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Grades K-5

Megan Cope Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year
Published During 2019-20

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**San Jacinto Unified
School District**
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About This School

Mission Statement

Empowering young minds and educating tomorrow's leaders by promoting that **ALL** students can achieve endless possibilities.

Vision Statement

The staff at Megan Cope Elementary School is committed to instructing students according to the most innovative and proven strategies. Our goal is to provide a standards-based education that differentiates the instruction based upon the needs of our students. Our teachers are committed to working collaboratively as a Professional Learning Community to analyze student performance data and make informative decisions. We firmly believe that by setting and maintaining high standards as a school community, Megan Cope Elementary School will continue to provide exceptional learning opportunities in a safe and structured environment.

School Description

Megan Cope Elementary is in San Jacinto, California. As one of seven elementary schools in the San Jacinto Unified School District, Megan Cope Elementary serves approximately 1,000 students in Kindergarten through fifth grade.

Principal's Message

Welcome to Megan Cope Elementary School, home of the Super Seahawks!

As Principal at Megan Cope Elementary, I am very proud of the variety of programs that are available to support student success in our school. Our goal is for all students to make significant academic progress in a positive, supportive, and engaging learning environment. Megan Cope Elementary is a place where we celebrate our students' unique gifts and talents. The teaching staff is comprised of highly qualified teachers who collaborate as a Professional Learning Community weekly. We ensure the academic and social growth of every student as we prepare them to be college and career ready. Our school site is focused on actively engaging our students in reading, writing, and math. To better serve each student's specific academic needs, our teachers provide differentiated instruction through daily RTI (Response to Intervention) rotations.

Our campus staff strives to ensure that Megan Cope is a safe, welcoming and encouraging school environment. This begins by reinforcing children to be kind to themselves and others through respect, responsibility, and safe choices. Megan Cope will continue to build upon the Positive Behavior Intervention Supports (PBIS), which teaches students essential character traits and encourages students to model those behaviors.

At Megan Cope, we believe in partnerships in supporting student learning. We want our parents to feel welcome at Megan Cope, as well as comfortable coming onto our school site to volunteer or participate in the many different types of events, committees, classrooms, or field trips that we have throughout the year. We hold a monthly Coffee with the Principal for our parents to become informed on current topics, as well as gain an opportunity to ask questions, share feedback, and voice concerns they may have. Having a strong home/school connection and continuous communication is a huge contributor to our students' success. We have a terrific group of students who are kind, respectful, and hard-working.

I am excited to continue to work alongside our students, families, parents, and staff to create the very best school environment. Additionally, I truly want to work together and welcome any feedback you may have. As a school community, I am confident we can uphold the school motto and ensure that all of our students are "Soaring to Success, Nothing Less"!

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Student Group (2018-19)

Grade Level	Enrollment
Kindergarten	176
Grade 1	166
Grade 2	166
Grade 3	169
Grade 4	182
Grade 5	151
Total Enrollment	1,010

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

Student Enrollment by Grade Level (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.6%
American Indian or Alaska Native	2.0%
Asian	1.6%
Filipino	1.5%
Hispanic or Latino	72.8%
Native Hawaiian or Pacific Islander	0.3%
White	10.8%
Two or More Races	2.5%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.8%
English Learners	22.3%
Students with Disabilities	9.9%
Foster Youth	1.7%
Homeless	0.0%

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



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	41	44	32	499
Without Full Credential	1	0	2	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	1

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, GATE, and special education students. We are continually learning techniques to assist all students in their classes. We have used Title I funds to assist in purchasing instructional materials for intervention programs, which are research-based programs that promote high performance and learning for all students.

At Megan Cope, Elementary School, the goal for students who have special needs is that they participate as successful learners in the least restrictive environment. Several supplementary services are provided to help attain this goal. These include the English Language Learner Program, the Student Study Team, Education Specialist services, speech services, and other specialized programs. Megan Cope Elementary continues to provide a full-time instructional intervention teacher who focuses on delivering intensive small group instruction to identified students who require the reteaching of standard-based skills. Also, each grade level offers an enrichment class during RTI rotations for those students who have already mastered the presented standards. These supports are provided daily for students Kindergarten through fifth grade. Megan Cope Elementary School also has an Outstanding After-School Instruction and Safety (OASIS) program that operates until 6:00 p.m., Monday through Friday.

SCHOOL ACCOUNTABILITY REPORT CARD

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%

Gifted and Talented Education Program (GATE) - The GATE program is for 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. This year, our GATE students will participate in the Odyssey of the Mind, which is a program that promotes creativity, problem-solving, and teamwork.

English Learner Program—All students not yet fluent in English participate in the English Language Development program and are closely monitored for progress. During the 2018-2019 school year, we had 243 English Language Learners. Our daily designated and integrated instructional strategies include research-based best practices for English Language Learners. We have a re-designated process for our students who are ready to exit the English Language Development program. This process includes teacher input on the child's academics, standardized test scores, and parent input. Once a child is re-designated, the child continues to be monitored for two more years to ensure continued proficiency.

Special Education Program—Students with mild to severe learning difficulties may be entitled to Individual Education Plan (IEP) and supports and services. Students enrolled in special education at Megan Cope meet with an Education Specialist who provides individual and or small group instruction based on the student's IEP. Depending upon the student's needs, these services can be provided as a "push-in" service within the general education environment, or as a "pull out" model in a separate setting. Our students may receive this support in all academic content areas.

School Facilities:

School Facility Conditions and Planned Improvements

Megan Cope Elementary opened its doors in August of 2010. Every classroom has adequate space with technology and materials needed to ensure student success. The school has an enclosed lunch shelter, which allows students to enjoy their nutritional times within a climate-controlled area. Solar panels have been installed to not only support energy conservation efforts but also provided some much-needed shade for our students out in our play yard. Last summer, each classroom was equipped with wall-mounted 70-inch interactive touch screen monitors. This allows additional learning opportunities and exposure to technology.

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 ACCOUNTABILITY REPORT CARD

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%			

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.

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	47%	41%	37%	38%	50%	50%
Mathematics	34%	35%	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.

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 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.

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Test Results in ELA by Student Groups, Grades 3-5—(2018-19)

Student Groups	Total Enrollment	Number Tested	Number Not Tested	Percent Tested	Percent Met or Exceeded
All Students	491	481	97.96%	2.04%	40.96%
Male	239	233	97.49%	2.51%	40.34%
Female	252	248	98.41%	1.59%	41.53%
Black or African American	54	54	100.00%	0.00%	37.04%
American Indian or Alaska Native	15	15	100.00%	0.00%	66.67%
Asian	13	13	100.00%	0.00%	61.54%
Filipino	--	--	--	--	
Hispanic or Latino	338	332	98.22%	1.78%	38.25%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	45	43	95.56%	4.44%	53.49%
Two or More Races	13	13	100.00%	0.00%	30.77%
Socioeconomically Disadvantaged	379	372	98.15%	1.85%	37.90%
English Learners	170	167	98.24%	1.76%	34.13%
Students with Disabilities	66	63	95.45%	4.55%	20.63%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

CAASPP Test Results in Mathematics by Student Groups, Grades 3-5—(2018-19)

Student Groups	Total Enrollment	Number Tested	Number Not Tested	Percent Tested	Percent Met or Exceeded
All Students	491	483	98.37%	1.63%	34.65%
Male	239	234	97.91%	2.09%	39.06%
Female	252	249	98.81%	1.19%	30.52%
Black or African American	54	54	100.00%	0.00%	31.48%
American Indian or Alaska Native	15	15	100.00%	0.00%	60.00%
Asian	13	13	100.00%	0.00%	76.92%
Filipino	--	--	--	--	
Hispanic or Latino	338	334	98.82%	1.18%	32.13%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	45	43	95.56%	4.44%	39.53%
Two or More Races	13	13	100.00%	0.00%	15.38%
Socioeconomically Disadvantaged	379	374	98.68%	1.32%	30.75%
English Learners	170	169	99.41%	0.59%	31.95%
Students with Disabilities	66	63	95.45%	4.55%	14.29%
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.

SCHOOL ACCOUNTABILITY REPORT CARD

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	27.4%	22.6%	16.4%

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: Maribel Gomez, Site Community Liaison

Phone Number: (951) 654-6069

Maribel Gomez is our Site Community Liaison. She provides many opportunities for our parents to get involved with our school. Our PTA is active in fundraising, volunteering, and providing activities and assemblies for our students. Our parents are included in the School Site Council, English Learning Advisory Council, Special Education Advisory Committee, African American Parent Advisory Committee, Native American Advisory Committee, and District Advisory Committee.

Mrs. Gomez assists our principal with our monthly Coffee with the Principal. This is the time when Mr. Allenbrand can talk to our parents and share with them the school's goals, plans, and current information. It also provides an opportunity for parents to express their concerns and ask questions. At Megan Cope, Mrs. Gomez translates our documents and newsletters to

Spanish, so our Spanish speaking families can also be informed about their child's school. Mrs. Gomez is the liaison between our school and the students' home. If you have a concern, question, or need to talk to a teacher, Mrs. Gomez is available to help assist.

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	2.2%	1.9%	0.5%
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: 5/2019

Date the plan was last reviewed with staff: 8/2019

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) lockdown 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 to parents during the Principal's Breakfast

SCHOOL ACCOUNTABILITY REPORT CARD

Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

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+		1-20	21-32	33+
Kindergarten	26.0	6			25.0	1	6		23.0	1	7	
Grade 1	23.0	2	5		27.0	6			27.0	6		
Grade 2	30.0	6			28.0	6			28.0	6		
Grade 3	29.0	5			30.0	6			28.0	6		
Grade 4	31.0	4			31.0	5			29.0	6		
Grade 5	28.0	4			24.0	1	5		26.0	1	5	

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

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)	1.4
Library Media Services Staff (paraprofessional)	1.0
Nurse	0.2
Psychologist	0.6
Speech/Language/Hearing Specialist	1.8

* 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)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$11,262	\$3,455	\$7,812	\$85,218
District			\$8,715	\$81,442
State			\$7,507	\$78,059
Percent Difference: School/District			(10%)	5%
Percent Difference: School/State			4%	9%

- 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>.

Other Funding (2018-19)

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

Program	Amount	Total
Title I	\$171,580	
ASES After School Program	\$129,939	\$301,519



SCHOOL ACCOUNTABILITY REPORT CARD

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%

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 PLC. We are focused on learning about how mindset can impact our teamwork and also 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 through the use of highly effective systemic practices such as PLC, MTSS, and Teacher Clarity Modules district-wide. 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

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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. 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 also 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 Shaffer 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 also 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

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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.

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.

