San Jacinto Leadership Academy
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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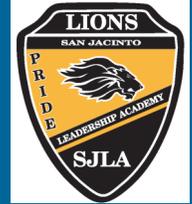
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About This School

School's Mission Statement
Our mission is to educate, train and inspire its students (cadets) in such a way so that each cadet becomes a recognized leader of character dedicated to the Core Values of Honor, Courage, and Commitment and is prepared to aggressively continue their journey towards a career of professional excellence and service to the community and country.

Motto: "DUCTUS EXEMPLO!"
Translated, this means "Lead by Example." At our school, we put into practice our corps values of Honor, Courage, and Commitment. Leaders understand that they can only take their team as far as they are willing and committed to go themselves. That begins with each of us as the staff. We will lead by example!

Unique features of our school:
Uniforms: Our cadets wear uniforms that clearly identify them as members of a proud team. Affiliated with the century-old California Cadet Corps, our uniforms are distinctive, utilitarian, and professional.

Gender-Specific Classrooms: Boys in one class, girls in another. We recognize the growing body of evidence that supports the different development rates of the brain and neurological systems of boys and girls. This does not make one better than the other, just different. By understanding these differences and adjusting our lesson delivery, we produce a more effective and efficient learning environment. Now, outside the classroom, we fully integrate all of our cadets in a school culture that promotes mutual respect.

Structured, Positive Daily Procedures: Our school borrows the best of the military traditions to provide our cadets every opportunity to participate in leadership practice. Thus, our cadets learn Drill and Ceremony, Customs and Courtesies, Dress and Appearance, and other leader-centric materials; and then teach them to each other. Peer Instruction is a powerful tool to put leadership concepts into play at any age, especially during the adolescent years.

Balance Between Academics and Physical Fitness: Leaders understand the value of both. The most powerful influencers not only have the mental toughness but the physical toughness to outmatch their opposition. So, our Physical Education priorities will always focus on fitness, competition, and athletic skills. As General MacArthur so aptly stated, "On the fields of friendly strife are sown the seeds that on other days and other fields will bear the fruits of victory."

School Description
We are a Magnet School in the San Jacinto Unified School District offering a full public education to grades six through eight. As a Magnet School, we qualify for open enrollment—anyone who meets our entrance criteria can apply and attend from anywhere within or outside the district. What makes us unique enough to be a Magnet School is our focus on Leadership Development. We are all about creating a school environment where bright, motivated young people can accelerate their progress toward achieving their personal vision.

Our school environment draws from the best of our military traditions to include the wear of uniforms every day. Our classes are also limited to 30 students each and incorporate a single-gender structure. This tight-knit organization, with specific procedures, creates an atmosphere that supports the self-discipline and teamwork so necessary for success in today's highly competitive world. And that's the measure of merit: the success of our students as both learners AND leaders. Smaller, single-gender classes, provide better, individualized attention to your student. The uniforms, the daily regimen, and the organizational structure create an identity, a sense of 'team', in which emerging leaders flourish.

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A Unique Focus on Leadership:

The San Jacinto Leadership Academy, as our name implies, is all about preparing our cadets to be most successful in their educational pursuits, achieving their career goals, and maturing into selfless community members. Our curriculum and instruction can best be described as guided acceleration. Our goal is for each cadet to dream big, then set them on a path and keep them on a path that will ultimately lead them to achieve their dreams!

Since its inception, SJLA has been recognized at a number of levels. In 2013, the Riverside County Office of Education awarded the Leadership Academy with its Model School of Academic Excellence Award. For the past four consecutive years, SJLA has been listed on the Honor Roll of high achieving schools by the Campaign for Business and Education Excellence. In 2017, the California Department of Education recognized the San Jacinto Leadership Academy as a Gold Ribbon School.

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	4.2%
American Indian or Alaska Native	1.1%
Asian	2.1%
Filipino	2.1%
Hispanic or Latino	69.8%
Native Hawaiian or Pacific Islander	0.7%
White	16.5%
Two or More Races	3.5%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.1%
English Learners	4.9%
Students with Disabilities	2.8%
Foster Youth	0.0%

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	131
Grade 7	96
Grade 8	58
Total Enrollment	285

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	8	12	15	474
Without Full Credential	1	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning 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

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.

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. To that end, each student not yet fluent attends a specific class each morning to accelerate their mastery of English.

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

School Facilities

School Facility Conditions and Planned Improvements

San Jacinto Leadership Academy opened its doors on August 16, 2011. Every classroom has adequate space and all the materials needed to ensure student success.

Leadership Academy staff and students take pride in the school and facilities. Together, students and staff provide a safe, clean and attractive environment. In addition to classrooms and office areas, the Leadership Academy has a nutrition services area, and boys' and girls' locker rooms.

In 2016, the School Board approved the expansion of SJLA to double its enrollment in the next three years. As a result, construction began on six new portables and an additional restroom facility. SJLA was also selected for a solar roof structure that will add valuable shade to its campus. These projects along with drinking fountain upgrades will significantly improve the campus facilities. All of these projects were completed by August 2017, in time for the opening of the school year.

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.

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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 18. 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%			

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades three through Eight and Grade Eleven

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA/Literacy	80%	72%	37%	37%	48%	50%
Mathematics	65%	55%	22%	23%	37%	38%

CAASPP Assessment Results by Student Group

ELA test results and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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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	281	280	99.64%	71.79%
Male	146	145	99.32%	67.59%
Female	135	135	100.00%	76.30%
Black or African American	12	12	100.00%	66.67%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	200	199	99.50%	69.35%
Native Hawaiian or Pacific Islander	--	--	--	
White	43	43	100.00%	76.74%
Two or More Races	12	12	100.00%	75.00%
Socioeconomically Disadvantaged	207	206	99.52%	69.90%
English Learners	75	75	100.00%	64.00%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	280	99.64%	54.64%
Male	146	145	99.32%	53.79%
Female	135	135	100.00%	55.56%
Black or African American	12	12	100.00%	50.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	200	199	99.50%	53.77%
Native Hawaiian or Pacific Islander	--	--	--	
White	43	43	100.00%	53.49%
Two or More Races	12	12	100.00%	58.33%
Socioeconomically Disadvantaged	207	206	99.52%	57.77%
English Learners	75	75	100.00%	46.67%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

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

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

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

Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	11.9%
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	19.8%	19.8%	31.2%

Engagement

State Priority: Parental Involvement

Contact Person: Mrs. Maria Ramirez
Phone Number: (951) 929-1954

Parents are valued partners in the success of our school and its cadets. There are several direct venues where parents can make a difference. Our cadets' sports teams, ASB fundraisers and activities, as well as class field trips. Also, PTSA and the School Site Council are excellent avenues to get involved and make a difference.

School Climate

School Safety

SB187 Safety Plan

Date the plan was last approved: The School Board approved SJLA's Safe School Plan in board session conducted in June 2018..

Date the plan was last reviewed with staff: The Safe School Plan is reviewed during School Site Council meetings as a standing agenda item. The final review of this year's plan was conducted in May 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.

Providing a learning environment free from distractions is a primary focus of the Leadership Academy. Research indicates that bullying behavior at the lowest levels creates drama and distractions that must be countered to maximize instructional minutes for all our cadets. Therefore, we strive to ensure our school and grounds are very safe with staff members monitoring 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.

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	2.6%	1.3%	1.4%
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%

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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+		1-20	21-32	33+
English	31.0		4		30.0		3	1	26.0	1	5	
Mathematics	32.0		2		29.0		2	1	26.0	1	5	
Science	31.0		4		30.0		3	1	26.0	1	5	
Social Science	31.0		4		30.3		3	1	26.0	1	5	

* 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
Counselor (Social/Behavioral or Career Development)	0.4
Nurse	0.05
Psychologist	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)

| Expenditures Per Pupil | | | | Average Teacher Salary |
Level	Total	Restricted	Unrestricted	
School	$11,331	$2,736	$8,596	$76,292
District			$8,152	$78,653
State			$7,125	$76,522
Percent Difference: school/district			5%	(3%)
Percent Difference: school/state			21%	0%

- **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**.

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%

Other Funding (2017-18)

Funding is provided through special programs to supplement the core instructional program provided by the school district.

Program	Amount
Other State, Local, & Federal Funds	$1,150

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, Frist 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.

SCHOOL ACCOUNTABILITY REPORT CARD

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.