

Hewes Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Hewes Middle School
Street	13232 Hewes Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 730-7348
Principal	Eric Kilian
Email Address	ekilian@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us/hewes
County-District-School (CDS) Code	30-73643-6030621

Entity	Contact Information
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
Email Address	gfranklin@tustin.k12.ca.us
Website	https://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Hewes Mission is to maximize student learning and personal responsibility through a rigorous curriculum, a respectful environment, and the collaborative efforts of staff, students and parents to acquire 21st century skills necessary to prepare our students for a global community. In our 53rd year, Hewes embraces our mantra: Rich Past. Bold Future.

At Hewes Middle School, our vision is founded in our understanding that middle school students are unique and are undergoing major changes in all aspects of their development. We believe that a positive Hewes Middle School experience is vital to a child's desire to continue in education, the development of his/her self-esteem, and the achievement of his/her full potential. It is with this philosophy that Hewes Middle School employs a comprehensive, multifaceted process for developing and communicating a common vision for our students. Our mantra is Hewes: Rich past. Bold future. Our two main focuses at Hewes this year are further progress in Writer's Workshop, and MTSS Tier 2 support enhancement. Still, we work to build momentum in all departments such as our CPM Math implementation and refinement, and further enhancing our robust electives programs that feature school of the arts type courses and CTE Pathway development in a variety of courses.

Each year, the vision process takes on many forms. Hewes will strive to ensure that all students will be able to think critically, communicate effectively, pursue creativity and work in collaborative teams which will be enhanced through the use of technology. It is naturally non-linear and complex, mirroring the unique characteristics of the student body and the learning needs of individual students. Hewes' School Site Council (SSC), Professional Learning Communities (PLCs), PTA, English Language Advisory Committee (ELAC), GATE, Associated Student Body (ASB), K-12 Subject Area Council Meetings (SAC), Positive Behavior Intervention Systems (PBIS) Committee, Tutorial Committee, and Leadership Teams are the established fundamental collaborative teams who work with the staff to ensure that Hewes' learning is focused on maximizing learning for all students. These collaborative teams work together on a monthly basis to clarify the intended outcomes of each grade level and ensure the implementation of a common core curriculum. The common core curriculum will ensure that all courses provide rigor, innovation and written explanations. This rigor will provide knowledge built-in reflection while allowing students to build relationships which ensures that all learning is relevant. Hewes is a WASC Accredited School, recently receiving the highest rating of 6 year review (from last spring committee visit) and is a California Gold Ribbon School as well. Hewes is also working with Stanford's "Challenge Success" program to further reflect on best practices and to work to reduce student stress and anxiety while increasing their connectedness and enjoyment while at school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	352
Grade 7	330
Grade 8	321
Total Enrollment	1,003

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	8.4
Filipino	1
Hispanic or Latino	33.8
Native Hawaiian or Pacific Islander	0.2
White	50.4
Two or More Races	5.3
Socioeconomically Disadvantaged	26
English Learners	4.3
Students with Disabilities	8.9
Homeless	0.1

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	40	38	913
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	3	2	2	48

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	3	2	2
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)

Year and month in which data were collected: September 2019

On September 9, 2019, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks</p> <p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption in 2003. Currently we are piloting 2 new curriculum to be considered for adoption.</p> <p>Supplemental Textbooks and Materials</p> <p>National Geographic Inside (2008) is used as a supplemental material with English Language Learners.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks</p> <p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. CPM Core Connections – Course 1, 2, and 3 (2013), Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6, and Course 2: Pre-Algebra (2008), McGraw Hill Glencoe Algebra 1 (2018), and McGraw Hill Glencoe Geometry (2018) are the adopted textbooks for middle school Mathematics.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>State-Adopted Textbooks</p> <p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks</p> <p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston World History – Ancient Civilizations (2006), World History – Medieval to Early Modern Times (2006), and U. S. History – Independence to 1914 (2006) are the state adopted textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	<p>State-Adopted Textbooks</p> <p>Textbooks for Spanish, French, and exploration foreign language instruction are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Adelante (1999) and En Camino (1999) are the state adopted Spanish textbooks for the District. Glencoe/McGraw Hill Bienvenue (1998) and Prentice Hall Bon Voyage (2001) are the state adopted French textbooks for the District.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
Health	<p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in middle school. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.</p>	Yes	0%
Visual and Performing Arts	Supplemental Textbooks and Materials	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Hewes facility, although forty-nine years old, reflects a caring and nurturing environment. Often compared to a Hacienda, classrooms encircle the central quad areas where students, staff and parent volunteers gather outside of instructional periods. Though well protected from outside intrusion, the campus in itself provides a sense of openness that invites interaction and involvement.

As a result of the passage of TUSD's 2004 Measure G, Hewes Middle School underwent major renovations. During this renovation, Hewes received a new roof, exterior doors, drinking fountains, concrete walkways, paint, handicap railings, and upgraded staff, student and physical education bathrooms. Also, with the passage of TUSD's 2008 Measure L, Hewes Middle School had a new gym that opened in November of 2012. This new facility is an Activity Center which is approximately 13,000 thousand square feet and includes a lobby, gymnasium/multipurpose area, sports flooring, retractable bleachers, storage space, restrooms, performance area, and two adjoining classrooms. The Hewes PTA has also funded many projects including new signage, bottle filling stations, and collaborative furniture

As a result of Measure S, Hewes, underwent renovations to 5 science classrooms during the summer of 2014 to make them more modern. New electrical systems, technology stations and all new student furniture and teacher storage were added, making the rooms look like new.

Hewes's physical environment is a priority to all members within this learning community. Each year Hewes PTA's Campus Beautification program and ASB raise thousands of dollars to add trees, benches, seating areas, umbrellas, drought-tolerant planters, and bottle filling station water fountains. Several Eagle Scout projects have also added to the overall enhancement of the campus grounds. These ongoing beautification efforts have greatly enhanced the Hewes campus appearance including drought tolerant gardens.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/23/19

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	69	67	63	62	50	50
Mathematics (grades 3-8 and 11)	64	64	53	53	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	992	970	97.78	2.22	66.56
Male	519	508	97.88	2.12	62.33
Female	473	462	97.67	2.33	71.21
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	84	82	97.62	2.38	85.37
Filipino	--	--	--	--	--
Hispanic or Latino	332	327	98.49	1.51	52.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	504	489	97.02	2.98	72.19
Two or More Races	54	54	100.00	0.00	77.78
Socioeconomically Disadvantaged	266	262	98.50	1.50	45.59
English Learners	120	119	99.17	0.83	38.98
Students with Disabilities	91	83	91.21	8.79	22.89
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	992	969	97.68	2.32	63.88
Male	519	507	97.69	2.31	62.72
Female	473	462	97.67	2.33	65.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	84	82	97.62	2.38	89.02
Filipino	--	--	--	--	--
Hispanic or Latino	332	325	97.89	2.11	45.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	504	490	97.22	2.78	71.22
Two or More Races	54	54	100.00	0.00	75.93
Socioeconomically Disadvantaged	266	261	98.12	1.88	37.93
English Learners	120	118	98.33	1.67	32.20
Students with Disabilities	91	82	90.11	9.89	24.39
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	12.5	24.3	52.0

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.

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)

There are many opportunities in the district for parental involvement through participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Parents at the school participate in activities such as one of 25 PTA Executive chair positions, volunteering on campus such as "Fun Fridays" or running our student store and several volunteering opportunities in the classroom such as STEM Lab support, leading Junior Great Book reading groups, "Author's Celebrations" in class and chaperoning dances. We also offer parents computer skills training as desired through our ELAC committee.

For more information on how to become involved at the school, please contact our PTA at www.Hewespta.org or call our front office at 714-730-7348.

One of the strongest elements of the Hewes culture is the connection between school and community. Hewes has an invitational climate where students, family and staff are frequently invited to become meaningful contributors to the school learning environment. Hewes PTA excels in supporting school wide academic and enrichment programs through thousands of volunteer hours and fundraising events. Hewes PTA opens its doors to hundreds of parents by offering over forty board and chair positions on the PTA Board. Parent education programs are offered as many as five times per year and we encourage all parents to volunteer in some capacity during their student's time at Hewes Middle School including topics on Technology use and Cyber Safety.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.3	4.3	4.2	2.8	2.7	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.4	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date Last Reviewed by School Site Council (SSC): 10/14/19

Date Updated and Approved by SSC: 10/14/19

Date Discussed by Staff: 8/7/19

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

Hewes Middle School works continually on maintaining a safe environment for students and staff. Through monthly safety committee meetings with campus supervisors, custodians, academic/at-risk counselors, and the assistant principal, potential concerns and evaluation of campus safety are practiced routinely. Ongoing staff discussions regarding classroom safety, supervision and the Hewes progressive discipline program for students are revisited annually and revised as necessary.

Communication with parents and students is essential to the maintenance of a safe campus. Hewes Middle School is committed to keeping a safe and orderly environment on the campus and within the community. In order to continue improving upon this commitment, data from the California Healthy Kids Survey, input from the Parent Teacher Association, SSC/ELAC and GATE committees, along with discipline records are used to develop and publish the 2017-18 school year objectives and goals.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	30	4	8	12	29	3	9	11	30	4	3	15
Mathematics	26	5	14	8	27	5	9	11	27	4	13	8
Science	29	2	15	10	30	1	13	10	33		8	15
Social Science	29	3	8	12	28	3	9	11	31	3	3	15

*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.

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

Title	Ratio
Academic Counselors*	1003.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,066	\$2,589	\$7,478	\$88,902
District	N/A	N/A	\$7,934	\$86,495.00
Percent Difference - School Site and District	N/A	N/A	-5.9	7.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-19.8	13.3

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 (Fiscal Year 2018-19)

In addition to base funding, Hewes Middle School receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The base and supplemental funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Hewes Middle School values ongoing staff development to improve instructional practices resulting in student mastery of the California state standards. In order to support school-wide best teaching practices and strategies, multiple staff development opportunities in the areas of AVID, STEM, School-Wide Writing, Technology and iPad integration, Thinking Maps, ELD Strategies, and professional development opportunities in math. ELD Instruction sections have been provided and supported through all funding categories (LCFF - ELL, General).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,636	\$48,612
Mid-Range Teacher Salary	\$83,297	\$74,676
Highest Teacher Salary	\$110,872	\$99,791
Average Principal Salary (Elementary)	\$139,850	\$125,830
Average Principal Salary (Middle)	\$158,854	\$131,167
Average Principal Salary (High)	\$162,561	\$144,822
Superintendent Salary	\$329,796	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

Hewes Middle School faculty members attend several district-wide professional development days, including optional trainings. These professional development opportunities are provided on an annual basis for all teachers. Input from teachers provides the focus for the topics in staff development. Educational Services coordinates all training, facilities, and speakers.

In addition to TUSD's professional development opportunities, Hewes Middle School provides ongoing professional development opportunities that support the school's overall vision. Hewes faculty members receive staff development in the areas of AVID, Common Core, ELD Instruction, Illuminate Data Systems, Professional Learning Communities, Technology, Thinking Maps, TUSD Connect Coach, and digital learning tools such as Pear Deck, Actively Learn, and Google Classroom. Further, teachers work with Connect Coaches and ELD Coaches to get coaching in meeting the needs of diverse learners to enhance learning. School-wide, each department has set specific SMART goals to support writing across the curriculum and in support of "TUSD Writers." The format we are further working in is CER (Claim Evidence Reasoning). Our past three focuses (with a TUSD Connect lens: rigorous standards, engaging teaching strategies, utilizing technology)- 2016-17 was Reading for Depth in all subject areas, 2017-18 was the launch of a focus in school-wide writing to demonstrate critical thinking, and 2019-20 continues to focus on school-wide writing with a narrowed focus of refining the Claim, Evidence, Reasoning format. This work continues to be sharpened through PLC's and PD.

Hewes has also been WASC accredited and we have 2 teachers that teach STEM that recently completed their CTE credentials (Career and Technical Pathways). We additionally have four more teachers working on their CTE credentials currently. We have added 6th grade STEM to our elective wheel as well. In all, Hewes offers 14 different CTE Pathway courses ranging from Video Production, Theater Arts, to Woodshop Engineering, Design and Fabrication. Also, Hewes Middle School was a National AVID Demonstration Site in the past which requires a team of teachers and administrative team to attend a three-day AVID Summer Institute. This staff development ensures school-wide implementation of AVID strategies and consistent implementation of best teaching practices.