



Diamond Valley Middle School

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

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<http://diamondvalley.hemetUSD.org/>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Hemet Unified School District

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District Governing Board

Mrs. Marilyn Forst
Mr. Patrick Searl
Mrs. Megan Haley
Mr. Vic Scavarda
Mr. Jim Smith
Mr. Ross Valenzuela
Mr. Joe Wojcik

District Administration

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Superintendent
Dr. Barry L. Kayrell
Superintendent
Dr. David Horton
**Assistant Superintendent
Educational Services**

Dr. LaFaye Platter
**Deputy Superintendent
Human Resources**

Vince Christakos
**Assistant Superintendent
Business Services**

Mission Statement

As a Golden Bell Award winning AVID School, Diamond Valley Middle School, is focusing on AVID's mission of closing the achievement gap by preparing ALL students for college/career readiness and success in the 21st Century.

Principal's Message

On behalf of the entire Diamond Valley Middle School staff, I would like to welcome you to our middle School. We are proud of the academic achievements of our students. For the last 4 years one of our students has been the district's Spelling Bee winner. We have an award winning AVID program in place for 6th, 7th and 8th graders. The focus of AVID is on the WICOR strategies – Writing, Inquiry, Collaboration, Organization and Reading to Learn to improve students' understanding of the learning process and future college success. Students learn life-long skills that will help them be college/career ready. As a Project Read School, we are committed to improving read achievement scores by providing a reading focus curriculum, reading intervention program, and reading incentives. We are constantly looking for ways to improve and provide our students with the best possible learning environment. We have a primary goal of increasing parent participation and we the school works closely with PTSA to plan a variety of activities to help increase parent involvement, student achievement, and improve the culture of DVMS. We also have the WATCH D.O.G.S. program - Dads Of Great Students, which consists of mainly fathers and grand-fathers who volunteer on campus to help supervise and interact with our students.

School Profile

At Diamond Valley Middle School, we strive for academic excellence, exemplary citizenship, and personal pride. Academic growth is monitored throughout the school year using a variety of assessments. We have all our students participate in NWEA's MAP assessment which provides us with RIT scores in the areas of Math and Reading. These scores are used to help guide instruction as well as to measure progress from year to year. Teachers also participate in Data Team meetings where they review the progress of their students on a monthly basis and work together to implement effective teaching strategies. Currently, we are implementing and developing an understanding of the new California Common Core State Standards (CCSS) and our delivery model of Rigorous Curriculum Design (RCD). We are committed to fully implement a sustainable Positive Behavior Intervention Support system to support our students, parents and community. This is enabling us to establish and teach Universal Expectations for all students. It will also provide us with multi-tier behavior supports for students and a method by which to track data. Students can participate in elective programs such as ASB, Band, Choir, computer technology, and our award winning AVID program. These programs along with our UNITY Plus Forum, assist students during their middle school years of school to be successful and achieve their goals.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 21,157 students. Preschool centers at nine school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter high school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (951) 925-2899 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 6 | 375 |
| Grade 7 | 366 |
| Grade 8 | 372 |
| Total Enrollment | 1,113 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 11 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.9 |
| Filipino | 1.8 |
| Hispanic or Latino | 58 |
| Native Hawaiian or Pacific Islander | 0.7 |
| White | 23.3 |
| Two or More Races | 4 |
| Socioeconomically Disadvantaged | 88.1 |
| English Learners | 11.9 |
| Students with Disabilities | 16.3 |
| Foster Youth | 1.3 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|---|--------------|--------------|--------------|
| Diamond Valley Middle School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 39 | 41 | 42 |
| Without Full Credential | 1 | 2 | 3 |
| Teaching Outside Subject Area of Competence | 6 | 3 | 2 |
| Hemet Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 1061 |
| Without Full Credential | ♦ | ♦ | 17 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 57 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|--------------|--------------|--------------|
| Diamond Valley Middle School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 87.6 | 12.4 |
| Districtwide | | |
| All Schools | 96.5 | 3.5 |
| High-Poverty Schools | 96.4 | 3.6 |
| Low-Poverty Schools | 100.0 | 0.0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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, 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 9-1-15 that each pupil, including English learners, in the district in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

| Adopted Textbooks | | | | |
|------------------------------|---|--------------------------------------|---------------|--------------|
| | Grade Levels / Title | Publisher | Edition | Adopted |
| Reading/Language Arts | | | | |
| K-5 | Open Court Reading | SRA/McGraw Hill | 2002 | 5/02 |
| 6-8 | Holt Literature & Lang Arts | Harcourt Brace | 2003 | 5/02 |
| 9-12 | Holt Literature & Language Arts | Holt, Rinehart & Winston | 2003 | 6/03 |
| English Language Development | | | | |
| K-5 | English Now! V 2.0 | LitConn, Inc. | 2007 | 12/06 |
| 6-12 | English Now, V 2.0 | LitConn, Inc. | 2007 | 12/06 |
| 6-12 | High Point | National Geographic | 2001 | 6/05 |
| Mathematics | | | | |
| K-5 | Scott Foresman - Addison Wesley enVisionMath - California | Pearson Scott Foresman | 2010 | 6/08 |
| 6-8 | McDougal Littell CA Math Course 1, Course 2, Algebra 1 | McDougal, Littell (Houghton Mifflin) | 2008 | 6/08 |
| 8 | California Algebra Readiness | McDougal, Littell and Company | 2008 | 6/08 |
| 8 | California Pre-Algebra | McDougal, Littell and Company | 2008 | 12/11 |
| 8-12 | California Geometry | McDougal Littell | 2007 | 6/08 |
| 9-12 | Algebra 1 | McDougal, Littell | 2008 | 6/08 |
| 9-12 | Geometry, Concepts and Skills | McDougal Littell | 2005 | 6/08 |
| 9-12 | Algebra 2 | McDougal Littell | 2007 | 6/08 |
| 9-12 | Integrated Mathematics I & II | McDougal Littell | 2002 | 5/04 |
| 9-12 | PreCalculus with Limits, 5th Edition | McDougal Littell | 2008 | 6/08 |
| 13 | Calculus | Addison Wesley | 1999 | 6/99 |
| 13 | Trigonometry, 6th Edition | Turner, Brooks, Cole | 2008 | 6/08 |
| Social Science | | | | |
| K-5 | History-Social Science for California | Pearson, Scott-Foresman | 2006 | 6/07 |
| 6 | History Alive! The Ancient World | Teachers' Curriculum Institute | 2005 | 6/07 |
| 7 | History Alive! The Medieval World | Teachers' Curriculum Institute | 2005 | 6/07 |
| 8 | History Alive! The United States Through Industrialism | Teachers' Curriculum Institute | 2005 | 6/07 |
| 9 | World Geography | McDougal Littell | 2006 | 6/07 |
| 9 | Health | Prentice Hall | 2011 | 11/09 |
| 11 | World History, The Modern World | Prentice Hall | 2007 | 6/07 |
| 12 | US History, Modern America | Prentice Hall | 2008 | 6/07 |
| 13 | Magruder's American Government / American Govt. 10th E. (AP) | Prentice Hall Houghton Mifflin | 1992/1994 | 6/07 & 12/06 |
| 13 | Economics, Principles in Action Economics, 7th Ed. | Prentice Hall South-Western | 2001/20072005 | 6/07 & 12/06 |
| 13 | Western Civilization | Thomson Learning, Inc. | 2006 | 1/06 |
| Foreign Language | | | | |
| 6-8 | Dime! Uno | McDougal Littell | 1997 | |
| 9-12 | Deutsch Aktuell, 1, 2 & 3 | Paradigm Publications | 1998 | 7/01 |
| 9-12 | Bienvenue, French 1 | Glencoe | 1998 | 7/00 |
| 9-12 | A bord, French 2 | McDougal Littell | 2000 | 6/00 |
| 9-12 | En voyage, French 3 & 4 | McDougal Littell | 2003 | 6/27 |
| 9-12 | En español! 1 & 2 | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas - Antología de Literatura en Español, Tomo I (AP) | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas - Antología de Literatura en Español, Tomo II (AP) | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas (AP) | McDougal Littell | 2003 | 6/27 |

| Adopted Textbooks | | | | |
|--------------------------|---|--------------------------|---------|---------|
| Grade Levels / Title | | Publisher | Edition | Adopted |
| ----Science---- | | | | |
| K-5 | Harcourt Science California Edition | Harcourt Brace | 2001 | 3/01 |
| 6 | Earth Science | Holt, Rinehart & Winston | 2001 | 3/01 |
| 7 | Life Science | Holt, Rinehart & Winston | 2001 | 3/01 |
| 8 | Physical Science | Holt, Rinehart & Winston | 2001 | 3/01 |
| 9 | California Earth Science | Prentice Hall | 2006 | 6/08 |
| 10-12 | California Biology | Prentice Hall | 2007 | 6/08 |
| 10-12 | Hole's Human Anatomy & Physiology | Glenco McGraw Hill | 2010 | 6/08 |
| 10-12 | Holt Physics California Edition | Holt | 2007 | 6/08 |
| 12-13 | Holt Modern Chemistry | Holt | 2010 | 6/08 |
| 12-13 | Astronomy - Journey to The Cosmic Frontier, 5th Edition | Glenco McGraw Hill | 2008 | 6/08 |
| 12-13 | Integrated Principles of Zoology | McGraw Hill | 2006 | 1/06 |
| ----Health---- | | | | |
| K-5 | Health and Fitness | Harcourt, Inc. | 2006 | 7/05 |
| 6-8 | Decisions for Health | Holt, Rinehart & Winston | 2005 | 7/05 |
| Visual & Performing Arts | | | | |
| 9-12 | Music Appreciation | McGraw Hill | 2000 | 12/01 |
| 9-12 | Stage Makeup | Watson-Guptill | 1999 | 12/01 |
| 9-12 | Simply 3D | Micrografx | 1998 | 4/00 |

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.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: 10/14/2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | X | | | |

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], Science California Standards Tests); and
- The percentage of pupils 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

| 2014-15 CAASPP Results for All Students | | | |
|---|---|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 26 | 33 | 44 |
| Math | 13 | 22 | 33 |

* 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.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|---|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 50 | 47 | 54 | 47 | 48 | 45 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown 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.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 20.40 | 17.20 | 20.70 |

* 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.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 45 |
| All Student at the School | 54 |
| Male | 61 |
| Female | 50 |
| Black or African American | 44 |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 47 |
| Native Hawaiian or Pacific Islander | -- |
| White | 69 |
| Two or More Races | 45 |
| Socioeconomically Disadvantaged | 35 |
| English Learners | 12 |
| Students with Disabilities | 50 |
| Foster Youth | -- |

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 6 | 367 | 359 | 97.8 | 45 | 30 | 22 | 3 |
| | 7 | 370 | 362 | 97.8 | 53 | 24 | 18 | 4 |
| | 8 | 364 | 349 | 95.9 | 37 | 31 | 28 | 3 |
| Male | 6 | | 190 | 51.8 | 56 | 29 | 14 | 1 |
| | 7 | | 180 | 48.6 | 63 | 21 | 12 | 3 |
| | 8 | | 160 | 44.0 | 46 | 31 | 19 | 4 |
| Female | 6 | | 169 | 46.0 | 31 | 31 | 31 | 5 |
| | 7 | | 182 | 49.2 | 43 | 27 | 23 | 5 |
| | 8 | | 189 | 51.9 | 30 | 31 | 36 | 3 |
| Black or African American | 6 | | 39 | 10.6 | 54 | 36 | 10 | 0 |
| | 7 | | 44 | 11.9 | 57 | 27 | 16 | 0 |
| | 8 | | 33 | 9.1 | 61 | 27 | 12 | 0 |
| American Indian or Alaska Native | 6 | | 1 | 0.3 | -- | -- | -- | -- |
| | 7 | | 1 | 0.3 | -- | -- | -- | -- |
| | 8 | | 1 | 0.3 | -- | -- | -- | -- |
| Asian | 6 | | 2 | 0.5 | -- | -- | -- | -- |
| | 7 | | 2 | 0.5 | -- | -- | -- | -- |
| | 8 | | 6 | 1.6 | -- | -- | -- | -- |
| Filipino | 6 | | 7 | 1.9 | -- | -- | -- | -- |
| | 7 | | 6 | 1.6 | -- | -- | -- | -- |
| | 8 | | 7 | 1.9 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | | 215 | 58.6 | 45 | 29 | 23 | 3 |
| | 7 | | 212 | 57.3 | 58 | 24 | 17 | 1 |
| | 8 | | 201 | 55.2 | 40 | 32 | 25 | 1 |
| Native Hawaiian or Pacific Islander | 6 | | 3 | 0.8 | -- | -- | -- | -- |
| | 7 | | 4 | 1.1 | -- | -- | -- | -- |
| | 8 | | 2 | 0.5 | -- | -- | -- | -- |
| White | 6 | | 75 | 20.4 | 43 | 32 | 20 | 4 |
| | 7 | | 84 | 22.7 | 40 | 25 | 20 | 13 |
| | 8 | | 87 | 23.9 | 24 | 30 | 41 | 5 |
| Two or More Races | 6 | | 17 | 4.6 | 53 | 29 | 18 | 0 |
| | 7 | | 9 | 2.4 | -- | -- | -- | -- |
| | 8 | | 12 | 3.3 | 33 | 33 | 33 | 0 |
| Socioeconomically Disadvantaged | 6 | | 317 | 86.4 | 46 | 31 | 20 | 2 |
| | 7 | | 314 | 84.9 | 56 | 23 | 16 | 4 |

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 8 | | 288 | 79.1 | 40 | 31 | 26 | 3 |
| English Learners | 6 | | 43 | 11.7 | 79 | 19 | 2 | 0 |
| | 7 | | 42 | 11.4 | 86 | 10 | 0 | 0 |
| | 8 | | 23 | 6.3 | 78 | 17 | 4 | 0 |
| Students with Disabilities | 6 | | 64 | 17.4 | 91 | 6 | 3 | 0 |
| | 7 | | 49 | 13.2 | 86 | 12 | 0 | 2 |
| | 8 | | 48 | 13.2 | 75 | 17 | 8 | 0 |
| Foster Youth | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 6 | 367 | 360 | 98.1 | 56 | 29 | 11 | 3 |
| | 7 | 370 | 362 | 97.8 | 62 | 27 | 8 | 2 |
| | 8 | 364 | 344 | 94.5 | 59 | 24 | 12 | 4 |
| Male | 6 | | 190 | 51.8 | 62 | 28 | 8 | 1 |
| | 7 | | 179 | 48.4 | 66 | 22 | 8 | 3 |
| | 8 | | 156 | 42.9 | 63 | 22 | 11 | 4 |
| Female | 6 | | 170 | 46.3 | 50 | 31 | 14 | 5 |
| | 7 | | 183 | 49.5 | 58 | 32 | 9 | 1 |
| | 8 | | 188 | 51.6 | 56 | 26 | 13 | 5 |
| Black or African American | 6 | | 40 | 10.9 | 63 | 25 | 5 | 3 |
| | 7 | | 45 | 12.2 | 73 | 20 | 4 | 2 |
| | 8 | | 33 | 9.1 | 73 | 24 | 3 | 0 |
| American Indian or Alaska Native | 6 | | 1 | 0.3 | -- | -- | -- | -- |
| | 7 | | 1 | 0.3 | -- | -- | -- | -- |
| | 8 | | 1 | 0.3 | -- | -- | -- | -- |
| Asian | 6 | | 2 | 0.5 | -- | -- | -- | -- |
| | 7 | | 2 | 0.5 | -- | -- | -- | -- |
| | 8 | | 6 | 1.6 | -- | -- | -- | -- |
| Filipino | 6 | | 7 | 1.9 | -- | -- | -- | -- |

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 7 | | 6 | 1.6 | -- | -- | -- | -- |
| | 8 | | 7 | 1.9 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | | 215 | 58.6 | 55 | 30 | 11 | 3 |
| | 7 | | 211 | 57.0 | 68 | 23 | 7 | 1 |
| | 8 | | 197 | 54.1 | 67 | 19 | 11 | 3 |
| Native Hawaiian or Pacific Islander | 6 | | 3 | 0.8 | -- | -- | -- | -- |
| | 7 | | 4 | 1.1 | -- | -- | -- | -- |
| | 8 | | 2 | 0.5 | -- | -- | -- | -- |
| White | 6 | | 76 | 20.7 | 55 | 32 | 12 | 1 |
| | 7 | | 83 | 22.4 | 42 | 41 | 14 | 2 |
| | 8 | | 86 | 23.6 | 41 | 35 | 19 | 6 |
| Two or More Races | 6 | | 16 | 4.4 | 69 | 25 | 6 | 0 |
| | 7 | | 10 | 2.7 | -- | -- | -- | -- |
| | 8 | | 12 | 3.3 | 67 | 33 | 0 | 0 |
| Socioeconomically Disadvantaged | 6 | | 317 | 86.4 | 58 | 29 | 10 | 2 |
| | 7 | | 313 | 84.6 | 65 | 25 | 7 | 2 |
| | 8 | | 284 | 78.0 | 63 | 24 | 10 | 3 |
| English Learners | 6 | | 43 | 11.7 | 86 | 14 | 0 | 0 |
| | 7 | | 41 | 11.1 | 93 | 7 | 0 | 0 |
| | 8 | | 23 | 6.3 | 83 | 13 | 0 | 0 |
| Students with Disabilities | 6 | | 64 | 17.4 | 89 | 8 | 2 | 0 |
| | 7 | | 48 | 13.0 | 94 | 2 | 2 | 2 |
| | 8 | | 47 | 12.9 | 91 | 6 | 0 | 2 |
| Foster Youth | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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 Posada," and the District Curriculum Council.

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) Watch DOGS, MOMS, and the School Site Council (SSC). Parents participate in school wide parent teacher conferences in the fall and in the spring. Parents also meet regularly with teachers, counselors, and the administration to support students in academic achievement. The site addresses the six areas of parent involvement through their comprehensive school plan. For more information, contact the site Principal, Robert Dominguez at (951) 925-2899.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Board approved: October 8, 2014

Per Board Policy 0450 and Education Code 32288, the school safety plan shall take into account the school’s staffing, available resources, and building design, as well as other factors unique to the site. Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286). Each school shall forward the safety plan to the Board for approval. (Education Code 32288). The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting. A copy of the Safe School Plan is available at the school site.

The Comprehensive Safe School Plan includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5.

A clean, safe, and secure teaching and learning environment is the highest priority to administration and staff at DVMS. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks. Supervision is assigned with the maximum coverage before and after school and during lunches. All members of the school's safety team are utilize radio communications with administrators and each other. The Riverside Sheriff and Hemet Fire Departments respond quickly to calls for assistance. School gates are closed right after the morning bell rings and opened when school lets out. All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are provided with a visitor badge to wear while on school grounds. They must return to sign out at the office at the end of their visit.

The school’s physical facility is well maintained. District personnel periodically 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 and individual classroom teachers, custodians and administration. The pupils take pride in the appearance of their school.

The ZONE after school program offers both academic, enrichment and positive behavior support from the end of the school day until 6 p.m. each day school is in session.

| Suspensions and Expulsions | | | |
|-----------------------------------|----------------|----------------|----------------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 12.86 | 13.00 | 17.99 |
| Expulsions Rate | 0.14 | 0.37 | 0.64 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 6.90 | 7.29 | 6.95 |
| Expulsions Rate | 0.26 | 0.23 | 0.34 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2006-2007 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 20 | |
| Percent of Schools Currently in Program Improvement | 80.0 | |

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 29 | 29 | 26 | 7 | 7 | 12 | 3 | 1 | 4 | 16 | 18 | 15 |
| Math | 29 | 30 | 31 | 5 | 5 | 3 | 5 | 4 | 8 | 14 | 16 | 12 |
| Science | 33 | 33 | 31 | 4 | 3 | 3 | 2 | 2 | 6 | 16 | 17 | 14 |
| SS | 36 | 32 | 33 | 2 | 4 | 2 | 1 | 3 | 7 | 17 | 16 | 13 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| 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 | 0.20 |
| Speech/Language/Hearing Specialist | 1.5 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 542 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through 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 focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$44,161 | \$43,165 |
| Mid-Range Teacher Salary | \$66,464 | \$68,574 |
| Highest Teacher Salary | \$87,860 | \$89,146 |
| Average Principal Salary (ES) | \$118,248 | \$111,129 |
| Average Principal Salary (MS) | \$127,067 | \$116,569 |
| Average Principal Salary (HS) | \$135,629 | \$127,448 |
| Superintendent Salary | \$227,058 | \$234,382 |
| Percent of District Budget | | |
| Teacher Salaries | 37% | 38% |
| 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$4,658 | \$1,096 | \$3,562 | \$64,143 |
| District | ◆ | ◆ | \$4,324 | \$71,130 |
| State | ◆ | ◆ | \$5,348 | \$72,971 |
| Percent Difference: School Site/District | | | -17.6 | -6.7 |
| Percent Difference: School Site/ State | | | -24.1 | -7.5 |

* Cells with ◆ do not require data.

Types of Services Funded

The SAFE (The ZONE) after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 171 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

Other programs being funded are: Music Programs, Athletic Programs, English 3D, Read 180/System 44, AVID

Title I

Provides additional support to students by providing additional counseling services, additional classroom supplies, and tutoring programs both before and after school. Provides smaller class sizes by providing funding for 6th period assignments. It also provides additional classroom supplies and programs.

OTHER PROGRAMS

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

- Supplemental/Concentration -- \$77,210
- Site Lottery -- \$21,691
- Title I -- \$209,802
- Spec Ed Local Asst -- \$170,213
- ASES (After School Education & Safety) -- \$54,665
- Special Education State/Local -- \$678,891

Common Core State Standards/Technology: \$58,267
Other Local -- \$9,400

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.