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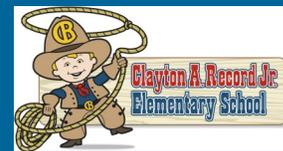
Clayton A. Record Elementary School

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 & 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 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 586 students from transitional kindergarten through fifth grade.

Principal's Message

The 2018-2019 school year represents Clayton A. Record, Jr. Elementary School's sixteenth school year. We are dedicated to supporting all students to becoming college and career ready. Our overarching Rancher academic goals are the continued implementation of a balanced literacy program emphasis in guided reading and 'WICORized' literacy centers; math number talks, math centers and math project based interactive learning. As a school site, we also embed essential strategies to ensure rigorous instruction. These Rancher essentials are: close reading, purpose statements focused on the content objective (why, what, how) in both ELA and Math; purposeful student collaborative discussions (50/50 Goal); ELD emphasized in core curriculum Wonders; A.V.I.D, and also the P.B.I.S sixteen skills. A.V.I.D (Advancement Via Individual Determination) is in full swing again this year as it is our fourth year of implementation. Clayton Record has been deemed an AVID model school and was also awarded the Silver level of distinction in PBIS.

The 2018-2019 school year has kicked off with a focus on building our Rancher collaborative teams. We are focused on aligning all we do based on "what students need". Our staff is collaborating weekly to create action plans connecting to essential outcomes encouraging high levels of learning for all. Staff members are analyzing student data to determine what "prerequisite" skills or "essentials" outcomes are needs to allow for deeper learning of grade level standards. We are also encouraging collaborative conversation based on P.B.I.S. and A.V.I.D scholarly behaviors on campus.

Our data has shown that there is a need for increased reading on the Record Elementary campus. Therefore, as a staff, we are focused on building literacy skills in all of our students. We are working on providing students with daily instruction pertaining to reading, utilizing effective strategies. We are focused on the consistent implementation of a balanced literacy block each and every day with all five components (read aloud, shared reading, guided reading, independent reading, and word study). We are also working to integrate 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 reading. Reading with every student every day at their specific level is critical to their

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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 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) and Diagnostic I-Ready assessment to determine student levels. Also, teachers pull guided reading materials weekly to support their student's specific growth and progress in reading. Independent reading skills are monitored through the use Online Learning portion within the I-Ready system so that students are motivated and encouraged to work on the specific skills they need to advance their reading progress. During the word study portion of the balanced literacy block, teachers provide explicit and systematic instruction in the building blocks of literacy, which are book and print awareness, phonological and phonemic awareness, phonics and the alphabetic principle, and also word and structural analysis. Finally, teachers plan their writing instruction and 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 CCSS aligned curriculum Wonders. In addition to this curriculum, we are integrating strategies like close reading and purpose statements to support all students and supporting their diverse needs.

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 through the use of 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 in them becoming college and career ready. This school year we are focused on two areas of AVID Elementary; the organizational tools/strategies, agenda planner, and also implementing consistent three column (FOCUSed) note taking skills, transitional kindergarten through fifth grade. Transitional Kindergarten students are expected to utilize a folder to organize their classwork, Kindergarten through second-grade students are utilizing a small binder that they organize their work and share with their families every night. 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. These two items are taken home and signed by their family nightly. All Record students are being taught how to take purposeful three-column 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-notetaking as a part of what we do each day at Record to support students in becoming critical thinkers.

This is our sixth year of implementing a structure called Positive Behavior Intervention Support (P.B.I.S.). This structure will define 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 and every day. This structure will increase positive feedback by giving students support through clear, positive expectations school-wide. Consistent language and support will be given to address behaviors. Students will participate in anti-bullying activities and also character education through the P.B.I.S. structure. This year we are focused on bringing P.B.I.S. into the classroom, underlining teaching clear, positive classroom expectations. Strengthening our Professional Learning Community (PLC) and continuing to receive the support of our School Site Council, English Language Advisory Committee, PTA, Parent volunteers, and Leadership Team will both enhance academic achievement and maintain a safe school culture. We are continuing to implement the 16 skills for students and celebrate their mastery of these skills. We teach a new skill every two weeks at the Rancher Roundup. We have included a Rancher Newscast to refer to and review the skill daily, as well as a Rancher Theatre troupe that performs the new skill for the rest of the student body during our Rancher Roundups. This year we hope to reinstitute the Rancher Safety team and utilize student support to reinforce positive behaviors on campus. Students work on mastering these skills during the two weeks and earn a Rancher brand stamp when they demonstrate mastery. Students participate in monthly parties for achieving mastery. If students struggle with a particular skill, then they have opportunities to have a positive re-teach of that skill given by our campus aides.

Record Elementary continues to implement the Common Core State Standards across all content areas. The Common Core State Standards provide clear and consistent learning goals to help students prepare for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level so that every parent and teacher can understand and support their learning. "With students, parents, and teachers all on the same page and working together toward shared goals, we can ensure that students make progress each year and graduate from high school prepared to succeed in college, career, and life." (www.corestandards.org). Technology is a key part of ensuring that we are meeting the CCSS. As a school site, we are providing access to all Record students through the use of Google, typing programs, I-Ready, and research-based projects in transitional kindergarten through fifth grade. Our school site is one to one with ChromeBooks devices grades TK through fifth grade. Also, we are focused on preparing for the new state assessment Smarter Balance Assessment Consortium. Scoring on last year's California Assessment of Student Performance and Progress (CAASPP) assessment was a baseline for where we need to go this year and in years to come. We are very positive that we will continue to make great strides for our students considering our continuing implementation of effective, rigorous

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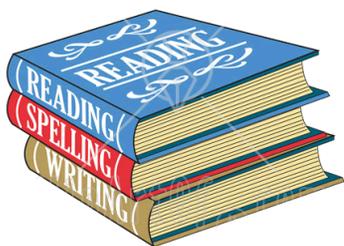
instructional strategies, our balanced literacy work, and also the integration of A.V.I.D strategies schoolwide. These will allow students to continue to progress toward exceeding standards and becoming college and future ready!

We are dedicated to meeting ALL students needs. Students will be participating in a W.I.N. (What I Need) block each day, Monday through Thursday, which is specifically designed to be a maximum 30-minute block of no new content reteach time to meet student needs at their specific levels in both English Language Arts 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.

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	6.2%
American Indian or Alaska Native	0.7%
Asian	0.4%
Filipino	1.1%
Hispanic or Latino	73.0%
Native Hawaiian or Pacific Islander	0.2%
White	15.7%
Two or More Races	2.7%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.3%
English Learners	24.8%
Students with Disabilities	11.7%
Foster Youth	3.1%



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	136
Grade 1	83
Grade 2	84
Grade 3	71
Grade 4	86
Grade 5	88
Total Enrollment	548

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	29	28	474
Without Full Credential	0	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 during the first 20 days 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, Special Education, and GATE students. Teachers are continually learning techniques to assist all students in their classes. We also have aides to further assist students. 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.

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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 2018-2019 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) 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) (Grades 1-5)	2016	Yes	0%
	JW Pepper (Band Books) – Traditions of Excellence	—	Yes	0%
	JW Pepper (Band Books) – Essential Elements	—	Yes	0%

The goal at Clayton A. Record, Jr. Elementary School is for students who have special needs to participate as successful learners in our school programs. A number of supplementary services are provided and include the English Language Learner Program, the Student Study Team, education specialist services, speech services, after school tutoring, Record Academy, and other specialized programs. Clayton A. Record, Jr. Elementary School has an After 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.

English Learner Programs: All students, not yet fluent in English, participate in the English Language Development program. During the 2018-19 school year we had 174 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 in an effort 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. Record Elementary School has the only K-5 Moderate to Severe Special Day Class Program in the District.

School Facilities

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.

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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 10, 2018..

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			One room HVAC inoperable.
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		Two restrooms hand dryers inoperable and one light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One restroom soap dispenser inoperable.
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
			96.93%	

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 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	34%	42%	37%	37%	48%	50%
Mathematics	28%	36%	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.

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	239	99.17%	42.26%
Male	121	119	98.35%	39.50%
Female	120	120	100.00%	45.00%
Black or African American	11	10	90.91%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	177	176	99.44%	42.61%
Native Hawaiian or Pacific Islander			--	--
White	40	40	100.00%	47.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	199	197	98.99%	35.03%
English Learners	78	78	100.00%	41.03%
Students with Disabilities	25	25	100.00%	8.00%
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	239	99.17%	35.98%
Male	121	119	98.35%	37.82%
Female	120	120	100.00%	34.17%
Black or African American	11	10	90.91%	20.00%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	177	176	99.44%	38.07%
Native Hawaiian or Pacific Islander			--	--
White	40	40	100.00%	35.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	199	197	98.99%	30.46%
English Learners	78	78	100.00%	39.74%
Students with Disabilities	25	25	100.00%	12.00%
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.

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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	24.4%	29.1%	11.6%

Engagement

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.

School Climate

School Safety

SB187 Safety Plan

School Safety Plan was last updated in February of 2018 to include P.B.I.S and the 16 PBIS skills. Our School Safety Plan was just reviewed with staff and also parents on September 20th and also on November 8th.

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		
	2015-16	2016-17	2017-18
Suspensions	3.1%	1.9%	1.3%
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%

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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			Avg. Class Size	2016-17			Avg. Class Size	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	23.0	1	5	23.0	1	5	27.0		5					
Grade 1	24.0		3	23.0		3	26.0		3					
Grade 2	31.0		3	24.0		3	22.0	1	3					
Grade 3	30.0		3	22.0		4	22.0		3					
Grade 4	33.0		1	29.0		3	29.0	1	3					
Grade 5	24.0	2	2	21.0	2	3	23.0		3					
Other	00.0			13.0	1		9.0	1						

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	0.45
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.

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	\$11,343	\$3,003	\$8,340	\$70,456
District			\$8,152	\$78,653
State			\$7,125	\$76,522
Percent Difference: School/District			2%	(10%)
Percent Difference: School/State			17%	(8%)

- **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	\$86,724	
Other State, Local, & Federal Funds	\$16,110	\$102,834

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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.

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

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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.

