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Grades 6-8

# North Mountain Middle School

## School Accountability Report Card

Reported Using Data from the 2017-18 School Year  
Published During 2018-19  
Gilbert Rodriguez, Principal  
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**San Jacinto Unified  
School District**  
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### About This School

#### **Our Mission ...**

to inspire students to learn daily, live respectfully, and lead responsibly.

#### **Our Vision...**

At North Mountain Middle School, we strive to produce caring and productive citizens who value the pursuit of learning and service to others.

#### **Our Motto...**

Huskies...Learning today, leading tomorrow!!!

### School Description

North Mountain Middle School is one of three middle schools in the San Jacinto Unified School District. Our student population is composed of grades six, seven, and eight with about 1,090 students. We are on a traditional school schedule with school beginning in the middle of August and ending in early June. The school year is composed of two semesters, with progress reports being sent home both at the midpoint and the end of each quarter.

### Principal's Message

My name is Mr. Gil Rodriguez, and I am honored to serve as the Principal at North Mountain Middle School. I have been in administration for eight years and have been in the San Jacinto Unified School District for one. I am excited to be a part of this wonderful school and look forward to an exceptional year.

Our entire staff welcomes you to the new school year. Your child's education and success are our number one priority, as we help prepare them for college and career. In order to do this, we must work together. Their successes will not come easily. Students must be responsible and active participants in their learning. Parents, teachers, and administrators must guide, direct, motivate, teach self-discipline, and support each other. Students will be held accountable for their academics, behavior, and social interactions. We will fully implement our rules. In order to help us, please make sure to review very specifically the Parent/Student Handbook with your child including discipline and the dress code.

At North Mountain, every member of our staff believes all students can learn and that each one deserves our time and attention. Our staff collaborates as a Professional Learning Community to ensure we meet the academic promise of our students. Common Core content standards guide classroom instruction and our highly qualified and professional teaching staff continuously challenges our students.

We encourage a close partnership between parents/guardians, students, teachers, and staff. We need and look forward to your participation in the many activities throughout the year. You may also get involved in PTO, School Site Council, or volunteer on campus. We look forward to seeing you here.

## 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
Grade 6	340
Grade 7	393
Grade 8	346
<b>Total Enrollment</b>	<b>1,079</b>

### **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	10.1%
American Indian or Alaska Native	2.8%
Asian	0.5%
Filipino	0.6%
Hispanic or Latino	69.3%
Native Hawaiian or Pacific Islander	0.7%
White	13.5%
Two or More Races	2.7%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.1%
English Learners	19.3%
Students with Disabilities	15.8%
Foster Youth	0.6%

### **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	44.6	48	49	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 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
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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 academically struggling students, English Language Learners, Special Education, and GATE students. We 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.

The goal for students at North Mountain Middle School, who have special needs, is that they participate as successful learners in the regular school program. A number of supplementary services are provided to help attain this goal. These include the English Language Learner program, the Student Study Team, resource specialist services, speech services, counseling services, and other specialized programs. North Mountain Middle School has an Outstanding After School Instruction and Safety (OASIS) program that operates until 6:00 p.m.

**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. North Mountain Middle School has the only grades 6-8 Special Day Class Program designed for students with moderate/severe disabilities in the District.

## 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 2018-2019 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
<b>Reading/Language Arts</b>	McGraw Hill Education, Inc. – StudySync—6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> 6 <sup>th</sup> Grade Novels: Novel - The Story of My Life, Novel - Roll of Thunder, Hear My Cry, Novel – Freedom Walkers 7 <sup>th</sup> Grade Novels: Novel – The Giver, Novel – The Hobbit, Novel – The Miracle Worker 8 <sup>th</sup> Grade Novels: Novel – Adventures of Tom Sawyer, Novel – Lord of the Flies, Novel – Diary of Anne Frank	2016	Yes	0%
<b>Mathematics</b>	McGraw-Hill – Common Core, California Math	2014	Yes	0%
	McGraw-Hill—Accelerated Math (Honors Grade 7)	2014	Yes	0%
	MVP—Math (Honors Grade 8)	2014	Yes	0%
<b>Science</b>	Pearson Prentice Hall – California Science Accelerate learning: StemScopes	2007	Yes	0%
<b>History/Social Science</b>	McGraw Hill Impact	2018	Yes	0%
<b>Foreign Language/Intervention</b>	Pearson Education, Inc. Realidades (Spanish 1 & 2)	2011	Yes	0%
	Scholastic Inc, READ 180 / System 44 Next Generation	2015	Yes	0%
<b>Health</b>	Weekly Reader during Physical Education	n/a	n/a	n/a
<b>Visual Performing Arts</b>	Band—JW Pepper Essential	n/a	n/a	n/a
	Elements Choir—No Textbook	n/a	n/a	n/a

**English Learner Program:** An English Language Learner (ELL) student is one whose first language is not English and may need instruction in developing the skills necessary to read, write, and speak English in a proficient and academic manner. We offer three different levels of ELD during seven classes throughout the school day.

**Gifted and Talented Education Program (GATE):** 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.

**MTSS:** Our Multi-Tiered Systems of Support plan addresses three categories. Academics, Behavior, and Attendance. Tier one is our school wide plan to support ALL North Mountain students in each of the three categories. Additional support such as Tutoring, SARB's, Tardy Cards, Intervention, Check in Check Out, or a Behavior Plan have been developed for our students that need additional assistance.

### School Facilities

#### School Facility Conditions and Planned Improvements

Construction on NMMS was completed in 1998. With the help of a good custodial staff and vigilance by our school staff, North Mountain Middle School remains clean and well maintained. The addition of surveillance cameras, hallway and outside supervision, and a policy of keeping all doors but one front door locked help to maintain the security of our campus. The building meets all current standards for ingress and egress and is regularly inspected by local fire officials.

North Mountain Middle School features a clean, well maintained facility that can meet the demands of a comprehensive middle school. Our site includes a multipurpose room or gym with a stage, outdoor eating tables, a large kitchen, a well-stocked library, a covered basketball pavilion, and locker rooms. Our campus features a football field, track, large grass areas, and multiple outdoor basketball courts. All classrooms have e-mail and internet capabilities. In maintaining a technology focus, we have three computer labs and three complete classroom sets of IPADS that can be used in any classroom. The Fina Arts department features a well-designed music room for chorus/band and a classroom for art. School growth required the addition of 10 permanent classrooms and two restrooms as well as ten portable classrooms and a portable restroom building.

#### 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 3, 2018

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No deficiencies found at the time of inspection.
<b>Interior:</b> Interior Surfaces	X			No deficiencies found at the time of inspection.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No deficiencies found at the time of inspection.
<b>Electrical:</b> Electrical	X			No deficiencies found at the time of inspection.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No deficiencies found at the time of inspection.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No deficiencies found at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	X			No deficiencies found at the time of inspection.
<b>External:</b> 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

**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.

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
<b>ELA/Literacy</b>	31%	26%	37%	37%	48%	50%
<b>Mathematics</b>	15%	13%	22%	23%	37%	38%

### 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 6-8 (2017-18)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1063	1047	98.49%	25.69%
Male	541	532	98.34%	18.61%
Female	522	515	98.66%	33.01%
Black or African American	109	106	97.25%	16.98%
American Indian or Alaska Native	30	28	93.33%	21.43%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	747	739	98.93%	23.55%
Native Hawaiian or Pacific Islander	--	--	--	
White	132	129	97.73%	37.98%
Two or More Races	28	28	100.00%	46.43%
Socioeconomically Disadvantaged	946	931	98.41%	23.09%
English Learners	354	353	99.72%	15.01%
Students with Disabilities	140	138	98.57%	4.35%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

**CAASPP Assessment Results-Test Results in Mathematics by Student Groups, Grades 6-8 (2017-18)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1065	1050	98.59%	12.61%
Male	542	533	98.34%	12.24%
Female	523	517	98.85%	12.98%
Black or African American	110	107	97.27%	7.48%
American Indian or Alaska Native	30	28	93.33%	--
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	747	740	99.06%	11.13%
Native Hawaiian or Pacific Islander	--	--	--	
White	133	130	97.74%	20.77%
Two or More Races	28	28	100.00%	32.14%
Socioeconomically Disadvantaged	948	934	98.52%	--
English Learners	354	353	99.72%	6.84%
Students with Disabilities	141	139	98.58%	1.45%
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.

### Courses for UC and/or CSU Admission

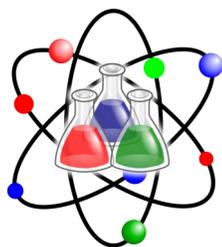
	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	9.5%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

### 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
7	11.2%	30.7%	37.4%



### Engagement

#### State Priority: Parental Involvement

**Contact Person:** Johanna Thaning, School Secretary  
**Phone Number:** (951) 487-7797

Along with our PTO and School Site Council, we host several family activity nights throughout the year. We have a Parent Conference Evening, Back-To-School Night, Open House, Coffee with the Principal, parenting workshops, parent orientation for incoming students and morning and afternoon registration times for all students. The English Language Advisory Committee (ELAC), regular parent communication meetings, and an open-door policy to the Principal provides additional opportunities for communication and involvement.

#### State Priority: School Climate

#### School Safety

##### SB187 Safety Plan

Our School Site Safety plan was approved on October 7, 2018. Evacuations will be practiced throughout the year. The following drills will be practiced, Earthquake, Fire, Lock Down. Our school and grounds are very safe. Staff members monitor the campus before school, after school, and during breaks. Our discipline policies work to curtail fighting and bullying. Students and staff regularly participate in emergency preparedness drills to ensure their safety in the event of an emergency.

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lockdown procedures. A copy of the plan is available for inspection by the public at each school.

#### 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	8.6%	5.6%	6.8%
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%

## SCHOOL ACCOUNTABILITY REPORT CARD

### Other SARC Information

#### Average Class Size and Class Size Distribution

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.

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	14	6	14	27.0	8	8	16	25.0	13	12	11
Mathematics	25.0	13	9	11	25.0	13	6	12	27.0	7	10	11
Science	31.0	3	2	15	30.0	3	6	11	32.0	3	6	14
Social Science	28.0	3	12	7	27.0	5	11	7	33.0	1	6	15

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### 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 FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	539.5
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	0.6	
Nurse	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	\$10,753	\$2,986	\$7,767	\$81,601
District			\$8,152	\$78,653
State			\$7,125	\$76,522
Percent Difference: School/District			(5%)	4%
Percent Difference: School/State			9%	7%

- **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 from the following special programs to supplement the core instructional program provided by the school district:

Program	Amount	Total
Title I	\$167,445	
Other State, Local, & Federal Funds	\$16,027	\$183,472



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

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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.

