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Grades K-5

De Anza Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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About This School

School's Mission Statement

"Together we will successfully build student's full potential by doing whatever it takes."

School's Vision Statement

Empowering each student to achieve his/her dreams.

Principal's Message

De Anza Elementary is committed to preparing all our students for College and Career! Although college seems far away while the children are in elementary school, time will pass by, and we want every student to be prepared to make whatever choice they want to achieve their future goals. During the 2019-2020 school year, we will focus on literacy, critical thinking, building a deep understanding of mathematical concepts and STEAM (Science, Technology, Engineering, Arts, Math). Every classroom will continue implementing AVID (Advancement Via Individual Determination) to better prepare them for middle school, high school, and college. We begin in kindergarten to teach them essential skills in the areas of Writing, Inquiry, Collaboration, Organization and Reading. As a school, we are continuing a focus on STEAM (Science, Technology, Engineering, Art, Math) to prepare our students for future college and career opportunities better. The students also have access to a Makerspace in our library where they can be creative with technology, Lego's, art, and more! We are excited to begin this school year with every classroom being 1:1 with Chromebooks so students will have the opportunity to show their learning through Google and our curriculum components.

One of the essential aspects of De Anza is our positive culture. In the 2019-20 school year, we will be implementing some changes to enhance our school campus. The first change is the implementation of a house system. The house system is designed to promote unity, provide students opportunities to connect across grade levels, promote core character traits, and create a sense of pride. De Anza will have Four Houses, yet we are One Family. Our Houses are:

- Kuamua--Swahili for Determined
- Honestidad--Spanish for Honest
- Qwichá--AAntum--Luiseño for Compassionate
- Quantum--Latin for Respect

All students and staff will be divided into four houses, and students will remain in their house their entire time at De Anza. Students will have the opportunity to participate in House Fridays which is where they promote the pride of their house, learn unique skills, and celebrate the house point leaders for each week.

For our school culture to thrive, we also believe in holding students accountable for high expectations academically and behaviorally. We focus on teaching and modeling the rules and expectations of the school. De Anza has implemented PBIS (Positive Behavioral Interventions and Support) which focuses on instructing behavior skills, focusing on the positive behaviors, and providing interventions to increase student success behaviorally and academically. All of the expectations fit within three categories: Be Safe, Be Responsible, and Be Respectful. Please review these with your children throughout the year. We ask the students to assess their behaviors by asking themselves if their decisions are safe, responsible, and respectful for themselves and others. We are combining our current PBIS system with a strong responsive behavior system that is very focused on specific behaviors: intentionally off-task, disrespect towards anyone on campus, not keeping hands/feet/objects to themselves, and inappropriate language/gesture/picture. Our goal is to teach students how essential behaviors are to follow while also allowing them to learn from mistakes and make rights for their wrongs.

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Finally, we believe a strong partnership between school and home is crucial to student success. We hope you will become involved in the school by volunteering, joining PTA or other parent groups, and attending family events. We also have a quarterly Coffee with the Principal, School Site Council, and English Learner Advisory Council, which we invite you to come to hear updates and share ideas with us. We ask that you maintain communication with your child's teacher throughout the year and ask your child daily what he/she learned about in school. Working together as a team, I know your child will have the best year yet at De Anza Elementary!

School Description

De Anza Elementary School and its educational community are committed to an educational partnership where everyone will champion commitment, respect, empowerment, encouragement, kindness, self-respect, innovation, diversity, and excellence. The staff is dedicated to positively impacting each student by providing high-quality educational programs that fully develop students' academic and problem-solving skills as well as their social and cultural awareness. We strive to meet the needs of everyone through:

- A rigorous Common Core instructional program for all students with teacher-created units of study that are continuously improving
- An outstanding instructional and support staff
- Staff participation in continued professional development and training
- Outstanding educational leadership and effective supervision
- A safe, orderly and supportive teaching and learning environment
- Accountability to the public through frequent assessment of students and programs assisting children in attaining their optimal physical and intellectual development
- Involving the community in a cooperative working relationship.

Striving towards excellence is an on-going process at De Anza Elementary School. We work together with all stakeholders helping students become well-rounded learners where they are valued as members of the De Anza Elementary School family, and each child sitting in a chair in the classroom matters. To this end, we will continue to use standards-based curriculum and assessment to provide a strong base for our instructional program. We are a PBIS (Positive Behavioral Intervention Support) school, and we aspire to cultivate integrity, honesty, perseverance, and courage within each student as they reach for academic and personal excellence. We focus on intervention and tailor our instruction and support to teach the child while also focusing on the individual needs of students who need more support behaviorally, socially, and emotionally so they become more engaged in learning. De Anza staff and students invite the community to partner with us in preparing today's students to succeed in tomorrow's world.

Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	98
Grade 1	117
Grade 2	128
Grade 3	107
Grade 4	112
Grade 5	126
Total Enrollment	688

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.7%
American Indian or Alaska Native	2.3%
Asian	0.6%
Filipino	1.2%
Hispanic or Latino	69.6%
Native Hawaiian or Pacific Islander	0.3%
White	16.3%
Two or More Races	3.1%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.7%
English Learners	21.1%
Students with Disabilities	15.3%
Foster Youth	0.9%
Homeless	1.3%

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data:

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



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Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2017-18	2018-19	2019-20	2019-20
With Full Credential	31	32	36	499
Without Full Credential	1	0	1	22
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2017-18	2018-19	2019-20
Misassignments of Teachers of EL	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 (EL).

Specialized Services

Our school provides educational services to assist Title I students, English Language Learners, Special Education, and GATE differentiated instruction so that students are continually

learning techniques to assist all students in their classes. We also have aides to assist students further. We have used Title I funds to assist in purchasing instructional materials for intervention programs, which are researched-based programs that promote high performance and learning for all students.

The goal for students at De Anza Elementary School who have special needs is that they participate as successful learners in the regular school program. Several supplementary services are provided to help attain this goal. These include the English Language Learner Program, the Student Study Team, resource specialist services, speech services, and other specialized programs. De Anza Elementary School has an Outstanding After-School Instruction and Safety (OASIS) program that operates until 6:00 p.m.

Gifted and Talented Education Program (GATE) - The GATE program serves students in grades three through five. GATE students receive specialized instruction in the regular classroom. Students may occasionally participate in special activities. The District uses a multi-step process for GATE identification. The process begins with a GATE screening in third grade. All teachers are highly qualified to teach advanced learners who qualify for GATE, and instruction is differentiated to challenge them in their areas of strength.

English Learner Program—All students not yet fluent in English participate in English Language Development. We strive to provide all English Learners with the skills to be successful in all classes. We offer increased visual, auditory, kinesthetic, and technologically enhanced instruction to differentiate to students' language levels, giving them maximum opportunities to read, write, listen, and speak during instructional minutes

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2019-20)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2019-20 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on September 10, 2019.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, Inc.—The World of Wonders (TK) <i>Wonders—K-5</i>	2016 2016	Yes Yes	0% 0%
Mathematics	Great Minds, LLC Eureka Math	2019	Yes	0%
Science	Accelerate Learning—StemScopes (K-5)		Yes	0%
History-Social Science	McGraw Hill-Impact (K-5) McGraw-Hill Impacto (K-5)	2018 2018	Yes Yes	0% 0%
Foreign Language/Intervention	Curriculum Associates: I-Ready (ELA/Math Intervention) Imagine Learning (Supplemental) Online Program (Grades 1-2, Optional K) Imagine Learning	2015	Yes	0%
Health	Sparks PE	2015	Yes	0%
Visual & Performing Arts	Pearson Education – Silver Burdett Music (Online) JW Pepper (Band Books) – Traditions of Excellence JW Pepper (Band Books) – Essential Elements	2016	Yes	0%

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daily. English Learners receive specific English Language Development instruction for 30 minutes every day in addition to the specialized strategies teachers use throughout the day to provide access to the curriculum.

Special Education Program—Students with mild to severe learning disabilities may be entitled to individual education plans. Students enrolled in Special Education at De Anza are either in a full-day Special Education class or meet regularly with a Special Education teacher who provides specialized individual and small-group instruction based on the student's Individualized Education Plan (IEP).

School Facilities

School Facility Conditions and Planned Improvements

De Anza Elementary School opened its doors on July 1, 1988. Every classroom has adequate space, and all the materials needed to ensure student success. We have 35 highly qualified teachers with classrooms that are designed with print-rich texts on walls, learning resources, technology, and realia that allow students to be critical thinkers and problem solvers with resources regularly at their fingertips. We use parent, student, and staff surveys twice a year to gather feedback from all stakeholders, support LCAP goals one and two, to continuously improve the safety and curb appeal of our school. During the school year, our district conducts two sweep week facility upgrades where facilities and maintenance workers come to our school and work on work orders and beautification, which is driven by survey data and reports to our staff. We take great pride in our school grounds and continuously work on improving systems to minimize trash and rid the campus or grounds of obsolete materials to make our campus safe and organized for students.

De Anza Elementary staff and students take pride in the school and facilities. Together, students and staff provide a safe, clean, and attractive environment, which fosters learning and a positive attitude toward school. The campus includes over 24 general education classrooms, learning center, pre-school, and STEAM lab as well as Special Education classes. In addition to office areas, De Anza has a sizeable multi-purpose cafeteria, library, health office, and three educational service rooms

Maintenance and Repair

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. Regular and corrective maintenance is handled on a priority daily basis and emergencies are handled immediately.

Cleaning Process and Schedule

Our campus is clean, safe, and structurally sound. The campus is checked daily by staff for safety and a monthly site inspection checklist is completed by site staff. Students share the responsibility of maintaining the cleanliness of the campus. All rooms are cleaned daily, with major repairs completed as necessary.

The District makes great effort 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. The results of this survey are available at the school office or at the District Office Maintenance & Operations Office.

School Facility Good Repair Status (School Year 2019-20)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The most recent inspection took place August 30, 2019.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No deficiencies found at the time of inspection.
Interior: Interior Surfaces	X			No deficiencies found at the time of inspection.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No deficiencies found at the time of inspection.
Electrical: Electrical	X			No deficiencies found at the time of inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No deficiencies found at the time of inspection.
Safety: Fire Safety, Hazardous Materials	X			No deficiencies found at the time of inspection.
Structural: Structural Damage, Roofs	X			No deficiencies found at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No deficiencies found at the time of inspection.
Overall Rating	Exemplary	Good	Fair	Poor
	100%			

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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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
ELA/Literacy	42%	37%	37%	38%	50%	50%
Mathematics	30%	30%	23%	25%	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.

CAASPP Assessment Results by Student Group

ELA test results 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 for ELA by Student Groups, Grades 3-5—2018-19

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	363	98.91%	1.09%	37.19%
Male	192	189	98.44%	1.56%	31.75%
Female	175	174	99.43%	0.57%	43.10%
Black or African American	26	26	100.00%	0.00%	15.38%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	252	250	99.21%	0.79%	36.80%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	60	58	96.67%	3.33%	46.55%
Two or More Races	14	14	100.00%	0.00%	71.43%
Socioeconomically Disadvantaged	309	307	99.35%	0.65%	35.83%
English Learners	113	113	100.00%	0.00%	37.17%
Students with Disabilities	66	64	96.97%	3.03%	10.94%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless				--	

Note: CAASPP assessment 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.

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CAASPP Assessment Results-Test Results for Mathematics by Student Groups, Grades 3-5—2018-19

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	363	98.91%	1.09%	37.19%
Male	192	189	98.44%	1.56%	31.75%
Female	175	174	99.43%	0.57%	43.10%
Black or African American	26	26	100.00%	0.00%	15.38%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	252	250	99.21%	0.79%	36.80%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	60	58	96.67%	3.33%	46.55%
Two or More Races	14	14	100.00%	0.00%	71.43%
Socioeconomically Disadvantaged	309	307	99.35%	0.65%	35.83%
English Learners	113	113	100.00%	0.00%	37.17%
Students with Disabilities	66	64	96.97%	3.03%	10.94%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless				--	

Note: CAASPP assessment 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.

California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (2018-19)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the [CDE PFT web page](#).

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	22.4%	13.4%	11.2%

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

Contact Person: Patricia Moreno

Phone Number: (951) 654-4777

Parent involvement has become one of the most important facets of De Anza's growth. We have strong PTA involvement at our school and boast a healthy number of parent volunteers in the classroom and office. De Anza has a Parent Center on campus for parents to volunteer to complete projects for teachers or the school. A District Parent Center is available for parents to volunteer and works with the Parent Liaison

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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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state for the most recent three-year period.

	School		
	2016-17	2017-18	2018-19
Suspensions	1.8%	0.9%	1.7%
Expulsions	0.0%	0.0%	0.0%
	District		
	2016-17	2017-18	2018-19
Suspensions	3.5%	2.7%	3.4%
Expulsions	0.1%	0.0%	0.1%
	State		
	2016-17	2017-18	2018-19
Suspensions	3.6%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%



School Safety

SB187 Safety Plan

Date the plan was last updated: February 2019

Date the plan was last reviewed with staff: March 2019

The plan is updated multiple times throughout the year, and the current plan focused on increasing student safety, increasing positive student peer relations, creating and maintaining a PBIS environment, decreasing the threat of physical violence and physical violence, and improving drop-off and pick up before and after school.

The Comprehensive Safe School Plan includes data regarding 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, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock-down procedures. A copy of the plan is available for inspection by the public at each school.

Our school and grounds are very safe. Staff members monitor the campus before school, after school, and during breaks. Our discipline policies curtail fighting and bullying. Students and staff regularly participate in emergency preparedness drills to ensure their safety in the event of an emergency. The safety plan is developed with input from local agencies and the school community. The plan is reviewed and approved by the School Site Council (SSC) and presented at several awareness sessions.

Other SARC Information

Average Class Size and Class Size Distribution

The average class size is calculated by dividing the number of students enrolled in classes, excluding Special Education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Grade Level	2016-17			2017-18			2018-19		
	Avg. Class Size	Number of Classes*		Avg. Class Size	Number of Classes*		Avg. Class Size	Number of Classes*	
		1-20	21-32		33+	1-20		21-32	33+
Kindergarten	27.0	1	3	19.0	2	4	21.0	1	4
Grade 1	29.0		3	27.0		4	28.0		4
Grade 2	25.0		4	31.0		3	28.0		4
Grade 3	25.0		4	26.0		4	26.0		4
Grade 4	26.0		4	26.0		4	26.0		4
Grade 5	28.0		4	25.0	1	4	26.0	1	4
Other	0.0			9.0	1		13.0	2	

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

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Academic Counselors and Other Support Staff

The following table lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school in our district.

Title	Number of FTEs* Assigned to the School
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Services Staff (paraprofessional)	1.0
Nurse	0.2
Psychologist	0.6
Speech/Language/Hearing Specialist	1.6

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

School Finance

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

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$12,073	\$3,484	\$8,589	\$83,628
District			\$8,715	\$81,442
State			\$7,507	\$78,059
Percent Difference: School/District			(1%)	3%
Percent Difference: School/State			14%	7%

- Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,927	\$49,084
Mid-Range Teacher Salary	\$79,345	\$76,091
Highest Teacher Salary	\$103,436	\$95,728
Average Principal Salary (Elementary)	\$130,017	\$118,990
Average Principal Salary (Middle)	\$138,193	\$125,674
Average Principal Salary (High)	\$139,135	\$137,589
Superintendent Salary	\$207,388	\$230,096
Percent of District Budget		
Teacher Salaries	35.0%	35.0%
Administrative Salaries	6.0%	6.0%

Other Funding (2018-19)

Funding is provided through special programs to supplement the core instructional program provided by the school district.

Program	Amount	Total
Title I	\$124,618	
After School Education & Safety (ASES)	\$131,018	\$255,636

Professional Development

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

The San Jacinto Unified School District provides all certificated and classified staff members with ongoing professional development to enhance employee knowledge and skills. This is directly connected to our mission statement, which is *SJUSD provides equity and access to ensure every student achieves high levels of learning while developing cultural responsiveness and social responsibility*. As a team, we are building a "culture of learning" together as teams. Our focus lies in building highly effective collaborative teams through the emphasis on professional learning communities. Administrators, teachers, counselors, and classified staff are provided with research-based professional development activities based on student performance data and the needs of school sites and employees. SJUSD is focused on the goal of building a Multi-Tiered System of Supports through actively participating in highly effective professional learning community teams. All team members are provided learning in the "what," "how," and "why" of MTSS and

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PLC. We are focused on learning about how mindset can impact our teamwork and our results. This learning starts at our District Professional Learning Community (District Leadership) and then connects to Admin PLC (Site Leadership) and then Site Guiding Coalition Teams (Grade level/Department Leadership). We are committed to building our Site Guiding Coalition PLC Teams so that all teams have clarity on how to utilize the four essential questions of PLC to ensure all students are learning at high levels and getting what they need when they need it. These Site Guiding Coalition trainings have been utilized to provide workshop opportunities to develop the skills of key teacher-leaders at all school sites, which in turn provides direct professional development training sessions to their respective school sites. Solution Tree has partnered with the San Jacinto Unified School District to train all team members on each PLC cohort whether it's DPLC, Admin PLC, or Guiding Coalition PLC on the three "big ideas" of PLC being a focus on learning, building a collaborative culture, and a focus on results. In the learning regarding the creation and implementation of Professional Learning Communities, we are centered around these four essential questions: What do we expect our students to learn? How do we know that they have learned it? What will we do if they don't learn it? What will we do if they do learn it? This should guide the teamwork that occurs across our district. Solution Tree also has provided PLC coaching for sites to all on-site PD surrounded their specific needs in building highly effective collaborative teams to meet the needs of all students so that they are learning at high levels consistently. SJUSD is focused on ensuring continuous improvement using highly effective systemic practices such as PLC, MTSS, and Teacher Clarity Modules districtwide. The strategies are to be utilized equitably to ensure that highly effective teams are created throughout the district to support every student.

SJUSD professional development activities are focused on building content knowledge and adding to the teacher toolbelt in developing and researching research-based best instructional practices. For instance, this includes a focus on building highly effective across all content areas and continuing the work centered around building literacy across all content areas. These PD opportunities have been provided for all teachers districtwide. This opportunity, presented by Dr. Douglas Fisher and Nancy Frey, will continue to be a primary focus of professional development to support students in developing the literacy skills necessary to be successful beyond high school. The focus is centered around the nine 'Teacher Clarity Playbook Modules.' These nine modules contain high impact strategies as to how to plan instructional components with intention and purpose to ensure we are creating a rigorous standard aligned instructional program based on research-based best practices. School site team members were able to choose two modules from the "Teacher Clarity Playbook." Each of the thirteen school sites in San Jacinto Unified have been able to bring three different teachers four times a year to be the "site specialists" in the specific targeted area from the modules requiring a deep understanding of the Common Core State Standards, how to

plan learning progressions/intentions, the process for developing success criteria, the implementation of various types of learning walks, and developing assessment capable learners through teacher clarity. Throughout this, as a district, we have reiterated our continued focus on building alignment and coherence implementing high yield instructional focus areas *such as*; clear purpose statements (CO-LO-SO), the gradual release instructional model, text-dependent questions, close reading strategies, and collaborative conversations. Team members are ensuring that they are working toward collaborating around the Fisher, Frey premise of the 'Teacher Clarity' connected to planning lessons based on the CCSS and ensuring high levels of learning for students. The models demand that teachers are planning with a purpose, cultivating a learning climate, instructing with attention, assessing with a system, and implementing student learning. Upon completion of each training session, these site team members are to bring their learning alongside their administration to teach other guiding coalition and team members during their Friday professional learning community learning opportunities.

A primary emphasis at the Elementary Level has been the use of Balanced Literacy, more specifically Early Literacy at the K-2 level. All Transitional Kindergarten, Kindergarten, First grade, and Second Grade team members will be meeting after school four times a year to collaborate on the key elements of building a cohesive literacy program in their classroom. The elements of Balanced Literacy include: Read Aloud, Shared Reading, Guided Reading, Independent Reading, Word Study, and Writing which is crucial for this initiative work. As a TK-2 team, they will also be focused on the curricular and instructional components of core literacy (phonemic awareness, phonics, fluency, comprehension, vocabulary). These are essential to ensure students are proficient readers by age 8-9 years old. It is essential to focus on the development of critical skills to support reading metacognition for students. Also, Balanced Literacy supports the district's focus on Focused Intentional Teaching and close and scaffolded reading instruction. A significant component of the professional development plan is the collaboration and planning session for all teachers throughout the district to build and create alignment. There are currently multiple opportunities throughout the school year, where all content level teachers receive release days for training and collaboration with colleagues in job-alike assignments. This has provided the opportunity for teachers to share best practices and to revisit the curriculum.

Focused training on CCSS mathematics is ongoing. The teachers have adopted curricula for each grade level, i.e., elementary, middle school, and high school. Training in these materials has been provided to all teachers. Teachers benefit from a professional development plan which emphasizes the Standards for Mathematical Practice (SMP) with structured collaboration time. Coaching and support are provided to teachers by district Math TOSAs to support effective math instruction that is aligned to the California Math Framework. Instructional strategies such as Number Talks, Concept Attainment, and 3Reads.

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Understanding grade-level standards and fluency expectations are a high priority as we support teachers in this understanding and instructional practice. There is ongoing math training centered around the implementation of Eureka Math, Illustrative Math, and MVP Math.

Professional development in the area of NGSS has been a targeted and strategic process starting with middle school and high school teachers and the elementary level. High school teachers examined the suggested course models and have selected a 3-year course model which is NGSS Biology, NGSS Physical Science, and NGSS Earth & Space Science. Middle School teachers examined and decided on the integrated instructional model vs. the discipline-specific instructional model. Middle school teachers have worked extensively to develop an understanding of the integrated concepts for their grade levels, participating in standards crosswalks that compare CST standards to NGSS, and teachers have begun in-depth work of following the state-approved framework which outlines suggested units and lessons. Middle School teachers have begun integrating these concepts into their current curriculum and instructional plan. This year elementary team members are now in the implementation phase of NGSS with district NGSS committee meetings throughout the year, where teachers are guided in the implementation of and training with NGSS. Elementary teachers will continue their work in the NGSS with the implementation and discovery with the STEMscopes curriculum. This year we are focused on working strategically with a K-12 science cohort which will go through a focused science curriculum adoption process. This process is designed so that teams from K-12 grade levels can dig into NGSS standards, focused criteria, and rubric to pilot then eventually choose a stellar NGSS aligned curriculum for elementary and secondary.

Support for increased student writing is an essential part of the common core design. Writing instruction for core content teachers encompasses Thinking Maps, co-teaching, and small group instruction. Secondary teachers have been trained in the Jane Schaffer instructional model through PLR rotations at their school site. Consultants have been retained to provide explicit writing instruction to all teachers with an emphasis on expository reading and writing. This includes Jane Schaffer writing training, coaching, and support is offered to teachers at the secondary level.

Professional development for school administrators includes Admin PLC meetings focused on building highly effective teams and to ensure every student is learning at high levels. Administrators will participate in Admin PLC in addition to bi-monthly Leadership Team meetings (3-hours), weekly coaching visits by district administrators, and facilitated training on writing, the district academic focus area. Solution Tree is also providing site PLC coaches to site leaders to support the implementation of PLCs on their campus. Particular attention is given to supporting the principals as academic and instructional leaders at the school sites. There are also various

opportunities for site administration to learn about restorative practices connected to the socio-emotional learning of students as well.

All teachers engage in ongoing professional growth through school and district workshops or meetings on Fridays (minimum/modified day schedule), during quarterly grade-level department meetings, and during after-school staff meetings. Additionally, teachers participate in professional learning communities (PLCs) as they analyze student and discuss instructional strategies during grade-level department meetings on Fridays or during after school staff meetings. New teachers participate in the Center for Teacher Innovation (CTI) program, and Peer Assistance and Review (PAR) is available for veteran teachers. Teachers also participate in webinars or attend specialized conferences in subject/content-specific areas such as the AVID Summer Institute, Career Technical Education (CTE), and International Baccalaureate (IB) at the high school.

Teachers receive support during the implementation of instructional strategies by their administrators, their colleagues, and by the district Instructional Coaches and TOSAs. School administrators meet with teachers after observing their classrooms and provide feedback and support on specific instructional focus areas. Teachers are committed to the Professional Learning Community model that emphasizes interdependent work, a focus on student learning, and immediate intervention when students are not successful. Instructional coaching support includes consultation, in-class coaching, co-planning/co-teaching sessions during the school day, and demonstration lessons. Teachers participate in Instructional Review Teams to monitor the implementation of the school and district focus areas.



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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 or the district office.

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 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.

