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Grades 9-12

San Jacinto High School

School Accountability Report Card

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

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About This School

School's Mission Statement

"At San Jacinto High School we will challenge and empower all students to be independent thinkers, lifelong learners, and responsible citizens."

School's Vision Statement

"San Jacinto High School seeks to become an exemplary school promoting a learning culture of independence, innovation, and ethical leadership."

School Description

San Jacinto High School continues to foster a small school feeling of tradition and community even though it has grown tremendously over the past few years into a school of a little over 2,500 students. We are a school that values and celebrates our diversity, realizing that these differences help improve our school by preparing our students for the diverse world after high school. Many of our students have grown up in the San Jacinto Valley with generations passing through SJHS. This continuity has helped develop meaningful traditions that bring our school and community together. Our school facility is a blend of our older traditional campus with its bell towers, senior walk, and quad with an updated gym, classrooms, and athletic facilities. San Jacinto High School provides an attractive, safe, and clean learning environment for our students. A caring staff, modern technology, and consistent instructional practices guide our school towards continuous academic improvement. As a school, one of our goals is to provide opportunities for students to connect to school through a variety of activities and events. An active Associated Student Body organization that plans and implements multiple activities, a successful athletic program, exceptional art and music programs, multiple clubs, AVID, MSJC Trio Program/Talent Search & Upward Bound, Air Force Junior ROTC, various Career Technical Education pathways including culinary arts and a growing agricultural FFA program all provide opportunities for students and parents to get involved. Our school is focused on providing students with skills to prepare them for college and career choices. Our varieties of program offerings make school relevant and help students develop and implement college and career goals while motivating students to meet rigorous academic standards in all classes and with expanded Advanced Placement and International Baccalaureate programs. We know that if students look forward to coming to school, feel that the instruction is relevant, have excellent instruction, and enjoy the atmosphere, learning will take place.

Principal's Message

San Jacinto High School is a place where students, parents, teachers, administration, staff, and the community focus their time and energy on student success and college and career readiness. We believe in providing a vast array of options for students to find their path to this success and that it is our responsibility to motivate them to pursue their passions and to facilitate the construction of their futures. We believe strongly in shared leadership, the use of cutting-edge technology and research-based instructional methods, collaborative teaching and learning environments through Professional Learning Communities, developing social responsibility amongst our students, and building caring, trusting relationships with all stakeholders in our school. San Jacinto High School proud of our rich traditions and excited for the bright future of our students.

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 9	712
Grade 10	713
Grade 11	617
Grade 12	543
Ungraded Secondary	39
Total Enrollment	2,624

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	8.2%
American Indian or Alaska Native	1.8%
Asian	1.1%
Filipino	1.2%
Hispanic or Latino	72.7%
Native Hawaiian or Pacific Islander	0.6%
White	11.5%
Two or More Races	3.0%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.3%
English Learners	12.1%
Students with Disabilities	15.3%
Foster Youth	0.8%

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	107.5	106	113	474
Without Full Credential	3	4	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	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	1	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 academically struggling students, English Language Learners, and Students with Disabilities. We offer Community Based Instruction courses on campus to provide transition activities and instruction for our 18-22-year-old students with disabilities. These students go out into the community to develop skills and strategies to become self-sufficient as adults. Additionally, we offer our BRIDGES Program for Emotionally Disabled students in a safe and caring environment where they receive appropriate rigorous instruction as well as specialized Educationally Related Mental Health Services (ERMHS). Teachers are continually learning techniques to assist all students in their classes. We also have aides to further assist students. We have used special categorical 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 San Jacinto High School, who have special needs, is that they participate as successful learners in a program tailored to meet their learning needs. 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, after school tutoring, READ 180 program, and other specialized programs. Full inclusion of all special needs students in the mainstream classes is our goal whenever possible.

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
Reading/Language Arts	McGraw Hill Education, Inc. – StudySync Grades: 9 th , 10 th , 11 th , & 12 th (Adoption 2016) 9 th Grade Novels: To Kill a Mockingbird, The Odyssey, Tragedy of Romeo & Juliet 10 th Grade Novels: Frankenstein, Night, Animal Farm 11 th Grade Novels: Adventures of Huck Finn, Midsummer Night's Dream, The Great Gatsby 12 th Grade Novels: Gulliver's Travels, Hamlet, Beowulf Expository Reading & Writing Novels: Into the Wild & They Say, I Say Bedford, Freeman and Worth: Advanced Language & Literature 1 st Edition (PreAp – Honors) (Adoption 2016) Bedford, Freeman and Worth: Patterns for College Writing 12 th Edition (Adoption 2016) Cengage Learning Perrine's Literature Structure, Sound & Sense 12 th Edition CSU Office of Chancellor – ERWC –Expository Reading & Writing (Second Edition) Oxford Press – IB English A Language & Literature (Adoption 2014) Oxford Press – IB Theory of Knowledge (Adoption 2014) Scholastic READ 180 & System 44 Next Generation (Adoption 2015) Scholastic READ 180, English 1 & 2 Next Generation (Adoption 2015)
Mathematics	Pearson Education, Inc. – Blitzer Pre-Calculus (Adoption 2009) Holt McDougal – AP Calculus Single Variable (Adoption 2009) MVP – MVP – Math Online Program (Adoption 2014) IB Source, Inc. Mathematical Studies SL 3 rd Edition (Adoption 2014)
Science	Holt, Reinhart & Winston – CA Biology / Chemistry (Adoption 2007) Pearson Education, Inc. – Standard Level Physics (Adoption 2014) Pearson Education, Inc. Fundamentals of Physics / CA Biology (AG) (Adoption 2007) Earth Science (Adoption 2005) McDougal Littell – Life Science (Adoption 2008) McGraw Hill – Essentials of Human Anatomy & Physiology (Adoption 2015) Cengage Learning Agriscience Fundamentals & Applications, Science of Agriculture: A Biological Approach 4 th Edition (Adoption 2014) Goodheart-Wilcox – AG, Science Principal Floral Design (Adoption 2015) Pearson Taylor & Francis – Principals of Soil Chemistry (Adoption 2016) Cengage Learning – Modern Livestock & Poultry 9 th Edition (Adoption 2016) Pearson Baccalaureate – IB Biology Higher Level Biology (Adoption 2016) Pearson Baccalaureate – IB Chemistry, Standard Level 2 nd Edition (Adoption 2015) Glencoe – Health Science & Sexuality (Adoption 2015) for CTE Course Allied Health – DHO Health Science 8 th Edition (Adoption 2015) for CTE Course Intro to Medical Terminology 3 rd Edition (Adoption 2015) for CTE Course Channing Bete – CPR – Basic Life Support (Adoption 2016) for CTE Course American Technical - Welding Skills (Adoption 2017) for CTE Course
History-Social Science	McGraw Hill - Impact (Adoption 2018) Pearson Education, Inc. - AP Psychology (Adoption 2017) Pearson Education, Inc. - AP - The Cultural Landscape Intro: Human Geography (Adoption 2017) Pearson Education, Inc. – Poli Sci, Living Democracy (Dual Enrollment) Teaching Point / IB Source, Inc. – IB History – History of the Americas and History of Europe (Adoption 2014)
Foreign Language/ Intervention	Pearson Education, Inc. Realidades (Spanish 1, 2, & 3) (Adoption 2011) Vista Higher Learning D'Accord (French 1, 2, & 3) (Adoption 2011) Vista Higher Learning TEMAS (AP Spanish) (Adoption 2014) Vista Higher Learning Imagina 3e (Spanish/Spanish Speakers) (Adoption 2015) Advance Materials - IB Source, Inc. IB Spanish Manana (Adoption 2014)
Health	Pearson Education, Inc.—Health (Adoption 2011)
Visual and Performing Arts	Glencoe-McGraw Hill—Music It's Role! (Adoption 2009) Pearson Education, Inc. Listening to Music (IB Music) (Adoption 2014) McGraw-Hill - Tonal Harmony (IB Music) (Adoption 2014) IB Source, Inc. - The Norton Scores (IB Music) (Adoption 2014) Davis Publications, Inc. Exploring Visual Design (IB Art) (Adoption 2014) Pearson Education, Inc. Janson's History of Art (Adoption 2014)
Science Laboratory Equipment	Compound Light Microscopes, Dissecting Microscopes, Molecules of Life/Specimen Slides, Blank slides & Cover slips Dissecting Kits & Dissecting Pans-T Pins, Skeleton w/ mount Human Anatomy Dummy w/ organs
All textbooks listed above are from the most recent adoption	Yes
Percent of students lacking their own assigned textbook in core curriculum area	0%

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Gifted and Talented Education Program (GATE): The GATE program serves students in grades nine through twelve. GATE students receive specialized instruction in the regular classroom with enrichment activities outside the classroom. The District uses a multi-step process for GATE identification. The process begins with a GATE screening in third grade with referrals for screening taking place until eighth grade. At SJHS we offer advanced classes for math and language arts for ninth and tenth graders with Advanced Placement, dual enrollment, and International Baccalaureate courses at the higher-grade levels.

English Learner Program: All students not yet fluent in English participate in the English Language Development program. Students are assigned language arts classes based on their fluency as identified by their CELDT tests and academic achievement. Students who are advanced are placed in mainstream classes with authorized teachers who have been trained in working with English Language Learners. Students at the beginning and intermediate levels will have special classes to help them progress towards English fluency.

Special Education Programs: Students with moderate to severe learning differences are entitled to individual education plans and specially designed programs. Students enrolled in Special Education meet regularly with a Special Education teacher who provides specialized individual and small-group instruction based on the student's Individualized Education Plan (IEP). To meet the needs of our students with learning disabilities, we offer our mild to moderate program (mainstreamed classes with support and small group special education classes), our moderate to severe program (special classes at least 50% of the day). Many of our senior class students work with the County on a transition program concentrating on developing job skills to enter the workforce. Some of these students are diploma, and some students are certificate bound. We also have programs focusing on life skills in addition to academic goals. Our Community-Based Instructional program for our 18-22-year-old students focuses on preparing these students to be self-sufficient.

Advanced Placement Classes and International Baccalaureate (IB) Courses: Advanced placement classes are offered in a variety of courses for some sophomores, juniors, and seniors. These classes are rigorous and structured to be equivalent to beginning college courses. Students taking these classes are graded on a 5-point scale compared to the regular 4-point scale which could enhance their grade point average and class ranking. Students may take the AP exam that will enable them to receive college credit for the class if they pass the exam. Our students who are IB Diploma-bound (as well as students who choose to take individual IB courses without the full diploma option) are currently enrolled in IB courses in English, Music, Art, History, Chemistry, Biology, Spanish, and Theory of Knowledge.

Concurrent/Dual Enrollment College Classes: Sophomore, juniors, and seniors with a 3.0 or better grade point average that are on schedule for graduation may take approved classes at the college or dual enrollment classes on our campus that will give them both high school graduation credits and college credits. Grades from these classes are on the 5-point scale compared to the regular 4-point scale. The approved classes all meet the University of California entrance requirements. Approved students may also take vocational classes at the college for dual credit.

School Facilities

School Facility Conditions and Planned Improvements

Since the late 1990s, San Jacinto High School experienced rapid growth which meant building new facilities to house those new students. The current San Jacinto High School was built in 1968, with additions of the 400-classroom wing, the library and theater complex, and the athletic stadium taking place in the late 1990s. The 500 wing of science and math classrooms, with the food service facility, was built in 2004. The 800 wing with its wood technology facility, weight room, boys' locker room, and the computer lab was also built in 2004. In 2009 renovations were completed with a new gymnasium, a 33-classroom building addition, updated art and music rooms, physical education facilities, a new wrestling room, new athletic fields/facilities, and a new food service facility. We've added two brand new scoreboards to the varsity baseball and softball fields. Our campus is located around a beautiful grass filled center quad with tables and shade for eating. We now have a mixture of new and old facilities with technological improvements throughout to meet the needs of our students. Our library, which was once a shared project with the county, is now completely managed by our school and a total redesign as a 21st-century learning center with state-of-the-art technology, a "makers space," digital library materials and more to meet the needs of our students and staff was completed in 2017. Additionally, a major upgrade to our weight lifting facilities and Agricultural Mechanics facilities began in 2016 and was completed in 2017. Additionally, we currently have a greatly enhanced and expanded Culinary Arts facility under construction. Finally, a long-held dream to build a pool on our campus will no longer be a dream: with major support from the Soboba Band of Luiseno Indians, our Soboba Aquatic Center is in the final planning stages with construction set to begin in April 2018 and opening in July of 2019.

Using a checklist of standards, identified safety needs, and an automated work order system, our campus facility, and safety needs are taken care of on a timely basis. We realize that a learning environment that is safe, clean, and attractive creates an atmosphere conducive to learning. San Jacinto High School is a safe, clean, and orderly campus that our staff, students, and community are proud to see and visit.

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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 January 19, 2019.

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

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	55%	48%	37%	37%	48%	50%
Mathematics	16%	14%	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 in ELA by Student Groups, Grade 11 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	565	549	97.17%	47.72%
Male	278	267	96.04%	35.96%
Female	287	282	98.26%	58.87%
Black or African American	41	40	97.56%	40.00%
American Indian or Alaska Native	11	11	100.00%	18.18%
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	418	406	97.13%	47.04%
Native Hawaiian or Pacific Islander	--	--	--	
White	70	68	97.14%	58.82%
Two or More Races	14	14	100.00%	57.14%
Socioeconomically Disadvantaged	460	446	96.96%	44.39%
English Learners	105	98	93.33%	12.24%
Students with Disabilities	55	52	94.55%	7.69%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

CAASPP Assessment Results-Test Results in Mathematics by Student Groups, Grade 11 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	566	548	96.82%	14.26%
Male	279	266	95.34%	13.53%
Female	287	282	98.26%	14.95%
Black or African American	41	40	97.56%	7.50%
American Indian or Alaska Native	11	11	100.00%	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	418	406	97.13%	13.33%
Native Hawaiian or Pacific Islander	--	--	--	
White	71	67	94.37%	17.91%
Two or More Races	14	14	100.00%	35.71%
Socioeconomically Disadvantaged	462	447	96.75%	12.11%
English Learners	105	98	93.33%	1.03%
Students with Disabilities	56	51	91.07%	1.96%
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.

Career Technical Education Participation (2017-18)

The following table displays information about participation in the school’s CTE programs:

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2,503
Percent of pupils completing a CTE program and earning a high school diploma	12.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Career Technical Education Program (CTE)

Our Career Technical Education Program is integrated with our academic courses to provide multiple career pathways that make classes relevant to real career opportunities to improve achievement for all students including those pursuing a path toward 4-year or 2-year college/university, technical school, military, or career paths. Our CTE classes are available to all students and provide students with opportunities to be exposed to a variety of careers with the desire that some students will set goals and begin their career pathway. Students can take classes in industry sectors such as Agriculture & Natural Resources, Arts, Media & Entertainment, Building & Construction Trades, Education, Child Care & Family Services, Health Science & Medical Technology, Hospitality, Tourism & Recreation, Information & Communication Technology, and Public Services. Several of our classes are articulated with Mt. San Jacinto College (MSJC) so that qualified students may receive college credit. Additionally, San Jacinto High School is working closely with Riverside County and Mount San Jacinto College to provide opportunities for students to earn career pathway certificates to enhance job opportunities.

Oversight and direction of our CTE programs are managed by the CTE Department Chair who works closely with the Principal and the San Jacinto Unified School District Director of College and Career

Readiness. Additionally, San Jacinto High School has a CTE advisory committee that meets four times a year to review, oversee, and advise the program. The committee is made of teachers, administrators, students, and industry representatives. Industry representatives from health services, cabinetry, agriculture, and the food industry belong to our committee. Annual reporting is accomplished through the CTE Department Chair, Administration and the Director of College and Career Readiness for the Carl Perkins Grant, CTE Incentive Grant, CTE Agriculture Incentive Grant, and other funding sources which help to monitor student results and completion of the program pathways. Our administrative team and School Site Council monitor success rates and program effectiveness as a part of our School Plan duties.

San Jacinto High School CTE courses include the following:

- Sustainable Agriculture
- Agricultural Mechanics
- Agricultural Leadership
- Agricultural Biology
- Agricultural and Soil Chemistry
- Agricultural Systems Management
- Animal Science
- Veterinary Science
- Plant Science
- Floral Design
- Agricultural Business and Economics
- Introduction to Medical Professions
- Medical Assisting—Administration
- Medical Assisting—Clinical
- Allied Health
- Emergency Medical Responder-Extended
- Law Enforcement
- Forensic Science
- Corrections, Rehabilitation, and Security Services
- Introduction to Culinary Arts
- Culinary Arts I, II
- Computer Science AP
- Digital Media
- Video Production
- Photography I, II, III
- Wood Technology 1,2,3,4
- Pre-Industrial Wood Design
- Wood Projects

Freshman Transition Programs

San Jacinto High School has implemented programs to assist with the transition from 8th to 9th grade by focusing on building positive relationships, building a sense of pride and connectivity to the school community, and fostering success in the classroom. The introduction of a Success 101 class for incoming freshmen is designed around the “Get Focused, Stay Focused” curriculum designed around helping students answer three essential questions: “who

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am I, what do I want, and how do I get it.” In 2016-17 approximately half of the incoming Freshman class took Success 101 and maintained that percentage for all incoming Freshmen in 2018-19.

Additionally, in the fall of 2016, San Jacinto High School implemented “Link Crew” which is a program specifically designed to integrate the incoming freshmen into the school community by linking them with positive influences and mentors from the upper classmen. Link Crew holds events, Freshmen induction, social activities, as well as provides services to new students to campus by escorting them and making connections to clubs and organizations.

Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96.8%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	43.9%

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
9	14.9%	26.7%	38.3%

Engagement

State Priority: Parental Involvement

Contact Person: Julie Meneses, Principal’s Secretary

Phone Number: (951) 654-7374 ext. 2994

The responsibility to educate a child needs to be a partnership between the school and the home. We want to encourage parents to get involved in the education of their child. One opportunity for parents to get involved is through volunteering on the campus. We welcome the opportunity for parents to get involved in the education process. Additionally, parents have formed an initial Parent-Teacher Association which will allow more positive interaction and involvement between stakeholders.

San Jacinto High School significantly involves the community, which it serves in the educational process through such venues as School Site Council, band and athletic booster organizations, business and service club partnerships, coffee with the principal meetings, and a variety of other special events and activities.

Pupil Engagement

Dropout Rate and Graduation Rate

	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate	1.7	2.2	1.1	4.4	3.9	1.1	10.7	9.7	9.1
Graduation Rate	93.9	93.1	94.6	87.5	91.7	86.2	82.3	83.8	82.7

Completion of High School Graduation Requirements

The percent of students in the school’s most recent certified graduating class that met all state and local graduation requirements for grade twelve completion. Data are provided at the school, district, and state levels for all students and for those student groups for which numerically significant data are reported by the CDE.

Graduating Class of 2017			
Group	School	District	State
All Students	94.9%	91.2%	88.7%
Black or African American	86.8%	81.7%	82.2%
American Indian or Alaska Native	66.7%	71.4%	82.8%
Asian	75.0%	75.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	97.0%	91.9%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	91.4%	92.6%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	98.1%	94.1%	88.6%
English Learners	35.5%	51.9%	56.7%
Students with Disabilities	85.7%	92.3%	67.1%
Foster Youth	83.3%	54.6%	74.1%

School Climate

School Safety

SB187 Safety Plan

Date the plan was last updated: 2/27/2018

Date the plan was reviewed with staff: 2/27/2018

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) lockdown procedures. A copy of the plan is available for inspection by the public at each school.

SCHOOL ACCOUNTABILITY REPORT CARD

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. A school Resource Officer is on campus full time to support student safety. School Unity Programs, anti-bullying programs, peer mediation, and other activities help students value their differences and learn to get along with each other.

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 a discipline committee composed of staff, students, and parents. This plan is presented at several awareness sessions during the school year.

Visitors are required to show identification and sign in at the front office before visiting the classrooms. There is sufficient campus supervision before and after school.

Newly enhanced and expanded high-definition security cameras were installed for the safety of the students and our school. The District's liability insurance carrier and the local fire department inspect each facility annually.

Positive Behavior Interventions and Supports (PBIS)

San Jacinto High School has phased in the implementation of PBIS interventions including a Student Success Room (SSR) as an alternative to suspension program. SSR was established to support students who would otherwise receive an Off-Campus Suspension for a behavioral incident. With the recommendation of the school administrator, parents may choose to have their child participate in the program in lieu of the Off-Campus Suspension.

While in SSR, students are recorded as being present in the school, and they are given the opportunity to complete assignments and receive credit for their completed work. The Goals for SSR include socially and emotionally competent youth skilled in five core areas:

- They are self-aware. They can recognize their emotions, describe their interests and values, and accurately assess their strengths. They have a well-grounded sense of self-confidence and hope for the future.
- They can regulate their emotions. They can manage stress, control impulses, and persevere in overcoming obstacles. They can set and monitor progress toward the achievement of personal and academic goals and express their emotions appropriately in a wide range of situations.
- They are socially aware. They can take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences. They can seek out and appropriately use family, school, and community resources.
- They have good relationship skills. They can establish and maintain healthy and rewarding relationships based on cooperation. They resist inappropriate social pressure;

constructively prevent, manage, and resolve interpersonal conflict; and seek and provide help when needed.

- They demonstrate responsible decision-making at school, at home, and in the community. In making decisions, they consider ethical standards, safety concerns, appropriate social norms, respect for others, and the likely consequences of various courses of action. They apply these decision-making skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
Suspensions	6.8%	4.4%	3.2%
Expulsions	0.2%	0.1%	0.0%
District			
Suspensions	5.8%	3.5%	2.7%
Expulsions	0.1%	0.1%	0.0%
State			
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

Other SARC Information

Academic Counselors and Other Support Staff

The following table lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school in our district.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	524.8
Library Media Services Staff (paraprofessional)	1.0	
Library Media (Teacher)	1.0	
Psychologist	1.0	
Nurse	.35	
Speech/Language/Hearing Specialist	2.0	

* 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 ACCOUNTABILITY REPORT CARD

Average Class Size and Class Size Distribution (Secondary)

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				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*			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	23.0	44	24	41	28.0	23	23	45	27.0	35	25	49		
Mathematics	23.0	27	14	25	25.0	13	7	12	26.0	31	23	44		
Science	29.0	18	7	44	28.0	17	20	34	27.0	23	19	41		
Social Science	24.0	27	16	31	26.0	20	16	36	27.0	23	13	42		

* 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.

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	\$0,654	\$2,783	\$7,871	\$78,662
District			\$8,152	\$78,653
State			\$7,125	\$76,522
Percent Difference: School/District			(3%)	0%
Percent Difference: School/State			10%	3%

- **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 through special programs to supplement the core instructional program provided by the school district.

Program	Amount	Total
Title I	\$373,188	
Other State, Local, & Federal Funds	\$4,737	\$377,925

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%

Advanced Placement Courses (2017-18)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	1	
English	4	
Foreign Language	2	
Mathematics	3	
Science	2	
Social Science	16	
All Courses	28	20.9%

*Where there are student course enrollments
Note: Shaded cells do not require data

SCHOOL ACCOUNTABILITY REPORT CARD

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-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.

SCHOOL ACCOUNTABILITY REPORT CARD

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.

