto Street in Hemet, the Parent Resource center offers centralized trainings and has a full staff of English and Spanish speaking employees who are ready to answer questions and provide support. They know how to connect families to the resources they may need and are a valuable part of the school district. Other parent meetings held at the district level include, District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC) and LCAP Advisory Committee,

Dartmouth Middle School and Hemet Unified School District is always looking to work with families to offer support and gain valuable feedback on how to offer the best educational experience possible.

For more information, contact the site Principal, Kristen Anderson at (951) 765 - 2550.

**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**

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lock down drills are conducted as required. Additionally, the school has an assigned School Resource Officer (SRO). The key elements of the Comprehensive Safety Plan are listed below:

- (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:
  - (3) 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.
  - (4) 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.).
  - (5) 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.
  - (6) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
  - (7) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
  - (8) 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.
  - (9) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
  - (10) A safe and orderly environment conducive to learning at the school.
  - (11) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
  - (12) 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.
  - (13) 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.
  - (14) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.
  - (15) The comprehensive school safety plan, written and updated by the schoolsite council or school safety planning committee on (2/24/16) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (8/31/16).

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	6.0	8.4	11.8
<b>Expulsions Rate</b>	0.1	0.0	0.0
<b>District</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	6.3	7.0	6.4
<b>Expulsions Rate</b>	0.3	0.6	0.3
<b>State</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	3.7	3.7	3.5
<b>Expulsions Rate</b>	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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	570

\* 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	24.0	12	13	12	15	12	17	7	9	5
Mathematics	26.0	15.0	26.0	9	10	8	10		15	11	2	7
Science	30.0	29.0	31.0	3	3	2	8	9	9	11	11	12
Social Science	31.0	31.0	30.0	4	2	3	1	10	7	15	10	14

\* 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

To help ensure a quality education for all students, state and federal funding is provided for special programs to supplement the core instructional program provided by the school district.

#### SITE:

Dartmouth Middle School received the following Categorical Program/Supplemental funds in addition to \$122,220 of base funding, which can be used to provide the following services:

- \$491,266 LCAP Supplemental Initiatives for increased or improved services for Low Income Students, English Learners and Foster Youth. Actions and services are aligned to the District and Site goals.
- \$148,692 Title I for supplemental services and materials to assist students at risk of not meeting state academic standards
- \$ 31,037 Site Lottery used to supplement the base program
- \$ 39,412 LCAP - Site Athletics used to grow and develop athletic opportunities offered to all students at DMS
- \$ 82,185 LCAP - AVID
- \$ 49,847 ASES After School Prgms
- \$ 72,684 Site Supplemental

#### DISTRICT:

Hemet Unified School District LCAP has provided funding for the following services and programs:

- ZONE after school program
- Instrumental and Choral Music program
- Literacy Intervention via English 3D and Read 180/System 44
- Advancement Via Individual Determination (AVID)

### 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	7,007	1,543	5,465	75,696
District	◆	◆	6,311	\$80,837
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-14.4	-6.6
Percent Difference: School Site/ State			-26.4	-6.5

\* 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.