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Grades K-5

Clayton A. Record 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 & Vision Statements

Clayton A. Record, Jr. Elementary School exists to cultivate the maximum personal and academic potential of every child.

Clayton A. Record, Jr. Elementary will be known as a student-centered school community committed to developing each and every child's fullest potential. Through collaboration among parents, students, staff, and the community, each child will be prepared academically and socially to fully participate in society as a productive and successful citizen.

School Motto

All Ranchers Learning Together Today, Leading Tomorrow

School Description

Opened in September 2004, our school is named after Clayton A. Record, Jr. a lifelong resident, dairy owner, and elected district, county, and Eastern Municipal Water District Board Member. Clayton A. Record, Jr. Elementary is located at the northwest end of San Jacinto, in Riverside County. As one of seven elementary schools in San Jacinto Unified School District, Clayton A. Record, Jr. Elementary serves approximately 570 students from transitional kindergarten through fifth grade, including the BEST program serving students with autism.

Principal's Message

The 2019-2020 school year represents Clayton A. Record, Jr. Elementary School's sixteenth school year. We are dedicated to meeting ALL students' needs. Students will be participating in a W.I.N. block (What I Need) each day Monday-Thursday, which is specifically designed to be a 30-minute block of no new content reteach and extension time to meet student needs at their specific levels in both ELA and Math. We are focused on essential standards and prerequisite skills to support all levels of learning. This way we can provide TIER I, TIER II, and TIER III support for ALL our students. ALL Ranchers, Learning Together Today, Leading Tomorrow.

Our data has shown that there is a need for increased reading skills in both literary and informational text on the Record Elementary campus. Therefore, as a staff, we are focused on building literacy skills in all our students. We are working on providing students with daily instruction about reading, utilizing effective strategies. We are focused on the consistent implementation of a balanced literacy block each day with all five components (read aloud, shared reading, guided reading, independent reading, and word study). We are also integrating writing into all content areas. The structure of literacy is essential in each classroom so that each instructional moment propels students forward as readers and writers. Every day throughout the year, teachers read to students during the read aloud, read with students during shared reading and guided reading, and listen to and assess students' reading during independent and guided reading. Reading with every student every day at their specific level is critical to their progress and growth. Guided reading is an essential component of a balanced literacy block to teach effective reading strategies to students and to monitor daily student progress in reading. Our use of the I-Ready program helps us to decipher which specific phonics and vocabulary skills can be incorporated into our Guided Reading small groups and designated ELD time. Our Record Library houses over 3,000 guided reading leveled six-packs of books for teachers to utilize specifically for their students and their various levels. Teachers are assessing students formally three times a year using the Developmental Reading Assessment (DRA) as well as the I-Ready Diagnostic to determine student levels. Also, teachers pull guided reading materials weekly to support their student's specific growth and progress in reading. Finally, teachers plan their writing instruction and

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integrate throughout the literacy block so that they model excellent writing for students, share the pen with students during shared and interactive writing, and conference with students as they write independently. Our teachers are focused on ensuring rigorous instruction by using our new CCSS aligned curriculum Wonders for ELA and Eureka for Math. Also, to this curriculum, we are integrating strategies like close reading and purpose statements to support all students and their diverse needs.

Student Enrollment by Student Group (2018-19)

Grade Level	Enrollment
Kindergarten	150
Grade 1	78
Grade 2	91
Grade 3	80
Grade 4	75
Grade 5	80
Total Enrollment	554

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	5.4%
American Indian or Alaska Native	0.9%
Asian	0.4%
Filipino	1.3%
Hispanic or Latino	75.3%
Native Hawaiian or Pacific Islander	0.0%
White	14.1%
Two or More Races	2.7%
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	85.9%
English Learners	22.0%
Students with Disabilities	11.4%
Foster Youth	1.4%
Homeless	0.2%

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	29	28	27	499
Without Full Credential	0	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	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 students. Teachers 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. We have tutoring at different times, after school, and throughout the school year.

Clayton A. Record, Jr. Elementary School's goal for students who have special needs is to make it possible for them to participate as successful learners in our school programs. Several supplementary services are provided and include the English Language Learner Program, the Student Study Team, education specialist services, speech services, Educational therapist support, school counseling support, after school tutoring, WIN time (Intervention and Extension), and other specialized programs. Clayton A. Record, Jr. Elementary School has an Outstanding After School Instruction and Safety (OASIS) program that operates until 6:00 p.m.

Gifted and Talented Education (GATE): The GATE program serves students in grades three through five. Students are identified for the GATE program through a multi-step process for GATE identification. The process begins with a GATE screening in third grade. GATE students receive differentiated instruction within the classroom and may also participate in additional activities outside the regular classroom.

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English Learner Programs: All students, not yet fluent in English, participate in the English Language Development program. During the 2019-2020 school year, we have 131 English Learners enrolled. We strive to provide all English Learners with the skills to be successful in all classes.

Special Education Programs: Students with mild to moderate learning differences may qualify to receive specialized services. Qualification for Special Education services is only considered after research-based interventions have been implemented in the classroom and proven through assessment and data review to be ineffective. Students who may be eligible for Special Education services must undergo extensive assessment and evaluation by school personnel to determine eligibility. Results of assessments are shared with parents in an initial Individualized Education Plan (IEP) meeting. Students with an IEP may receive services individually or within a small group setting. Instruction for special needs students is based upon the goals written and agreed to by parents and by school personnel in their respective Individual Education Plan (IEP). Most Special Education students are fully included in the regular education classroom and may receive services either in the classroom or in a small group setting outside the classroom.

A.V.I.D: Advancement Via Individual Determination

A.V.I.D Elementary is a foundational component of the A.V.I.D College Readiness System and supports A.V.I.D's mission to close the achievement gap by preparing all students for college readiness and success in a global society. A.V.I.D Elementary takes a systemic approach using WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture. Record Elementary is focused on integrating A.V.I.D Elementary best practices and strategies school-wide throughout our day to provide students with supports that will assist them in becoming college and career ready. This school year, we are focused on two areas of AVID Elementary; the organizational tools/strategies, agenda planner, and implementing consistent note-taking strategies, transitional kindergarten through fifth grade. Transitional Kindergarten and Kindergarten students are expected to utilize a red folder to organize their classwork, first grade and second-grade students are utilizing a small binder. These folders have pertinent information from high-frequency words to positive expectations. 3rd-5th-grade students are organized using an A.V.I.D Elementary two-inch binder. All students have an A.V.I.D agenda planner too. These two items are taken home and signed by their family nightly. All Record students are being taught how to take purposeful F.O.C.U.S notes throughout their school day. These notes may be created during math, during read-aloud, during guided reading, or during interactive writing time. As a school site, we are integrating the effective A.V.I.D strategy-note taking as a part of what we do each day at Record to support students in becoming critical thinkers.

P.B.I.S: Positive Behavior Intervention Supports

This is our third year of implementing a school-wide structure called Positive Behavior Intervention Support (P.B.I.S.). This structure defines our positive expectations on campus by teaching these supports thoroughly. Students will hear, see, and feel the respect and positive supports that they will be receiving each day. Our Rancher R's are Respect, Responsible, and Ready. Our staff and students collaborate to ensure our school culture is focused on positively supporting ALL members. This structure will increase positive feedback by giving students support through clear, positive expectations school-wide. Consistent language and support will be given addressing behaviors. Students will participate in anti-bullying activities and character education through the P.B.I.S. structure. This year we are focused on bringing P.B.I.S. into the classroom, underlying teaching clear, positive classroom expectations. Last year we included teaching the 16 skills to all students. All students have their P.B.I.S. Bingo card in front of their A.V.I.D. organizational tools. We teach a new skill every two weeks at our Rancher Roundup assembly. Every skill has a list of steps. Students work on mastering these skills during the two weeks and earn a Rancher brand stamp on their bingo card when they demonstrate mastery. If students struggle with a particular skill, then they have opportunities to have positive supports and re-teachings of the skill. Parents/guardians, please collaborate with your scholars about how they are doing with the 16 skills.

House System

We will be implementing a HOUSE system here at Clayton Record Elementary, inspired by the Ron Clark Academy. This is a system in which each student will be part of a House team for their Elementary experience. Each House represents a positive character trait and works as a team and participate in fun activities that create positive experiences for everyone on campus. The house system allows students to connect with students across classes and grades that they may not normally have a chance to interact with, which in turn helps students gain more friendships and create a family-like culture at our school.

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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. Each pupil in the district, including English learners, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum frameworks in math, science, history-social science, and English/language arts. 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) *Wonders—K-5*	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%

School Facilities

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%			

School Facility Conditions and Planned Improvements

Clayton A. Record Elementary School opened its doors in July 2004. Every classroom has adequate space and all the materials needed to ensure student success. Periodic maintenance reviews are conducted, and any issues regarding school facilities have been addressed.

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.

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 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	231	228	98.70%	1.30%	39.47%
Male	112	110	98.21%	1.79%	38.18%
Female	119	118	99.16%	0.84%	40.68%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	180	180	100.00%	0.00%	40.00%
Native Hawaiian or Pacific Islander					
White	29	26	89.66%	10.34%	42.31%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	201	198	98.51%	1.49%	37.37%
English Learners	88	88	100.00%	0.00%	37.50%
Students with Disabilities	25	24	96.00%	4.00%	16.67%
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 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	230	226	98.26%	1.74%	38.50%
Male	112	109	97.32%	2.68%	37.61%
Female	118	117	99.15%	0.85%	39.32%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	179	179	100.00%	0.00%	39.66%
Native Hawaiian or Pacific Islander					
White	29	26	89.66%	10.34%	34.62%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	200	196	98.00%	2.00%	36.22%
English Learners	88	88	100.00%	0.00%	36.36%
Students with Disabilities	25	23	92.00%	8.00%	17.39%
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.

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%	39%	37%	38%	50%	50%
Mathematics	36%	39%	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.

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	28.6%	15.5%	4.8%

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

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Opportunities for Parental Involvement

Contact Person: Elsa Pinto
Phone Number: (951) 487-6644

Clayton A. Record Elementary provides many opportunities for parent involvement. Our PTA is active in fundraising, volunteering when needed, and providing special programs and assemblies. We also have an active parent volunteer program that supports teachers in the classroom. Our School Site Council includes many involved parents, as well as our English Learner Advisory Committee. Mrs. Elsa Pinto will be happy to assist and help any parent that is interested in getting involved in our school.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

School Safety

SB187 Safety Plan

School Safety Plan was last updated at presented to the public on March 19th, 2019, to include our P.B.I.S structure and disaster preparedness protocols. Our School Safety Plan was just reviewed with staff and parents on September 17th, 2019.

Our School Site Safety Plan encompasses our goals and priorities of creating and maintaining a positive, safe, engaging school culture and learning environment. 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 community awareness sessions.

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	1.9%	1.3%	1.9%
Expulsions	0.0%	0.0%	0.0%
	District		
Suspensions	3.5%	2.7%	3.4%
Expulsions	0.0%	0.0%	0.1%
	State		
Suspensions	3.6%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

Other SARC Information

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	0.15
Psychologist	0.45
Speech/Language/Hearing Specialist	1.0

* 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.

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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	23.0	1	5		27.0		5		26.0	1	5	
Grade 1	23.0		3		26.0		3		24.0		3	
Grade 2	24.0		3		22.0	1	3		28.0		3	
Grade 3	22.0		4		22.0		3		21.0	1	3	
Grade 4	29.0		3		29.0	1	3		20.0	1	3	
Grade 5	21.0	2	3		23.0		3		27.0		3	
Other	13.0	1			9.0	1			0.0			

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

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	$12,162	$3,477	$8,504	$82,429
District			$8,715	$81,442
State			$7,507	$78,059
Percent Difference: School/District			(2%)	1%
Percent Difference: School/State			13%	6%

- **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
Title I	$105,995
After School Education & Safety (ASES)	$100,322
Total	$206,317

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 (ES)	$130,017	$118,990
Average Principal Salary (MS)	$138,193	$125,674
Average Principal Salary (HS)	$139,135	$137,589
Superintendent's 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 if 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 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 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.

SCHOOL ACCOUNTABILITY REPORT CARD

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.