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Grades K-5

Edward Hyatt 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 Vision Statement

Our promise is to provide an educational experience that is rigorous and relevant. We are dedicated to developing citizens who are lifelong learners: empowered, college/career bound, and contributors to a global community.

School's Mission Statement

We will provide organizational and problem-solving tools through differentiated and innovative instruction to foster academic achievement and cultivate respectful Hyatt scholars.

Principal's Message

Welcome to the 2018/2019 school year! I am very enthusiastic to continue to work with our Hyatt families, students, and staff for this school year!

We have a dynamic teaching and support staff at Hyatt. Our primary goal is to ensure we are preparing each child to be college and career ready. Advancement Via Individual Determination (AVID) continues to be the driving force for our school to ensure we deliver the highest form of education promoting achievement through guided reading, PBIS (Positive Behavior Intervention Supports), close reading, project base learning, math talks strategies, and blended learning implemented on a daily basis in every single classroom.

Throughout the school year, our staff and students continue to learn and apply a growth mindset. Having a growth mindset, helps our students understand that their abilities can develop with hard work and dedication. In addition, throughout the school year, teachers model goal setting to support our students in understanding how to plan and meet their academic goals by the end of each trimester.

I encourage each one of you to be an active volunteer in our school. We need parents to support us in and/or out of the classroom with before and after school functions. Our school will have many opportunities for our parents and students to come out and learn about and get involved with our school. Some of the events or committees are: PTA, School Site Council, Book Club, STEAM, Spring Carnival, ELAC, fundraisers and many others. We encourage you to contact us if you have any questions on how to become an active volunteer.

We look forward to seeing you at school events, parent conferences, and we encourage you to volunteer as much as possible. Please make sure to check out our monthly calendar and newsletters on-line or one sent home by your child's teacher for more information on upcoming events and committee dates. We also encourage you to sign up for Remind 101, so you can receive text notifications, so you do not miss out. Please see our office staff for additional information on Remind 101 if necessary. As a parent or guardian, you play a significant role in your child's success. Hyatt is here to support you and your student through a collaborative effort.



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	113
Grade 1	87
Grade 2	64
Grade 3	84
Grade 4	85
Grade 5	86
Total Enrollment	519

Student Enrollment by Subgroup (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	7.3%
American Indian or Alaska Native	1.9%
Asian	0.2%
Filipino	0.0%
Hispanic or Latino	82.7%
Native Hawaiian or Pacific Islander	0.0%
White	7.1%
Two or More Races	0.8%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.6%
English Learners	43.0%
Students with Disabilities	6.9%
Foster Youth	0.4%

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	27	26	24	474
Without Full Credential	2	1	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

Our school provides educational services to assist Title I students, English Language Learners 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 Hyatt Elementary School, the goal for students who have special needs is that they participate as successful learners in the regular school program. Some 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, after school and intersession tutoring, Response to Intervention, and other specialized programs. During the 2017-2018 school year, Hyatt Elementary Reading Intervention teacher focused on delivering a second dose of small group, guided reading instruction to our "target" students whose reading levels were near the proficiency levels. The intervention teacher will continue to meet "target" students from every classroom, Kindergarten through Third grade four days a week. Our Fourth-Fifth intervention teacher supports students in ELA Monday-Friday. Hyatt Elementary School has an Outstanding After-School Instruction and Safety (OASIS) program that operates until 6:00 p.m., Monday through Friday.

English Learner Program: All students, not yet fluent in English, participate in the English Language Development program, and they are closely monitored for progress. During the 2017-18 school year we had 198 English Language Learners. 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. Currently, we have 138 ELL students for the 2018-2019 school year. Each year, we have approximately 30 students who are re-designated and are exited from the ELD program.

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. 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 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)	2016	Yes	0%
	Wonders (K-5)	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) (Adoption 2018)	2018	Yes	0%
	McGraw Hill-Impact (K-5) (Adoption 2018)	2018		
Foreign Language/Intervention	Curriculum Associates: I-Ready (ELA/Math Intervention)	2015	Yes	0%
	Imagine Learning (Supplemental) Online Program (Grades 1-2, Optional K) Imagine Learning			
Health	Sparks PE	2015	Yes	0%
Visual and Performing Arts	Pearson Education-Silver Burdett— Music (Online) (Grades 1-5)	2016	Yes	0%
	JW Pepper (Band Books) – Traditions of Excellence	—	Yes	0%
	JW Pepper (Band Books) – Essential Elements	—	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.

Special Education Program: Students with mild to severe learning difficulties may be entitled to Individual Education Plan (IEP) and extra attention. Students enrolled in Special Education at Hyatt meet with an Education Specialist who provides specialized individual and small group instruction based on the student's Individualized Education Plan (IEP). This is a combination of a push-in and pull-out model, depending on the students' individual needs. Our students receive this support in all academic content areas.

School Facilities

School Facility Conditions and Planned Improvements (

Edward Hyatt Elementary School opened its doors on July 1, 1961. Modernization of all classrooms was completed on July 10, 2005. Every classroom has adequate space and all the materials needed to ensure student success. These classrooms feature the latest advances in educational technology. New carpeting was added to three relocatable classrooms for the 2008-2009 school year. In 2009-2010, we added new lighting to our parking lots to further improve safety and security. In 2010-2011, all classrooms received new furniture and technology upgrades. In May 2014, Hyatt was one of the first schools to be a part of the LED Lighting Fixture Replacement Project. This project updated lighting fixtures in all of our portables, MPR, and outside lighting to energy efficient light fixtures. During the 2014-2015 school year,

Hyatt also received a \$5,000 Lowes grant. This grant funding was used to increase the "curb appeal" at Hyatt so that we can continue to work on the beautification of our school's landscaping. For the 2017-2018 school year, Hyatt reconfigured front gate to promote a more welcoming and inviting campus. Seating was added to accommodate our parents as they wait for their children. By the end of the 2017-2018 school year all students in K-5 were finally provided with a device.

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.

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.

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 inspection took place on September 10, 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 during inspection.
Interior: Interior Surfaces	X			No deficiencies found during inspection.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No deficiencies found during inspection.
Electrical: Electrical	X			No deficiencies found during inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No deficiencies found during inspection.
Safety: Fire Safety, Hazardous Materials	X			No deficiencies found during inspection.
Structural: Structural Damage, Roofs	X			No deficiencies found during inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No deficiencies found during inspection.

Overall Rating	Exemplary	Good	Fair	Poor
		100%		

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	31%	29%	37%	37%	48%	50%
Mathematics	20%	20%	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 Tested	Percent Tested	Percent Met or Exceeded
All Students	253	250	98.81%	28.80%
Male	131	131	100.00%	28.24%
Female	122	119	97.54%	29.41%
Black or African American	20	20	100.00%	20.00%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino			--	--
Hispanic or Latino	209	206	98.56%	30.10%
Native Hawaiian or Pacific Islander			--	--
White	17	17	100.00%	23.53%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	244	241	98.77%	29.46%
English Learners	138	136	98.55%	31.62%
Students with Disabilities	25	25	100.00%	12.00%
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 Tested	Percent Tested	Percent Met or Exceeded
All Students	255	252	98.82%	20.32%
Male	132	132	100.00%	21.97%
Female	123	120	97.56%	18.49%
Black or African American	21	21	100.00%	19.05%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino			--	--
Hispanic or Latino	210	207	98.57%	21.26%
Native Hawaiian or Pacific Islander			--	--
White	17	17	100.00%	6.25%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	245	242	98.78%	19.50%
English Learners	138	136	98.55%	25.74%
Students with Disabilities	25	25	100.00%	8.00%
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.

SCHOOL ACCOUNTABILITY REPORT CARD

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	12.0%	30.1%	27.7%

Engagement

Parental Involvement

Contact Person: Teresa Moreno, Community Liaison

Phone Number: (951) 654-9391 ext. 3196

Teresa Moreno is our Site Community Liaison. She provides multiple training sessions for parents, helping them support their child’s educational program. She promotes Parent involvement and is available to support our parents and students in any area.

She oversees volunteer applications. Parents are included in School Site Council, English Learning Advisory Council, and District English Language Advisory Committee. Ms. Moreno assists our Principal, Mrs. Luna, with our monthly Principal’s C.H.A.T. This is the time when Mrs. Luna can talk to our parents and share with them her goals and plans for our school and our parents can express their concerns or ask her questions about our site

At Hyatt, Ms. Moreno translates our documents and newsletters to Spanish, so our Spanish speaking families know what is happening at their child’s school. Ms. Moreno is the liaison between our school and home. If you have a concern, question, or need to talk to a teacher; Ms. Moreno is available to assist.

School Climate

School Safety

SB187 Safety Plan

Date the plan was last updated: 3/2018

Date the plan was last reviewed with staff: 9/12/2018

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

Our school and surrounding grounds are very safe. Staff members monitor the campus before school, after school, and during student recess and lunch. Our discipline policies focus on ensuring safety, respect, peaceful conflict resolution, and a zero tolerance for 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 through the School Site Council (SSC) and presented to parents during Principal’s Breakfast.

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	3.8%	2.9%	2.1%
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%	3.7%
Expulsions	0.1%	0.1%	0.1%

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	2015-16			2016-17			2017-18					
	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	22.0		3		31.0	4	1		22.0		3	
Grade 1	31.0		3		24.0	3			31.0		3	
Grade 2	27.0		3		22.0	4			27.0		3	
Grade 3	22.0	1	3		27.0	3			22.0	1	3	
Grade 4	27.0		3		30.0	3			27.0		3	
Grade 5	26.0		2		30.0	3			26.0	1	2	

*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)	0.5
Nurse	0.2
Psychologist	0.4
Speech/Language/Hearing Specialist	1.0
Library Media Services Staff (paraprofessional)	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.

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	\$10,745	\$3,040	\$7,706	\$72,772
District			\$8,152	\$78,653
State			\$7,125	\$76,522
Percent Difference: School/District			(5%)	(7%)
Percent Difference: School/State			8%	(5%)

- **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 (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	\$96,393	
Other State, Local, & Federal Funds	\$9,825	\$106,218



SCHOOL ACCOUNTABILITY REPORT CARD

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%	36.0%
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.

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-

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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.

