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Grades K-5

Jose Antonio Estudillo Elementary School School Accountability Report Card

Reported Using Data from the 2017-18 School Year
Published During 2018-19

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About This School

School's Mission Statement

Estudillo Elementary mission is to develop innovative leaders in the 21st century that inspire and empower others, achieve goals, develop voice, engage in collaboration, respect the talents of others and support a safe learning environment.

School's Vision Statement

Creating tomorrow's innovate leaders today is the vision of Estudillo. As a Leader in Me School, we are committed to creating a positive learning environment where all children are capable of being a leader. We empower students to become productive members of society, pursuing excellence, respecting diversity, and developing a lifelong love for learning.

School Description

Estudillo Elementary School is in the east end of San Jacinto, in Riverside County. As one of seven elementary schools in San Jacinto Unified, Estudillo Elementary serves approximately 688 students in grades K-5.

Principal's Message

At Estudillo, our student's success and well-being are at the heart of everything we do. We are committed to providing a world-class education by engaging every student in a rigorous curriculum aligned to the Common Core State Standards (CCSS).

As a Leader in Me school, our school wide commitment is to ensure all Estudillo Eagles are prepared for their future success as innovative leaders in our ever-changing world. We truly embrace our mission statement and strive to enable all students achieve their potential. Through our Leader in Me implementation, we have defined our school's mission and live it more fully. By creating a focus on leadership, our school culture continues to improve, and our students are not only learning the academic lesson they need but also acquiring the social emotional skills they need for their future.

Utilizing the expertise of all staff on our campus and working as a collaborative team, we aim to empower our Eagles to soar. Together, we strive to educate all students to reach the highest levels to meet their individual educational needs. Our students are given a quality educational experience, every day at Estudillo. Through a strong partnership between parents, students, teachers, and staff, we will continue soar. "Learning is Power!"

Recent Achievements and Focus for Improvement

- Estudillo Elementary is recognized as a Leader in Me School.
- For two consecutive years, (July 2017 and July 2018) Estudillo Elementary were recognized by the California PBIS Coalition for successful PBIS implementation at the Silver level reflecting excellence in the measurement of fidelity and implementing the core features of Positive Behavioral Interventions and Supports.
- Beginning December 2018, Estudillo Elementary will expand our school facilities with the addition of 6 modular classrooms.

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Kindergarten	102
Grade 1	106
Grade 2	116
Grade 3	130
Grade 4	119
Grade 5	129
Total Enrollment	702

Student Enrollment by Student Group (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	6.8%
American Indian or Alaska Native	7.8%
Asian	0.3%
Filipino	0.7%
Hispanic or Latino	69.9%
Native Hawaiian or Pacific Islander	0.3%
White	10.1%
Two or More Races	4.0%
Other	0.1%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.2%
English Learners	27.6%
Students with Disabilities	14.2%
Foster Youth	2.4%

Conditions of Learning

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	28	32	33	474
Without Full Credential	1	0	0	3
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 at the beginning of the school year or semester).

	2016-17	2017-18	2018-19
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

Estudillo Elementary school provides educational services and programs designed to meet the needs of all student. Through MTSS (Multi-tiered Systems of Supports), we ensure that intervention and enrichment opportunities are available to all students. This includes tiered supports made available through the Student Study Team and Problem-Solving Team such as school base counseling, RtI Program, Math Academy and school tutoring. Special Education services including Resource Specialist services, Speech services, Occupational Therapy Services, ERHMS and other specialized programs. Estudillo Elementary School has an Outstanding After-School Instruction and Safety (OASIS) program that operates daily until 6:00 p.m. and offers homework support for students.

Additionally, staff members are provided with professional development opportunities that provide training to use differentiated learning techniques and strategies to support all student learning. The programs, services, strategies, and techniques used at Estudillo STEAM Elementary are research-based and are proven to accelerate student learning.

Gifted and Talented Education (GATE): The GATE program is offered for students in grades three through five. Students are identified for the GATE program through a multi-step process which begins with a GATE screening in third grade. GATE students may also participate in special activities before or after the regular school day.

SCHOOL ACCOUNTABILITY REPORT CARD

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on September 11, 2018.

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	Yes	0%
		2016	Yes	0%
Math	Scott Foresman Wesley Addison—enVision Math	2014	Yes	0%
Science	Accelerate Learning: StemScopes (K-5)		Yes	0%
History-Social Science	McGraw Hill-Impact (K-5) McGraw Hill-Impacto (K-5)	2018	Yes	0%
		2018		
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 and Performing Arts	Pearson Education-Silver Burdett— Music (Online) JW Pepper (Band Books) – Traditions of Excellence JW Pepper (Band Books) – Essential Elements	2016	Yes	0%
		—	Yes	0%
		—	Yes	0%

Special Education Programs: Estudillo Elementary offers a variety of Special Education services for student that meet eligibility criteria. 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 a small group setting outside the classroom.

School Facilities

School Facility Conditions and Planned Improvements

Estudillo Elementary has 30 classrooms for student learning, 4 support services rooms (Response to Intervention, Counseling and Speech), music room and a Collaboratory (makerspace). The multipurpose room is used for assemblies, student performances, special events, and indoor PE activities.

Estudillo Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision to ensure student safety. The original building was constructed in 2004. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff.

Estudillo Elementary is proud of its high standards regarding campus maintenance and general housekeeping practices. Staff and students enjoy the benefits of having a well maintained, beautiful campus. School staff and district's maintenance department work together to ensure playgrounds, classroom and campus grounds are well maintained. A day custodian is responsible for keeping the campus clean and fully operational. In the evenings, a custodial team is responsible for thoroughly cleaning classrooms, and restrooms daily.

Facilities and Operations Department (F&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs or special projects. Landscaping and irrigation systems are also regularly maintained by district F&O Department.

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 2018-19)

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 September 4, 2018.

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA/Literacy	35%	32%	37%	37%	48%	50%
Mathematics	23%	21%	22%	23%	37%	38%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results by Student Group

ELA test results and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.



SCHOOL ACCOUNTABILITY REPORT CARD
CAASPP Assessment Results—Test Results in ELA by Student Groups, Grades 3-5—(2017-18)

Student Groups	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	367	360	98.09%	32.22%
Male	198	196	98.99%	29.08%
Female	169	164	97.04%	35.98%
Black or African American	17	17	100.00%	23.53%
American Indian or Alaska Native	35	34	97.14%	23.53%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	257	251	97.67%	29.88%
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100.00%	52.50%
Two or More Races	13	13	100.00%	30.77%
Socioeconomically Disadvantaged	286	284	99.30%	28.17%
English Learners	128	127	99.22%	29.13%
Students with Disabilities	59	59	100.00%	3.39%
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

CAASPP Assessment Results—Test Results in Mathematics by Student Groups, Grades 3-5—(2017-18)

Student Groups	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	368	360	97.83%	21.39%
Male	199	196	98.49%	20.92%
Female	169	164	97.04%	21.95%
Black or African American	17	17	100.00%	5.88%
American Indian or Alaska Native	35	34	97.14%	17.65%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	258	251	97.29%	20.32%
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100.00%	32.50%
Two or More Races	13	13	100.00%	15.38%
Socioeconomically Disadvantaged	287	284	98.95%	18.66%
English Learners	128	127	99.22%	21.26%
Students with Disabilities	59	59	100.00%	5.08%
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

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

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in both assessments.

Other Pupil Outcomes

California Physical Fitness Test Results (2017-18)

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	19.0%	26.4%	17.4%

Engagement

Parental Involvement

Contact Person: Laura Anaya, School, Family, & Community Liaison

Phone Number: (951) 654-1003 ext. 3497

Parents are encouraged to be involved in their child’s learning process by attending school events, joining PTA, serving on school or PTA committee, and volunteering at the school. The staff welcomes parents’ assistance in the classroom, with preparing classroom materials, and chaperoning field trips. Back to School Night, Open House, student performances, Family Nights, and PTA sponsored activities provide opportunities for parent to interact with school staff while supporting their child’s efforts.

The School Site Council (SSC) and PTA enable parents to provide oversight and input on the school budget, activities, fundraising projects and educational programs. Other involvement groups for parents include English Language Learner Advisory Council,

San Jacinto African American Council and Native American Council.

Our Community Liaison, Mrs. Laura Anaya can provide parents and community members with a volunteer application and assist with the process to become a parent volunteer. Parents are also highly encouraged to participate in our online parent survey to provide feedback to ensure ongoing improvements. The survey is available twice a year on the district website in both English and Spanish.

School-to-home communication takes place in a variety of formats. Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, school newsletters, the district and school websites. The school website features a wealth of information including a Principal’s message, calendar of events, school policies and procedures, PTA information, links to at home internet activities for students. All teachers have email and apps such as Class Dojo, Bloomz and Remind to communicate with parents. Some teachers distribute weekly class newsletters to keep parents up to date on student activities, projects, and lessons. Parents are strongly encouraged to access Aeries.Net to stay informed of their child’s academic progress.

School Climate

School Safety

SB187 Safety Plan

Date the plan was last updated:

February 2018

Date the plan was last reviewed with staff:

March 2018

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, (10) lock-down procedures. A copy of the plan is available for inspection by the public at each school.

Our discipline policies and focus on PBIS strategies curtail adverse behaviors including fighting and bullying. Character training and a focus on building Developmental Assets help Estudillo staff and students to participate in a supportive and caring school community.

Students and staff regularly participate in emergency preparedness drills to ensure their safety in the event of an emergency. The safety plan is developed with input from local agencies and the school community. The plan is reviewed and approved by the School Site Council (SSC) and presented at several awareness sessions.

SCHOOL ACCOUNTABILITY REPORT CARD

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		
	2015-16	2016-17	2017-18
Suspensions	6.2%	4.6%	4.5%
Expulsions	0.0%	0.0%	0.0%
District			
Suspensions	5.8%	3.5%	2.7%
Expulsions	0.1%	0.0%	0.0%
State			
Suspensions	3.7%	3.7%	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)	0.5
Library Media Services Staff (paraprofessional)	1.0
Nurse	0.2
Psychologist	0.4
Speech/Language/Hearing Specialist	0.9

* 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.

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	Avg. Class Size	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18		
		Number of Classes*				Number of Classes*				Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	25.0	6			22.0	4			25.0	4		
Grade 1	27.0	4			30.0	4			27.0	4		
Grade 2	26.0	4			29.0	4			23.0	5		
Grade 3	28.0	4			27.0	4			32.0	4		
Grade 4	29.0	3	1	33.0			4	28.0	4			
Grade 5	30.0	4			28.0	4			27.0	1	4	
Other	17.0	1	11.0		1	6.0			1			

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$10,820	\$2,965	\$7,855	\$84,581
District			\$8,152	\$78,653
State			\$7,125	\$76,522
Percent Difference: School/District			(4%)	8%
Percent Difference: School/State			10%	11%

- **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>.

SCHOOL ACCOUNTABILITY REPORT CARD

Other Funding (2017-18)

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

Program	Amount	Total
Title I	\$106,911	
Other State, Local, & Federal Funds	\$8,266	\$115,177

Teacher & Administrative Salaries (Fiscal Year 2016-17)

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	\$49,684	\$47,547
Mid-Range Teacher Salary	\$77,409	\$74,775
Highest Teacher Salary	\$100,913	\$93,651
Average Principal Salary (ES)	\$126,845	\$116,377
Average Principal Salary (MS)	\$138,908	\$122,978
Average Principal Salary (HS)	\$135,741	\$135,565
Superintendent's Salary	\$207,388	\$222,853
Percent of District Budget		
Teacher Salaries	36.0%	35.0%
Administrative Salaries	6.0%	6.0%

Professional Development

The San Jacinto Unified School District provides all certificated and classified staff members with ongoing professional development to enhance employee knowledge and skills. Administrators, teachers, counselors, and classified staff are provided with research-based professional development activities based on student performance data and the needs of employees. A District Site Leadership Team model has been utilized to train key teacher-leaders at all school sites which in turn, provide 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 at DSLTs in the creation and implementation of Professional Learning Communities surrounded around 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? The strategies are to be utilized to ensure that highly effective teams are created throughout the district to support *all* students.

Professional development activities, which supports the implementation of "Intentional and Focused Targeted Teaching: A Framework for Teacher Growth and Leadership" across all content areas have been provided for all teachers districtwide. This opportunity, provided by Dr. Douglas Fisher, will continue to be a major focus of professional development to support students in developing the literacy skills necessary to be successful beyond high school. School site team members from each of the 12 school sites in San Jacinto Unified have been involved in a multi-year process involving a deep understanding of the Common Core State Standards and Close Reading Strategies that entail: clear purpose statements, the gradual release process, text-dependent questions, and collaborative conversations. Team members are ensuring that they are working toward collaborating around the Fisher, Frey premise of the 'Focused Intentional Teaching' cycle of 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 scheduled to provide Focused Intentional Teaching Strategies training to their respective school sites.

A major 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 three times a year to collaborate on the key elements of Balanced Literacy. The elements of a Balanced Literacy: Read Aloud, Shared Reading, Guided Reading, Independent Reading, Word Study and Writing will be a focus through this initiative work. It is important to focus on the development of critical skills to support reading metacognition for students. Also, Balanced Literacy supports the district 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 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.

SCHOOL ACCOUNTABILITY REPORT CARD

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 which 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 STEMscopes curriculum.

Support for increased student writing is an important part of the common core design. Writing instruction for core content teachers encompasses Thinking Maps, co-teaching, and small group instruction. 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 provided to teachers at the secondary level.

Professional development for school administrators includes monthly Leadership Team meetings (3-hours), weekly coaching visits by district administrators, and facilitated training on writing, the district academic focus area. Particular attention is given to supporting the principals as academic and instructional leaders at the school sites.

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 benchmark test scores 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 on 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.