

1089 De Anza Drive
San Jacinto, CA 92582-2568
(951) 654-4777
FAX (951) 487-2568

CDS Code
33672496106884

Grades K-5

De Anza Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19



Lauren Armijo, Principal
larmijo@sanjacinto.k12.ca.us



**San Jacinto Unified
School District**
2045 S. San Jacinto Avenue
San Jacinto, CA 92583
(951) 929-7700
www.sanjacinto.k12.ca.us

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dperez@sanjacinto.k12.ca.us

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About This School

School's Mission Statement

"Together we will successfully build student's full potential by doing whatever it takes."

School's Vision Statement

De Anza Elementary School will become the Disneyland of schools promoting Kindergarten to College through common core instruction that incorporates instructional strategies allowing students to read, write, listen, speak, innovate, and critically think with an enhanced focus on digital literacy skills, all of which help students become safe, respectful, and responsible citizens for their careers, college, and life.

Principal's Message

De Anza Elementary is committed to preparing all of our students for College and Career! Although college seems far away while the children are in elementary school, time will pass by and we want every student to be prepared to make whatever choice they want to achieve their future goals. During the 2018-2019 school year, we will focus on literacy, critical thinking, building a deep understanding of mathematical concepts and STEAM (Science, Technology, Engineering, Arts, Math). Every classroom will continue implementing AVID (Advancement Via Individual Determination) to better prepare them for middle school, high school, and college. We begin in kindergarten to teach them important skills in the areas of Writing, Inquiry, Collaboration, Organization and Reading. As a school, we are continuing a focus on STEAM (Science, Technology, Engineering, Art, Math) to better prepare our students for future college and career opportunities. The students also have access to a Makerspace in our library where they can be creative with technology, Lego's, art, and more! We are excited to begin this school year with every classroom being 1:1 with Chromebooks so students will have the opportunity to show their learning through Google and our curriculum components.

The De Anza staff fully believes in educating the whole child. We focus on teaching and modeling the rules and expectations of the school. The students are held to high expectations for behavior and respect. De Anza has implemented PBIS (Positive Behavioral Interventions and Support) which focuses on instructing behavior skills, focusing on the positive behaviors, and providing interventions to increase student success behaviorally and academically. All of the expectations fit within three categories: Be Safe, Be Responsible, and Be Respectful. Please review these with your children throughout the year. We ask the students to assess their own behaviors by asking themselves if their decisions are safe, responsible, and respectful for themselves and others.

We believe a strong partnership between school and the home is crucial to student success. We hope you will become involved in the school by volunteering, joining PTA or other parents' groups, and attending family events. We also have a quarterly Coffee with the Principal, School Site Council, and English Learner Advisory Council which we invite you to come to hear updates and share ideas with us. We ask that you maintain communication with your child's teacher throughout the year and ask your child daily what he/she learned about in school. Working together as a team, I know your child will have the best year yet at De Anza Elementary!

I am looking forward to an amazing school year filled with learning, growth, and fun!

SCHOOL ACCOUNTABILITY REPORT CARD

School Description

De Anza Elementary School and its educational community are committed to an educational partnership where everyone will champion commitment, respect, empowerment, encouragement, kindness, self-respect, innovation, diversity, and excellence. The staff is dedicated to positively impacting each student by providing high-quality educational programs which fully develop students' academic and problem-solving skills as well as their social, aesthetic and cultural awareness. We strive to meet the needs of each individual through:

- A rigorous Common Core instructional program for all students with teacher-created units of study that are continuously improving
- An outstanding instructional and support staff
- Staff participation in continued professional development and training
- Outstanding educational leadership and effective supervision
- A safe, orderly and supportive teaching and learning environment
- Accountability to the public through frequent assessment of students and programs assisting children in attaining their optimal physical and intellectual development Involving the community in a cooperative working relationship.

Striving towards excellence is an on-going process at De Anza Elementary School. We work together with all stakeholders helping students become well-rounded learners where they are valued as members of the De Anza Elementary School family and each child sitting in the chair in the classroom matters. To this end, we will continue to use standards-based curriculum and assessment to provide a strong base for our instructional program. We are a PBIS (Positive Behavioral Intervention Support) school, and we aspire to cultivate integrity, honesty, perseverance, and courage within each student as they reach for academic and personal excellence. We focus more on intervention and tailor our instruction and support to teach the child and less on discipline because, as we help support each student psychologically, socially, and emotionally they become more engaged in learning. De Anza staff and students invite the community to partner with us in preparing today's students to succeed in tomorrow's world.

Student Enrollment by Grade Level (2017-18)

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

| Grade Level | Enrollment |
|-------------------------|------------|
| Kindergarten | 100 |
| Grade 1 | 120 |
| Grade 2 | 97 |
| Grade 3 | 112 |
| Grade 4 | 113 |
| Grade 5 | 114 |
| Total Enrollment | 656 |

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 | 6.6% |
| American Indian or Alaska Native | 2.0% |
| Asian | 0.9% |
| Filipino | 1.2% |
| Hispanic or Latino | 68.1% |
| Native Hawaiian or Pacific Islander | 0.3% |
| White | 17.1% |
| Two or More Races | 3.8% |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 84.8% |
| English Learners | 22.7% |
| Students with Disabilities | 14.8% |
| Foster Youth | 1.1% |

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 | 30 | 31 | 32 | 474 |
| Without Full Credential | 1 | 1 | 0 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | |

SCHOOL ACCOUNTABILITY REPORT CARD

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

| | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Misassignments of Teachers of EL | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 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 Title I students, English Language Learners, Special Education, and GATE differentiated instruction so that students 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 De Anza Elementary 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, and other

specialized programs. De Anza Elementary School has an Outstanding After-School Instruction and Safety (OASIS) program that operates until 6:00 p.m.

Gifted and Talented Education Program (GATE): The GATE program serves students in grades three through five. GATE students receive specialized instruction in the regular classroom. Students may occasionally participate in special activities. The District uses a multi-step process for GATE identification. The process begins with a GATE screening in third grade. All teachers are highly qualified to teach advanced learners who qualify for GATE and instruction is differentiated to challenge them in their areas of strength.

English Learner Program: All students not yet fluent in English participate in English Language Development. We strive to provide all English Learners with the skills to be successful in all classes. We offer increased visual, auditory, kinesthetic, and technologically enhanced instruction to differentiate to students' language levels giving them maximum opportunities to read, write, listen, and speak during instructional minutes daily. English Learners receive specific English Language Development instruction 30 minutes every day in addition to the specialized strategies teachers use throughout the day to provide access to the curriculum.

Special Education Program: Students with mild to severe learning disabilities may be entitled to individual education plans. Students enrolled in Special Education at De Anza are either in a full-day Special Education class or meet regularly with a Special Education teacher who provides specialized individual and small-group instruction based on the student's Individualized Education Plan (IEP).

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on September 11, 2018.

| Core Curriculum Area | Textbooks and Instructional Materials | Year of Adoption | From the Most Recent Adoption (Yes or No) | Percent of Students Lacking Their Own Assigned Copy |
|--------------------------------------|---|------------------|---|---|
| Reading/Language Arts | McGraw Hill Education, Inc. The World of Wonders (TK) Wonders (K-5) | 2016 2016 | Yes Yes | 0% 0% |
| Math | Scott Foresman Wesley Addison—enVision Math | 2014 | Yes | 0% |
| Science | Accelerate Learning: StemScopes (K-5) | | Yes | 0% |
| History-Social Science | McGraw Hill-Impact (K-5) (Adoption 2018) McGraw Hill-Impact (K-5) (Adoption 2018) | 2018 2018 | Yes | 0% |
| Foreign Language/Intervention | Curriculum Associates: I-Ready (ELA/Math Intervention) Imagine Learning (Supplemental) Online Program (Grades 1-2, Optional K) Imagine Learning | 2015 | Yes | 0% |
| Health | Sparks PE | 2015 | Yes | 0% |
| Visual and Performing Arts | Pearson Education-Silver Burdett— Music (Online) (Grades 1-5) JW Pepper (Band Books) – Traditions of Excellence JW Pepper (Band Books) – Essential Elements | 2016 — — | Yes Yes Yes | 0% 0% 0% |

SCHOOL ACCOUNTABILITY REPORT CARD

School Facilities

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 August 30, 2018.

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

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | | 100% | | |

School Facility Conditions and Planned Improvements

De Anza Elementary School opened its doors on July 1, 1988. Every classroom has adequate space and all the materials needed to ensure student success. We have 35 highly qualified teachers with classrooms that are designed with print rich texts on walls, learning resources, technology, and Realia that allow students to be critical thinkers and problem solvers with resources regularly at their fingertips. We use parent, student, and staff surveys twice a year to gather feedback from all stakeholders, support LCAP goals one and two, to continuously improve the safety and curb appeal of our school. De Anza has recently undergone modernization of all permanent classrooms, the MPR, the library, and the office. During the school year, our district conducts two sweep week facility upgrades where facilities and maintenance workers come to our school and work on work orders and beautification, which is driven by survey data and reports to our staff. We take great pride in our school grounds and continuously work on improving systems to minimize trash and rid the campus or grounds of obsolete materials to make our campus safe and organized for students.

De Anza Elementary staff and students take pride in the school and facilities. Together, students and staff provide a safe, clean and attractive environment, which fosters learning and a positive attitude toward school. The campus includes over 24 general education classrooms, learning center, pre-school, and lab as well as Special Education classes. In addition to office areas, De Anza has a large multi-purpose cafeteria, library, health office, and three educational service rooms.

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.

SCHOOL ACCOUNTABILITY REPORT CARD

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 | 42% | 42% | 37% | 37% | 48% | 50% |
| Mathematics | 30% | 32% | 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.

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

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| All Students | 334 | 329 | 98.50% | 42.07% |
| Male | 172 | 167 | 97.09% | 36.14% |
| Female | 162 | 162 | 100.00% | 48.15% |
| Black or African American | 20 | 19 | 95.00% | 31.58% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | | | -- | -- |
| Hispanic or Latino | 227 | 225 | 99.12% | 41.96% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 59 | 57 | 96.61% | 43.86% |
| Two or More Races | 15 | 15 | 100.00% | 53.33% |
| Socioeconomically Disadvantaged | 285 | 280 | 98.25% | 41.58% |
| English Learners | 106 | 106 | 100.00% | 39.62% |
| Students with Disabilities | 44 | 42 | 95.45% | 7.14% |
| 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

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

| Student Groups | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 334 | 327 | 97.90% | 31.80% |
| Male | 172 | 165 | 95.93% | 30.30% |
| Female | 162 | 162 | 100.00% | 33.33% |
| Black or African American | 20 | 19 | 95.00% | 31.58% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | | | -- | -- |
| Hispanic or Latino | 227 | 223 | 98.24% | 30.94% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 59 | 57 | 96.61% | 31.58% |
| Two or More Races | 15 | 15 | 100.00% | 40.00% |
| Socioeconomically Disadvantaged | 285 | 278 | 97.54% | 30.94% |
| English Learners | 106 | 106 | 100.00% | 31.13% |
| Students with Disabilities | 44 | 42 | 95.45% | 7.14% |
| 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

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

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

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

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

Other Pupil Outcomes

California Physical Fitness Test Results (2017-18)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the [CDE PFT web page](#).

| Grade Level | Percent of Students Meeting Fitness Standards (on all six fitness standards) | | |
|-------------|--|-------------|------------|
| | Four of Six | Five of Six | Six of Six |
| 5 | 21.9% | 21.9% | 13.2% |

Engagement

State Priority: Parental Involvement

Contact Person: Patricia Moreno

Phone Number: (951) 654-4777

Parent involvement has become one of the most important facets of De Anza's growth. We have strong PTA involvement at our school and boast a healthy number of parent volunteers in the classroom and office. De Anza has recently opened a Parent Center on campus for parents to volunteer to complete projects for teachers or the school as a whole. A District Parent Center is available for parents to volunteer and works with the Parent Liaison.

SCHOOL ACCOUNTABILITY REPORT CARD

School Climate

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 | 2.4% | 1.8% | 0.9% |
| Expulsions | 0.0% | 0.0% | 0.0% |
| | District | | |
| | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 5.8% | 3.5% | 2.7% |
| Expulsions | 0.1% | 0.0% | 0.0% |
| | State | | |
| | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.1% | 0.1% | 0.1% |

School Safety

SB187 Safety Plan

Date the plan was last updated: February 8, 2018

Date the plan was last reviewed with staff: August 6, 2018

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

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.

| Grade Level | 2015-16 | | | Avg. Class Size | 2016-17 | | | Avg. Class Size | 2017-18 | | |
|--------------|-----------------|--------------------|-------|-----------------|-----------------|--------------------|------|-----------------|-----------------|--------------------|-----|
| | Avg. Class Size | Number of Classes* | | | Avg. Class Size | Number of Classes* | | | Avg. Class Size | Number of Classes* | |
| | | 1-20 | 21-32 | | | 33+ | 1-20 | | | 21-32 | 33+ |
| Kindergarten | 22.0 | 1 | 3 | 27.0 | 1 | 3 | 19.0 | 2 | 4 | | |
| Grade 1 | 31.0 | | 3 | 29.0 | | 3 | 27.0 | | 4 | | |
| Grade 2 | 25.0 | | 4 | 25.0 | | 4 | 31.0 | | 3 | | |
| Grade 3 | 25.0 | | 4 | 25.0 | | 4 | 26.0 | | 4 | | |
| Grade 4 | 30.0 | | 3 | 26.0 | | 4 | 26.0 | | 4 | | |
| Grade 5 | 27.0 | 1 | 4 | 28.0 | | 4 | 25.0 | 1 | 4 | | |
| Other | 0.0 | | | 0.0 | | | 9.0 | 1 | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Our school and grounds are very safe. Staff members monitor the campus before school, after school, and during breaks. Our discipline policies curtail fighting and bullying.

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

Other SARC Information

Academic Counselors and Other Support Staff

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

| Title | Number of FTEs* Assigned to the School |
|---|--|
| Counselor (Social/Behavioral or Career Development) | 0.5 |
| Library Media Services Staff (paraprofessional) | 1.0 |
| Nurse | 0.25 |
| Psychologist | 1.0 |
| Speech/Language/Hearing Specialist | 1.5 |

* 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

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 | \$10,855 | \$2,946 | \$7,909 | \$84,074 |
| District | | | | \$8,152 |
| State | | | | \$7,125 |
| Percent Difference: School/District | | | (3%) | 7% |
| Percent Difference: School/State | | | 11% | 10% |

- **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.

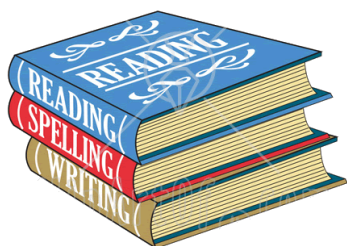
The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

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 | \$103,518 | |
| Other State, Local, & Federal Funds | \$15,822 | \$119,340 |



Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Professional Development

The San Jacinto Unified School District provides all certificated and classified staff members with ongoing professional development to enhance employee knowledge and skills. Administrators, teachers, counselors, and classified staff are provided with research-based professional development activities based on student performance data and the needs of employees. A District Site Leadership Team model has been utilized to train key teacher-leaders at all school sites which in turn, provide direct professional development training sessions to their respective school sites. Solution Tree has partnered with the San Jacinto Unified School District to train all team members at DSLTs in the creation and implementation of Professional Learning Communities surrounded around four essential questions: What do we expect our students to learn? How do we know that they have learned it? What will we do if they don't learn it? What will we do if they do learn it? The strategies are to be utilized to ensure that highly effective teams are created throughout the district to support all students.

Professional development activities, which supports the implementation of "Intentional and Focused Targeted Teaching: A Framework for Teacher Growth and Leadership" across all content areas have been provided for all teachers districtwide. This opportunity, provided by Dr. Douglas Fisher, will continue to be a major focus of professional development to support students in developing the literacy skills necessary to be successful beyond high school. School site team members from each of the 12 school sites in San Jacinto Unified have been involved in a multi-year process involving a deep

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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.

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.

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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.

