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Grades 6-8

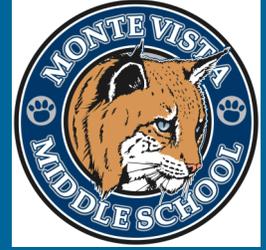
# Monte Vista Middle School

## School Accountability Report Card

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

Janet Covacevich, Principal

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School District**  
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### About This School

#### School's Mission Statement

The purpose of Monte Vista Middle School is to educate, equip, and empower our students to be independent thinkers, problem-solvers, and leaders.

#### Values:

- Respect: Treat all with dignity.
- Responsibility: Take ownership for learning and behavior.
- Commitment: Educate and engage students in a respectful, responsible, and supportive way.

#### Our Vision:

Monte Vista Middle School will be the model of academic excellence and innovation, where every student's academic experience is engineered to equip them with the choice of college and/or career by providing universal access to rigorous learning opportunities that foster social and academic growth.

#### Principal's Message

Esteemed Monte Vista Families,

My name is Janet Covacevich, and it is an honor to continue serving as the Principal of this wonderful school. I am excited for all the opportunities 2018-19 will bring.

As we enter this new year, with a mission to empower all students to succeed and a vision to become the model of academic excellence, I want you to know that our staff is committed and ready to continue preparing and supporting every student for the rigors through every content area. STEM (Science-Technology-Engineering-Mathematics) elective opportunities are available at every grade level. Students will have opportunities to learn and be exposed to rigorous technology and real-world problems through our STEM elective offerings. We continue with our AVID expansion as the backbone of good teaching and learning. We continue offering AVID as an elective, but also creating the "AVID" experience for every student in preparation for college or career – their choice. Our teachers continue to use and expand their expertise in research-based instructional strategies that benefit the learning of ALL students, while our counseling team is ready to provide our students support with the social, emotional, and academic domains to ensure the success of every student is well-founded. As a school community, we will all be working to positively impact every child's experience as a member of the Bobcat family.

We continue to thank you for the opportunity to form an integral part of your child's education. The middle years are crucial in predicting the success students will have in high school. I am confident that by bridging home and school as a team, our students will find the support systems they need in order to become successful. By working together in partnership, we can engage students, celebrate their successes, and help them grow their areas of need.

#### School Description

Monte Vista Middle School is one of three middle schools in the San Jacinto Unified School District. We have a student population of approximately 900, composed of six, seventh, and eighth graders. The school year is composed of two semesters, with progress reports being sent home midway through each quarter, and report cards sent each quarter. Additionally, most teachers send home a print-out of assignments and grades bi-weekly. We are a school that is proud of our rich history that solidly links us to the San Jacinto community.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Grade Level (2017-18)

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

Grade Level	Enrollment
Grade 6	295
Grade 7	307
Grade 8	329
<b>Total Enrollment</b>	<b>931</b>

### Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	8.8%
American Indian or Alaska Native	1.1%
Asian	0.9%
Filipino	1.0%
Hispanic or Latino	72.2%
Native Hawaiian or Pacific Islander	0.5%
White	11.5%
Two or More Races	4.1%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.4%
English Learners	20.9%
Students with Disabilities	17.8%
Foster Youth	0.5%

### 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	36.5	39	43	474
Without Full Credential	3	4	1	3
Teaching Outside Subject Area of Competence	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

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

	2016-17	2017-18	2018-19
Misassignments of Teachers of EL	0	0	0
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>2</b>	<b>1</b>	<b>0</b>

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

### Specialized Services

Our school provides educational services to assist English Language Learners and Special Education students. We are continually implementing new techniques to assist all students in their classes. We also have instructional assistants to further help students. Our site plan makes provisions for support of all students including those in our intervention programs, through the purchase of materials that are researched-based and promote high performance and learning for all students.

The goal for students at Monte Vista Middle School, who have special needs, is that they participate as successful learners in the regular school program. A number of supplementary services are provided to help attain this goal. These include the English Language Learner Program, the Student Study Team, education specialist services, speech services, counseling services, and other specialized programs. All K-8 schools have an Outstanding After-School Instruction and Safety (OASIS) program that operates until 6:00 p.m.

**English Learner Program:** All students not yet fluent in English participate in the English Language Development program. We strive to provide all English Learners with the skills to be successful in all classes. Students are carefully scheduled to have extra language support. Currently, we are implementing ELD classes that are differentiated to meet the diverse needs of our qualifying students. The ELD classes use the English 3D curriculum and StudySync ELD component as a language intervention and support for Long-term English Learners (LTELs). AVID Excel is also offered to support our English learners with development and acquisition of academic language, and gear them to the AVID path.

**Gifted and Talented Education Program (GATE):** The GATE program serves students in grades six through eight. 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.

## SCHOOL ACCOUNTABILITY REPORT CARD

**Special Education Program:** Students with mild-to-moderate and moderate-to-severe learning needs are entitled to individual education plans. Students with mild-to-moderate needs are enrolled in Special Education at Monte Vista and meet regularly with a Special Education teacher who provides specialized individual and small-group instruction based on the student's Individualized Education Plan (IEP). Over the last two years, we have implemented an inclusion program that benefits all students. Students with moderate-to-severe learning needs are offered special classes with services in at least 50% of their day. We also have the Bridges program to provide services for students with socioemotional needs. This year we added two functional skills classes in order to serve students with higher needs that live within our school boundaries.

**Struggling Students:** This may consist of an additional academic period of instruction, access to a state approved intervention curriculum, targeted pull-out, in-school tutoring, READ 180 program, System 44 program, and after school tutoring. Monte Vista has a well-defined Student Study Team (SST) in place that allows us to work as a team with parents to address student needs in a consistent and prompt manner.

**AVID (Advancement VIA Individual Determination):** AVID is an academic, regularly scheduled elective program based on writing as a tool for learning, inquiry method, authentic reading, and collaborative grouping. The main components of the program are academic instruction, tutorial support, and motivational activities. Monte Vista is an AVID highly-certified school reaching Schoolwide Site of Distinction in 2015-16 and 2016-17.

We offer elective sections in 6th, 7th, and 8th grade. AVID classes use research-based best practices to engage students in

the learning process and help them become college and career ready. We recently merged AVID classes with STEM electives to provide students the best of two worlds. The Biomedical AVID class and Advanced Robotics have incorporated the tutorial methodologies embedded to offer students the benefits of the AVID elective. AVID strategies are also implemented school-wide so that all students benefit.

**STEM (Science-Technology-Engineering-Math):** Our STEM implementation began in 2015-16 with elective offerings in 6<sup>th</sup> and 8<sup>th</sup> grade. The 2018-19 school year brought these offerings at every grade level. We offer a Biomedical pathway for 8<sup>th</sup>-grade students that aligns with our feeder high school. We offer the engineering pathway offering coding and robotics starting in the 6<sup>th</sup>-grade. This pathway feeds into the high school.

### School Facilities

#### School Facility Conditions and Planned Improvements

Monte Vista Middle School opened in September 2004. The site has expansive lawns for student recreation activities at lunch and nutrition. A full-time grounds keeper oversees the clean, attractive atmosphere for the school community. Monte Vista maintains a systematic approach to checking for maintenance and safety needs. We have emergency medical supplies and communication equipment on campus for emergencies.

Every classroom received a ceiling-mounted projector in 2014-2015 school year, maximizing our space for learning and supporting our new ELA curriculum, implemented in 2018-19. Our New Science/STEM labs opened to students in 2015-16 to

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-2019 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on September 11, 2018.

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

## SCHOOL ACCOUNTABILITY REPORT CARD

offer 21<sup>st</sup> Century Learning in lab settings that will support our Next Generation Science Standards (NGSS) and STEM. The labs offer proper equipment, furniture, and the environment.

Our library was renovated with new shelves and rearranged to offer a 21<sup>st</sup> Century learning space. The library is equipped with a class set of Chromebooks to host full-class lessons. Our library will also host our Maker Space Lab, offering different innovative STEM projects for students.

Our site had new energy-efficient AC units installed summer of 2016 to replace outdated ones. Fall 2016 saw the installation of solar panels to help with the costs of energy consumption.

Our Counseling Center will receive a facelift. The Center will be renovated into a facility that will better serve our students. The center will include offices for each counselor for confidential conversations with students, as well as a class setting for focus groups.

### Cleaning Process and Schedule

Our campus is clean, safe, and structurally sound. The campus is checked daily by staff for safety and a monthly site inspection checklist is completed by site staff. Students share the responsibility of maintaining the cleanliness of the campus. All rooms are cleaned daily, with major repairs completed as necessary.

The District makes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the District Office Maintenance & Operations Office.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority daily basis and emergencies are handled immediately.

### 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.

### 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 29, 2018.

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

Overall Rating	Exemplary	Good	Fair	Poor
	100%			

## SCHOOL ACCOUNTABILITY REPORT CARD

### **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	27%	27%	37%	37%	48%	50%
Mathematics	11%	12%	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 in ELA by Student Groups, Grades 6-8 (2017-18)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	930	918	98.71%	26.83%
Male	479	469	97.91%	22.86%
Female	451	449	99.56%	30.96%
Black or African American	75	71	94.67%	21.13%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	676	672	99.41%	25.45%
Native Hawaiian or Pacific Islander	--	--	--	--
White	108	105	97.22%	30.48%
Two or More Races	42	41	97.62%	51.22%
Socioeconomically Disadvantaged	835	824	98.68%	26.73%
English Learners	330	328	99.39%	15.29%
Students with Disabilities	141	139	98.58%	2.16%
Students Receiving Migrant Education Services			--	--
Foster Youth	11	11	100.00%	27.27%

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	926	908	98.06%	11.78%
Male	478	464	97.07%	12.72%
Female	448	444	99.11%	--
Black or African American	74	68	91.89%	8.82%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	675	667	98.81%	9.45%
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	103	97.17%	22.33%
Two or More Races	42	41	97.62%	24.39%
Socioeconomically Disadvantaged	831	815	98.07%	--
English Learners	329	325	98.78%	5.85%
Students with Disabilities	141	139	98.58%	.72%
Students Receiving Migrant Education Services			--	--
Foster Youth	--	--	--	--

**Note:** CAASPP assessment results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## SCHOOL ACCOUNTABILITY REPORT CARD

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

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

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

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

### Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	7.0%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

### Other Pupil Outcomes

#### California Physical Fitness Test Results (2017-18)

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

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
7	13.7%	26.6%	31.1%

### Engagement

#### State Priority: Parental Involvement

**Contact Person:** Shannon Willis, For Parent Volunteers

**Phone Number:** (951) 654-9361

Our school is actively building avenues of communication with our parents and surrounding community. We welcome parent involvement and encourage parent participation in many activities that include Back to School Night, Open House, Parent Conferences, student orientations, music programs, AVID parent nights, and sporting events. We have several organizations that need parental input, including our ELAC, SSC, PBIS incentive events, and the Campus Greeter Program. We welcome all parents who would like to become involved with our school.

### State Priority: School Climate

#### School Safety

##### SB187 Safety Plan

**Date the plan was last updated:** March 2018

**Date the plan was last reviewed with staff:** September 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, (10) lockdown procedures. A copy of the plan is available for inspection by the public at each school.

Monte Vista is a closed campus. We have four campus security along with staff members who monitor the campus before school, after school, and during breaks. We have a clear and consistent plan for student discipline. We work to provide students with appropriate guidance when inappropriate choices are made. We work daily to provide a safe and positive learning environment. A safe school campus is a major goal of our school site plan. Students and staff regularly participate in emergency preparedness drills to ensure their safety in the event of an emergency.

#### 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 levels for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
Suspensions	14.4%	5.9%	3.0%
Expulsions	0.2%	0.0%	0.0%
	District		
Suspensions	5.8%	3.5%	2.7%
Expulsions	0.1%	0.0%	0.0%
	State		
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

## SCHOOL ACCOUNTABILITY REPORT CARD

### Other SARC Information

#### Average Class Size and Class Size Distribution (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				2016-17				2017-18			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	11	17	2	26.0	6	15	6	24.0	10	16	4
Mathematics	24.0	5	16	1	28.0	5	8	7	28.0	4	12	7
Science	24.0	6	19	1	27.0	3	22	0	25.0	6	19	1
Social Science	26.0	4	13	5	29.0	3	9	9	27.0	5	11	8

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

#### Academic Counselors and Other Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.8	1,163.75
Library Media Services Staff (paraprofessional)	1.0	
Nurse	0.2	
Psychologist	0.6	

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

#### School Finance

##### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$10,816	\$2,747	\$8,069	\$74,531
District			\$8,152	\$78,653
State			\$7,125	\$76,522
Percent Difference: School/District			(1%)	(5%)
Percent Difference: School/State			13%	(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.

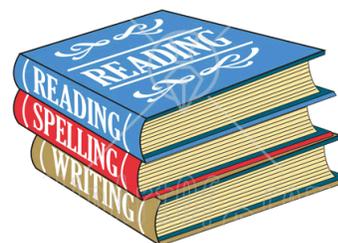
The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

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	\$148,557	
Other State, Local, & Federal Funds	\$16,022	\$164,579



## SCHOOL ACCOUNTABILITY REPORT CARD

### Teacher & Administrative Salaries (Fiscal Year 2016-17)

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

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

### Professional Development

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

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

of the Common Core State Standards and Close Reading Strategies that entail: clear purpose statements, the gradual release process, text-dependent questions, and collaborative conversations. Team members are ensuring that they are working toward collaborating around the Fisher, Frey premise of the 'Focused Intentional Teaching' cycle of planning with a purpose, cultivating a learning climate, instructing with attention, assessing with a system, and implementing student learning. Upon completion of each training session, these site team members are scheduled to provide Focused Intentional Teaching Strategies training to their respective school sites.

A major emphasis at the Elementary Level has been the use of Balanced Literacy, more specifically Early Literacy at the K-2 level. All Transitional Kindergarten, Kindergarten, First grade, and Second Grade team members will be meeting three times a year to collaborate on the key elements of Balanced Literacy. The elements of a Balanced Literacy: Read Aloud, Shared Reading, Guided Reading, Independent Reading, Word Study and Writing will be a focus through this initiative work. It is important to focus on the development of critical skills to support reading metacognition for students. Also, Balanced Literacy supports the district focus on Focused Intentional Teaching and close and scaffolded reading instruction. A significant component of the professional development plan is the collaboration and planning session for all teachers throughout the district to build and create alignment. There are currently multiple opportunities throughout the school year where all content level teachers receive release days for training and collaboration with colleagues in job-alike assignments. This has provided the opportunity for teachers to share best practices and to revisit curriculum.

Focused training on CCSS mathematics is ongoing. The teachers have adopted curricula for each grade level, i.e. elementary, middle school, and high school. Training in these materials has been provided to all teachers. Teachers benefit from a professional development plan which emphasizes the Standards for Mathematical Practice (SMP) with structured collaboration time. Coaching and support are provided to teachers by district Math TOSAs to support effective math instruction that is aligned to the California Math Framework. Instructional strategies such as Number Talks, Concept Attainment, and 3Reads. Understanding grade level standards and fluency expectations are a high priority as we support teachers in this understanding and instructional practice.

Professional development in the area of NGSS has been a targeted and strategic process starting with middle school and high school teachers, and the elementary level. High school teachers examined the suggested course models and have selected a 3-year course model which is NGSS Biology, NGSS Physical Science, and NGSS Earth & Space Science. Middle School teachers examined and decided on the integrated instructional model vs. the discipline-specific instructional model. Middle school teachers have worked extensively to develop an understanding of the integrated concepts for their grade levels, participating in standards crosswalks which

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compare CST standards to NGSS, and teachers have begun in-depth work of following the state approved framework which outlines suggested units and lessons. Middle School teachers have begun integrating these concepts into their current curriculum and instructional plan. This year elementary team members are now in the implementation phase of NGSS with district NGSS committee meetings throughout the year, where teachers are guided in the implementation of and training with NGSS. Elementary teachers will continue their work in the NGSS with the implementation and discovery with STEMscopes curriculum.

Support for increased student writing is an important part of the common core design. Writing instruction for core content teachers encompasses Thinking Maps, co-teaching, and small group instruction. Consultants have been retained to provide explicit writing instruction to all teachers with an emphasis on expository reading and writing. This includes Jane Schaffer writing training, coaching, and support is provided to teachers at the secondary level.

Professional development for school administrators includes monthly Leadership Team meetings (3-hours), weekly coaching visits by district administrators, and facilitated training on writing, the district academic focus area. Particular attention is given to supporting the principals as academic and instructional leaders at the school sites.

All teachers engage in ongoing professional growth through school and district workshops or meetings on Fridays (minimum/modified day schedule), during quarterly grade-level department meetings, and during after-school staff meetings. Additionally, teachers participate in professional learning communities (PLCs) as they analyze student benchmark test scores and discuss instructional strategies during grade-level department meetings on Fridays or during after school staff meetings. New teachers participate in the Center for Teacher Innovation (CTI) program, and Peer Assistance and Review (PAR) is available for veteran teachers. Teachers also participate in webinars or attend specialized conferences in subject/content-specific areas such as the AVID Summer Institute, Career Technical Education (CTE), and International Baccalaureate (IB) at the high school.

Teachers receive support during the implementation of instructional strategies by their administrators, their colleagues, and by the district Instructional Coaches and TOSAs. School administrators meet with teachers after observing their classrooms and provide feedback and support on specific instructional focus areas. Teachers are committed to the Professional Learning Community model that emphasizes interdependent work, a focus on student learning, and immediate intervention when students are not successful. Instructional coaching support includes consultation, in-class coaching, co-planning/co-teaching sessions during the school day, and demonstration lessons. Teachers participate on Instructional Review Teams to monitor the implementation of the school and district focus areas.

### **About the SARC**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

