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Grades 10-12

Mountain View 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

The Mountain View High School Mission is to deliver equitable access to an education that can build and strengthen student academic learning skills, positive character traits, confidence, and professional communication skills, which are essential for college and career readiness.

Expected-Schoolwide-Learning-Results (ESLRS)

Academic ESLR: Mountain View High School students are skilled individuals who can:

- Meet state and district academic standards
- Be critical thinkers and life long learners
- Demonstrate technical competence

Character ESLR: Mountain View High School students build character by gaining:

- The skills to work cooperatively
- Responsibility
- Accountability

Transition ESLR: Mountain View High School students are ready to make the transition from school to a career because they:

- Demonstrate adaptability
- Exhibit community readiness
- Acquire time management skills

Principal's Message

This report card will give the staff at Mountain View High School the opportunity to inform parents of achievements of the preceding year, of areas for improvement, and of strengths to be built upon.

The school's vision is to work with high school students who, due to educational, physical, or personal circumstances, are in need of a more flexible, individualized method of obtaining their high school diploma.

In March of 2013 Mountain View High School was visited by a committee from the Western Association of Schools and Colleges (WASC). After reviewing and validating our self study, the visiting committee recommended a Six Year Accreditation.

The Mountain View administration oversees other Alternative Programs including Mountain Heights Academy (independent study), the San Jacinto Adult School, and Home/Hospital Instruction. Mountain View High School has a morning and mid-afternoon program. The adult school program offers diploma, High School Equivalency Test (HiSET) preparation, and computer classes.



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 10	5
Grade 11	91
Grade 12	146
Total Enrollment	242

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	11.6%
American Indian or Alaska Native	2.9%
Asian	0.4%
Filipino	0.0%
Hispanic or Latino	72.7%
Native Hawaiian or Pacific Islander	0.8%
White	9.1%
Two or More Races	2.5%
Other	0.0%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.5%
English Learners	11.2%
Students with Disabilities	7.9%
Foster Youth	2.1%

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	14	14	13	474
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

	2016-17	2017-18	2018-19
Misassignments of Teachers of EL	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Specialized Services

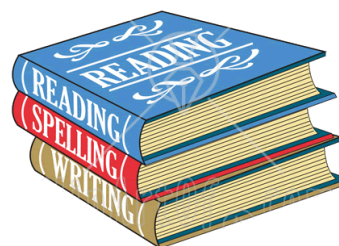
Our school provides educational services to assist academically struggling students, English Language Learners, Special Education, and GATE students. Staff is continually working to enhance learning techniques to assist all students in their classes. We also have aides to further assist students.

The goal for students at Mountain View High School, who have special needs, is that they participate as successful learners in the regular school program. A number of supplementary services are provided to help attain this goal. These include the English Language Learner Program, the Student Study Team, resource specialist services, speech services, counseling services, after school tutoring, reading remediation and other specialized programs.

English Learner Program: Students not yet fluent in English participate in the English Language Development programs which includes reading remediation and supplemental instructional materials.

Special Education Programs: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. 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).

A Special Day Class (SDC): Victory Academy is a sheltered classroom with the emphasis on credit recovery and social skill development.



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

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

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, Inc. – StudySync	2016	Yes	0%
	Scholastic READ 180 & System 44 Next Generation	2015	Yes	0%
Math	MVP Math Online Program	2014	Yes	0%
Science	Holt, Reinhart & Winston - CA Biology/Chemistry	2007	Yes	0%
	McDougal Littell—Earth Science	2005	Yes	0%
	McDougal Littell—Life Science	2008	Yes	0%
	Holt, Reinhart & Winston—Physical Science	2007	Yes	0%
History-Social Science	McGraw Hill: Impact	2018	Yes	0%
Foreign Language/Intervention	Pearson Education, Inc. Realidades (Spanish 1,2,&3)	2011	Yes	0%
	Vista Higher Learning (French 1,2,3)		Yes	0%
Health	Pearson Education, Inc—Health	2011	Yes	0%

School Facilities

School Facility Conditions and Planned Improvements

Mountain View High School opened in July of 1980. Mountain View High School has sixteen classrooms with individually controlled air-conditioning/heating units. Overhead projector units were installed in all classrooms. In addition, the school has a media/testing center with materials available for checkout, a multi-purpose room, food service facility and student store. Every classroom has adequate space and all the materials needed to ensure student success.

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.



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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 August 27, 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 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 %		

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	16%	17%	37%	37%	48%	50%
Mathematics	1%	0%	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)

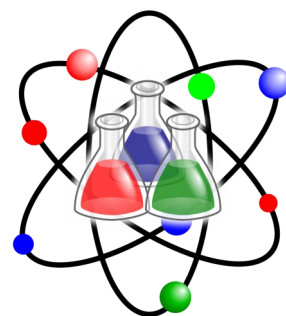
Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	115	95.83%	16.52%
Male	81	79	97.53%	17.72%
Female	39	36	92.31%	13.89%
Black or African American	13	12	92.31%	8.33%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	87	97.75%	18.39%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	93	94.90%	13.98%
English Learners	25	25	100.00%	4.00%
Students with Disabilities	11	10	90.91%	--
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	120	115	95.83%	
Male	81	79	97.53%	
Female	39	36	92.31%	
Black or African American	13	12	92.31%	
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	87	97.75%	
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	93	94.90%	
English Learners	25	25	100.00%	
Students with Disabilities	11	10	90.91%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: CAASPP 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.

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.

Engagement

State Priority: Parental Involvement

Contact Person: Trisha Ochoa

Phone Number: (951) 487-7710

Each year the parents, students, and staff are asked to choose representatives to serve on the site council. Once the council has been selected, members of all constituent groups are encouraged to attend and to provide input even if not “official” members. Each year the constituent groups of the site council review the school budget at their first meeting. The budget is monitored at each meeting thereafter.

An English Learner Advisory Committee (ELAC) was formed in the 2008-09 school year. Parents interested in participating may contact the school for details and meeting dates.

Every year MVHS hosts two evening, parent open houses where parents/guardians are encouraged to come and meet with the staff. One meeting is usually in October and the second in April.

State Priority: Pupil Engagement

Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.9%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	1.1%

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	10.8	9.2	0.8	4.4	3.9	1.1	10.7	9.7	9.1
Graduation Rate	64.5	88.8	66.9	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	76.7%	91.2%	88.7%
Black or African American	46.2%	81.7%	82.2%
American Indian or Alaska Native	66.7%	71.4%	82.8%
Asian	0.0%	75.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	82.5%	91.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	70.0%	92.6%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	79.8%	94.1%	88.6%
English Learners	80.0%	51.9%	56.7%
Students with Disabilities	100.0%	92.3%	67.1%
Foster Youth	25.0%	54.6%	74.1%

State Priority: School Climate

School Safety

SB187 Safety Plan

Date the plan was last updated: 4/11/2018

Date the plan was last reviewed with staff: 8/6/2018

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

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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.

Mountain View High School yearly updates its Site Disaster Plan and staff is regularly in-serviced as to their duties in emergency situations. A school safety audit conducted using a student, parent, and staff opinion survey is the backbone of the School Safety Report. Stakeholders view Mountain View, overall, as a safe school.

Suspensions and Expulsions

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

	School		
	2015-16	2016-17	2017-18
Suspensions	7.5%	7.0%	1.8%
Expulsions	0.0%	0.0%	0.0%
District			
Suspensions	5.8%	3.5%	2.7%
Expulsions	0.1%	0.0%	0.0%
State			
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

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	0.8	302.5
Library Media Services (paraprofessional)	1.0	
Psychologist	0.6	
Nurse	0.2	

* 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	\$13,265	\$2,737	\$10,527	\$91,815
District			\$8,152	\$78,653
State			\$7,125	\$76,522
Percent Difference: school/district			29%	17%
Percent Difference: school/state			48%	20%

- **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.

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	4.0	67			4.0	74			4.0	71		
Mathematics	4.0	46			2.0	33			6.0	36		
Science	5.0	27			5.0	27			8.0	21	2	
Social Science	4.0	56			4.0	49			5.0	44		

* 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.

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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>.

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	\$48,829	\$46,511
Mid-Range Teacher Salary	\$76,077	\$73,293
Highest Teacher Salary	\$99,177	\$92,082
Average Principal Salary (ES)	\$122,568	\$113,263
Average Principal Salary (MS)	\$133,841	\$120,172
Average Principal Salary (HS)	\$129,572	\$131,203
Superintendent's Salary	\$199,892	\$213,732
Percent of District Budget		
Teacher Salaries	37.0%	36.0%
Administrative Salaries	6.0%	5.0%

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	\$32,145	
Other State, Local, & Federal Funds	\$2,905	\$35,050

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

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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.

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.