SAN JACINTO HIGH SCHOOL

School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published in 2014-15

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About This Report Card

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/aa/**.
- View this SARC online at the school and/or District Web site.
- 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 and community please contact the school principal or the district office.

About This School

School's Mission Statement

"San Jacinto High School is committed to guiding all students towards reaching their full educational, emotional, physical, and social potential by providing the pathways to achieve excellence in academics, vocational and fine arts, and athletics. Thus, our students are prepared to be contributing members of the world community.

School Description

San Jacinto High School continues to foster a small school feeling of tradition and community even though it has grown tremendously the past few years into a school of a little over 2300 students. We are a school that values and celebrates our diversity, realizing that these differences help improve our school by preparing our students for the diverse world after high school. Many of our students have grown up in the San Jacinto Valley with generations passing through SJHS. This continuity has helped develop meaningful traditions that bring our school and community together. Our school facility is a blend of our older traditional campus with its bell towers, senior walk and quad with an updated gym, classrooms, and athletic facilities. San Jacinto High School provides an attractive, safe, and clean learning environment for our students. A caring staff, modern technology, and consistent instructional practices guide our school towards continuous academic improvement. As a school, one of our goals is to provide opportunities for students to connect to school through a variety of activities and events. An active Associated Student Body organization that plans and implements multiple activities, a successful athletic program, exceptional art and music programs, multiple clubs, AVID, MSJC Trio Program/Talent Search & Upward Bound, Air Force Junior ROTC, various Career Technical Education classes, culinary arts and a growing agricultural FFA program provide opportunities for students and parents to get involved. Our school is focused on providing students with skills to prepare them for college or career choices. Our varieties of program offerings make school relevant and help students develop and implement college and career goals. We know that if students look forward to coming to school, feel that the instruction is relevant, have excellent instruction, and enjoy the atmosphere, learning will take place. San Jacinto High School was approved as an International Baccalaureate Diploma Program Candidate School.

Grades 9-12

Contents

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Principal's Message

The administration and staff at San Jacinto High School believe in pursuing excellence through teamwork in order to provide opportunities for student success in academics, the arts, athletics, and activities. We also believe in providing opportunities for students to enhance their social, emotional and physical well-being. To reach this goal, we utilize staff development to enhance the curricular offerings, provide opportunities to learn and practice instructional strategies used to deliver content and have developed a variety of common assessments to monitor student performance and skill mastery. Shared leadership as a Professional Learning Community is used to guide our school towards continual improvement to meet the needs of our students. San Jacinto High School embraces the new Common Core Standards to prepare students for college and career options. We believe that all students can achieve at San Jacinto High School.

Student Enrollment by Grade Level (2013-14)

This table displays the number of students enrolled in each grade level as reported by the California Longitudinal Pupil Achievement Data System (CALPADS):

Grade Level	Enrollment
Grade 9	656
Grade 10	637
Grade 11	553
Grade 12	544
Total Enrollment	2,392

Student Enrollment by Student Group (2013-14)

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Group	Percent of Total Enrollment
Black or African American	8.7%
American Indian or Alaska Native	1.8%
Asian	1.2%
Filipino	1.4%
Hispanic or Latino	68.4%
Native Hawaiian or Pacific Islander	0.4%
White	16.1%
Two or More Races	2.0%
Socioeconomically Disadvantaged	79.8%
English Learners	13.3%
Students with Disabilities	12.6%

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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	88	94	102	399
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	3	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).

	2012-13	2013-14	2014-15
Misassignments of Teachers of EL	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	2	1

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).

Core Academic Courses Taught by Highly Qualified Teachers

The Elementary and Secondary Education Act (ESEA) requires that core academic subjects be taught by Highly Qualified Teachers (HQT), defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: **http://www.cde.ca.gov/nclb/sr/tq/**.

Location of Classes	Percent of Classes in Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes in Core Academic Subjects Not Taught by Highly Qualified Teachers
School	97.71%	2.29%
Districtwide		
All Schools	98.9%	1.1%
High-Poverty Schools*	98.9%	1.1%
Low-Poverty Schools **	0%	0%

*High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.
**Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 2014-2015 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on September 16, 2014.

San Jacinto High School provides all students, including English Learners, with textbooks which meet state adoption criteria. Quality, highly motivating instructional materials are provided to fulfill and reinforce the district's outlined curriculum.

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	Holt, Reinhart & Winston Literature & Language Arts Course	2003	Yes	0%
Mathematics	Pearson Education Geometry / Integrated Math I / Integrated Math II / Mathematics for Business / Blitzer Pre-Calculus	2009	Yes	0%
	Holt McDougal California Algebra 2, Geometry Concepts and Skills, AP Calculus of a Single Variable	2009	Yes	0%
	MVP – Mathematics Vision Project (Course 1) Common Core Math	2014	Yes	
Science	Holt, Reinhart & Winston California Biology & California Chemistry	2007	Yes	0%
	Pearson Prentice Hall Physics, Fundamentals of Physics, California (AG, Biology)	2007	Yes	0%
	McDougal Littell—Earth Science	2005	Yes	0%
	Glencoe-McGraw Hill—Life Science	2007/2009	Yes	0%
	Glencoe-McGraw Hill Hole's Human Anatomy & Physiology	2009	Yes	0%
	Cengage Learning-AG Science Program Agriculture Science: Fundamentals & Applications and Science of Agriculture: A Biological Approach 4th Edition	2014	Yes	0%
History-Social Science	McDougal Littell—Modern World History	2006	Yes	0%
	Glencoe-McGraw Hill US History – American Vision; Government – Democracy in Action; Economics – Principals & Practices	2006		
	Glencoe-McGraw Hill Psychology, Principals & Practices	2009	Yes	0%
	Glencoe-McGraw Hill AP- World History, Traditions & Encounters	2006	Yes	0%
	Houghton Mifflin AP Government – The American Pageant	2006	Yes	0%
	Bedford, Freeman, Worth Publishing AP Economics, Krugman's Economics	2006	Yes	0%
Foreign Language	Realidades (Spanish 1, 2, & 3)	2011	Yes	0%
	D'Accord (French 1, 2, & 3)	2011	Yes	0%
	TEMAS (Spanish-Vista Higher Learning)	2014	Yes	0%
Health	*Pearson Prentice Hall Health	***	***	0%
Visual and Performing Arts	Glencoe-McGraw Hill—Music It's Role!	2009	Yes	0%
Science Laboratory Equipment	Compound Light Microscopes Dissecting Microscopes Molecules of Life/Specimen Slides Blank slides & Cover slips Dissecting Kits & Dissecting Pans-T Pins Skeleton w/ mount Human Anatomy Dummy w/ organs	2006	Yes	0%
Supplemental Instructional Materials (9-12)	Read 180/System 44	2010	Yes	0%
	Geometry, Concepts & Skills	2009	Yes	0%
	Holt, English Language Development	**	Yes	0%

* Health was not part of the Science Adoption in 2007. It is offered as a 6 week Course and during Freshman Seminar.
** No copyright date.
*** Courses were approved by SJUSDs Board of Trustees in 2013.

Specialized Services

Our school provides educational services to assist academically struggling students, English Language Learners, and Students with Disabilities. We offer Community Based Instruction courses on campus to provide transition activities and instruction for our 18-22 year old students with disabilities. These students go out into the community to develop skills and strategies to become self-sufficient as adults. Teachers are continually learning techniques to assist all students in their classes. We also have aides to further assist students. We have used special categorical funds to assist in purchasing instructional materials for intervention programs, which are researched-based programs that promote high performance and learning for all students.

The goal for students at San Jacinto High School, who have special needs, is that they participate as successful learners in a program tailored to meet their learning needs. A number of supplementary services are provided to help attain this goal. These include the English Language Learner program, the Student Study Team, resource specialist services, speech services, counseling services, after school tutoring, READ 180 program, and other specialized programs. Full inclusion of all special needs students into the mainstream classes is our goal whenever possible.

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

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

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

Advanced Placement Classes and International Baccalaureate (IB) Courses: Advanced placement classes are offered in a variety of courses for some sophomores, juniors and seniors. These classes are rigorous and structured to be equivalent to beginning college courses. Students taking these classes are graded on a 5 point scale compared to the regular 4 point scale which could enhance their grade point average and class ranking. Students may take the AP exam that will enable them to receive college credit for the class if they pass the exam. Our junior class students who are IB Diploma bound are currently enrolled in six IB courses (English, Music, Art, History, Chemistry, Spanish, and Theory of Knowledge).

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

Computers

Each classroom has at least two multi-media computers and a printer for use by students and teachers. Students, including Special Education, and English Language Learners, have computer access. All classrooms have internet access with most classrooms having four or more available outlets. Our school has four portable computer labs with laptop computers available that teachers can check out for their classrooms. We also have an entire classroom set up with a computer lab that teachers may schedule for projects. We have 10 mobile Chromebook labs available for teacher use. All freshmen and sophomores students have laptops checked out to them. Our newly remodeled Career Center features thirty two computers in a classroom dedicated to college and career research. Many classrooms have multiple computers available for student use. Most 9th graders rotate through a beginning computer class that teaches keyboarding and computer basics. Advanced computer classes are available as part of our elective program. We have a classroom used for students to take online classes for credit as an alternative program to help students catch up if they have fallen behind in progress towards graduation. San Jacinto High School continues to expand and upgrade our technology. We understand that being computer literate is critical for success in today's world community.

The library/multi-media center has computers for research and internet use. We share our facility with the Riverside County Library which greatly increases the resources available to students and teachers. Teachers and students have access to the library during and after school hours. The high school and the county library also commonly share the community library and the students have access to computers housed within the library.

We have four sets of portable laptop computer carts that are available for teachers to sign up and use. These computer labs have multi-media computers for research, internet use, curriculum support, and teaching technology skills. Students, including Special Education, GATE, and English Language Learners, have computer access during their class scheduled time and at pre-arranged times for special projects and research. After-school enrichment classes in the lab are offered to students periodically throughout the year.

School Facilities

School Facility Good Repair Status (School Year 2014-15)

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 inspection took place on July 24, 2014.

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%			

District School Construction Projects

Project Name	Address	Completion Date
De Anza Elementary Modernization Project	1089 De Anza Drive	TBD
Park Hill Elementary Modernization Project	1157 E. Commonwealth	TBD
Future New Middle School & Elementary School	Lyon	TBD

School Facility Conditions and Planned Improvements (2014-15)

Since the late 1990s, San Jacinto High School experienced rapid growth which meant building new facilities to house those new students. The current San Jacinto High School was built in 1968, with additions of the 400 classroom wing, the library and theater complex, and the athletic stadium taking place in the late 1990s. The 500 wing of science and math classrooms, with the food service facility, was built in 2004. The 800 wing with its wood technology facility, weight room, boys locker room, and computer lab was also built in 2004. In 2009 renovations were completed with a new gymnasium, a 33 classroom building addition, updated art and music rooms, physical education facilities, a new wrestling room, new athletic fields/facilities, and a new food service facility. We've added two brand new scoreboards to the varsity baseball and softball fields. Our campus is located around a beautiful grass filled center quad with tables and shade for eating. We now have a mixture of new and old facilities with technological improvements throughout to meet the needs of our students. Our library is a shared project with the county, meeting the needs of both our community and our school.

Our quad, a central theme to our school, provides a nice shaded setting for lunch and passing time. Through the use of a checklist of standards, identified safety needs, and an automated work order system, our campus facility and safety needs are taken care of on a timely basis. We realize that a learning environment that is safe, clean, and attractive creates an atmosphere conducive to learning. San Jacinto High School is a safe, clean, and orderly campus that our staff, students, and community are proud to see and visit.

Maintenance and Repair

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

Cleaning Process and Schedule

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

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

Pupil Outcomes:

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for all Students in Science

In the 2013–14 school year, the California Assessment of Student Performance & Progress (CAASPP) consists of several key components, including:

- **California Standards Tests (CSTs)**, includes science in grades five, eight, and ten.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA),** includes science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
- **Smarter Balanced,** the 2013–14 Smarter Balanced Field Test includes both English-language Arts (ELA)/literacy and mathematics in grades three through eight and grade eleven. A small sample of ninth and tenth grade students also participated in the field test. Smarter Balanced assessments are designed to measure student progress toward college and career readiness. There are no 2013–14 Smarter Balanced assessment results for the 2013–14 school year.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as performance levels.

More information about the CAASPP system can be found on the CDE CAASPP System Web page at: **http://www.cde.ca.gov/ta/tg/ca/**.

California Assessment of Student Performance & Progress/Standardized Testing & Reporting Results for all Students in Science—Three-Year Comparison

Subject Grade 10	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	48%	48%	55%	51%	52%	57%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

California Assessment of Student Performance & Progress Results by Student Group in Science 2013-14

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the District	57%
All Students at the School	55%
Male	61%
Female	48%
Black or African American	63%
Hispanic or Latino	50%
White	72%
Two or More Races	42%
Socioeconomically Disadvantaged	51%
English Learners	17%
Students with Disabilities	35%

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the *CDE STAR Results* Web site at **http://star.cde.ca.gov**.

The assessments under the STAR Program show how well students were doing in relation to the state content standards. The **2012–13** school year was the last year of the STAR Program. On each of these assessments, student scores are reported as performance levels.

Standardized Testing and Reporting Results for All Students—Three-Year Comparison

Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
ELA	42%	41%	43%	42%	44%	45%	54%	56%	55%
Math	12%	16%	17%	44%	44%	44%	49%	50%	50%
History Social Science	44%	45%	46%	40%	42%	46%	48%	49%	49%

Academic Performance Index Ranks—Three-Year Comparison

Three years (2010–11, 2011–12, and 2012–13) of the Academic Performance Index (API) statewide and similar schools rank.

The statewide and similar schools API ranks range from 1 to 10 and are established by school type (e.g., elementary, middle and high). A statewide rank of 1 for an elementary school means that the school has an API score in the lowest ten percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all elementary schools in the state. The similar schools API rank reflects how a school compares to 100 schools, of the same type, with similar levels of opportunities and challenges based on 22 characteristics. A similar schools rank of 1 means that the school's academic performance is in the lowest ten percent of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is in the top 10 percent of the 100 other similar schools.

EC Section 52056(a) requiring API ranking of schools was repealed, effective July 1, 2013. As a result, beginning in 2014 and beyond, statewide and similar school rankings will no longer be produced. The 2015–16 SARC Report and subsequent SARC Reports will be amended to comply with current state requirements.

API Rank	2011	2012	2013
Statewide	4	4	4
Similar Schools	6	6	7

Academic Performance Index Growth by Student Group—Three-Year Comparison

Group	Actual API Change		
	2011	2012	2013
All Students	12	14	11
Black or African American	5	-14	8
Hispanic or Latino	14	12	14
White	10	25	-3
Socioeconomically Disadvantaged	15	14	19
English Learners	10	0	22
Students with Disabilities	17	-7	40

Career Technical Education Program (CTE)

Our Career Technical Education Program is integrated with our academic courses to provide multiple career pathways for student learning. Students interested in a pathway towards college can meet their A-G requirements and still experience the relevance of CTE classes in a variety of different fields. Making classes relevant with real career opportunities enhances student achievement. Students who are not college prep have the opportunity to take classes in agriculture, fashion, child development, medical field, family living, multimedia, photography, and wood technology. In addition, students may take classes through the Riverside County CTE program off campus. Several of our classes are articulated with Mt. San Jacinto College (MSJC) so that qualified students may receive college credit.

Our CTE classes are available to all students and provide students with opportunities to be exposed to a variety of careers with the desire that some students will set goals and begin their career pathway. Most of the CTE classes have a sequence of classes that complete a pathway. San Jacinto High School is working closely with Riverside County and Mount San Jacinto College to provide opportunities for students to earn career pathway certificates to enhance job opportunities.

- San Jacinto High School CTE classes are offered as elective credits towards graduation. The County CTE classes are restricted to grades 11 and 12. All other CTE classes are available for grades 9-12.
- Many of our CTE classes have instructional aide support in the class to help students with disabilities. Our CTE classes are open to all students who qualify and can be successful in the class.
- Yearly we turn in data reports to Perkins and work closely with Riverside County to monitor student results and completion of the program pathways. Our administrative team and School Site Council monitor success rates and program effectiveness as a part of our School Plan duties.
- One of our CTE teachers takes the role of CTE coordinator, working closely with the Principal. San Jacinto High School has a CTE advisory committee that meets four times a year to review, oversee, and advise the program. The committee is made of teachers, administrators, students, and industry representatives. Industry representatives from cabinetry, agriculture, and the food industry belong to our committee.

San Jacinto High School CTE courses include the following:
- Introduction to Agriculture
- Health Fields-CTE
- Agricultural Biology
- Corrections-CTE
- Family Living
- Child Development
- Medical Terminology (County CTE)
- Emergency Medical Technician (County CTE)
- Medical Front Office (County CTE)
- Culinary Arts, I, II
- Multimedia
- Floral Design
- Law Enforcement CTE
- Computer Essentials
- Digital Animation
- Action & Sports Photography
- Wood Technology 1,2,3,4
- Wood Projects
- First Responder (County CTE first aid)
- Forensic Science-CTE

Career Technical Education Participation
The following table displays information about participation in the school's CTE programs:

Measure	CTE Program Participation
Number of Pupils Participating in CTE	227
Percent of pupils completing a CTE program and earning a high school diploma	49%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12%

Courses for UC and/or CSU Admission

	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	65.6%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	28.4%

Other Pupil Outcomes:

California High School Exit Examination Results for all Grade Ten Students
The CAHSEE is primarily used as a graduation requirement in California, but the results are also used to determine AYP for high schools, as required by the federal ESEA. The CAHSEE has an ELA section and a mathematics section. For purposes of calculating AYP, three performance levels were set: advanced, proficient, and not proficient. Results are only included for students who were continuously enrolled from the Fall Census Day (first Wednesday in October) through the first day of testing. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at **http://cahsee.cde.ca.gov/**.

CAHSEE Results for All Students—Three Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2011-12	2012-13	2013-14
School			
English Language Arts	47%	48%	44%
Mathematics	47%	53%	53%
District			
English Language Arts	43%	47%	27%
Mathematics	42%	51%	30%
State			
English Language Arts	56%	57%	56%
Mathematics	58%	60%	62%

California High School Exit Examination Grade Ten Results by Student Group

	English-Language Arts		
Group	Not Proficient	Proficient	Advanced
All District Students	58%	25%	17%
All Students at the School	56%	26%	18%
Male	59%	23%	18%
Female	53%	29%	18%
Black or African American	46%	38%	16%
Filipino	45%	27%	27%
Hispanic or Latino	61%	25%	14%
White	41%	22%	37%
Two or More Races	54%	31%	15%
Socioeconomically Disadvantaged	60%	26%	14%
English Learners	95%	5%	n/a
Students with Disabilities	94%	4%	2%
	Mathematics		
Group	Not Proficient	Proficient	Advanced
All District Students	50%	35%	15%
All Students at the School	47%	37%	16%
Male	45%	35%	20%
Female	48%	39%	12%
Black or African American	63%	24%	14%
Filipino	9%	55%	36%
Hispanic or Latino	49%	38%	13%
White	35%	36%	29%
Two or More Races	31%	62%	8%
Socioeconomically Disadvantaged	49%	37%	15%
English Learners	84%	14%	1%
Students with Disabilities	89%	11%	n/a

California Physical Fitness Test Results (2013-14)

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

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
9	15.4%	22.6%	43.3%

Engagement:

Parental Involvement

Contact Person: Barbara Rivera, Principal's Secretary
Phone Number: (951) 654-7374 ext. 2994

The responsibility to educate a child needs to be a partnership between the school and the home. We want to encourage parents to get involved in the education of their child. One opportunity for parents to get involved is through volunteering on the campus. We welcome the opportunity for parents to get involved in the education process.

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

Pupil Engagement:

Dropout Rate and Graduation Rate

	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Dropout Rate	1.4	2.9	1.9	6.8	8.2	5.6	14.7	13.1	11.4
Graduation Rate	94.3	91.3	91.7	79.3	78.8	81.6	77.1	78.8	80.4

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, including having passed both portions of the CAHSEE or received a local waiver or state exemption. 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 2013			
Group	School	District	State
All Students	83	67	84
Black or African American	78	60	75
American Indian or Alaska Native	80	62	77
Asian	100	84	92
Filipino	100	87	92
Hispanic or Latino	85	68	80
Native Hawaiian or Pacific Islander	66	37	84
White	77	62	90
Two or More Races	91	73	89
Socioeconomically Disadvantaged	84	68	82
English Learners	52	42	53
Students with Disabilities	39	40	60

School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated: 5/28/14
Date the plan was reviewed with staff: 5/28/14

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.

Our school and grounds are very safe. Staff members monitor the campus before school, after school, and during breaks. Our discipline policies curtail fighting and bullying. A school Resource Officer is on campus full time to support student safety. School Unity Programs, anti-bullying programs, peer mediation, and other activities help students value their differences and learn to get along with each other.

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

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

Security cameras were installed for the safety of the students and our school. The District's liability insurance carrier and the local fire department inspect each facility annually.

Discipline

Our goal is to create a productive learning environment for our students. To do this, we must have clear expectations and fair consequences.

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		
	2011-12	2012-13	2013-14
Suspensions	9.5%	8.0%	7.8%
Expulsions	0.2%	0.3%	0.1%
	District		
Suspensions	8.3%	8.7%	6.8%
Expulsions	0.2%	0.2%	0.1%
	State		
Suspensions	5.7%	5.1%	4.4%
Expulsions	0.1%	0.1%	0.1%

Other SARC Information:

Adequate Yearly Progress Overall and by Criteria

For the SARC reporting year, indication of whether the school and the LEA made AYP overall (met all criteria, met criteria through alternative methods including "safe harbor", or received an approved appeal).

ESEA requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. Prior to 2014, to achieve this goal and meet annual requirements for improved performance, schools and LEAs had to improve each year according to set requirements. To make AYP overall, schools and LEAs are required each year to meet or exceed specific criteria in each of the following:

1. Participation rate on the state's standards-based assessments in ELA and mathematics;
2. Percent proficient on the state's standards-based assessments in ELA and mathematics; and
3. Graduation rate as an additional indicator for secondary schools.

The participation rate, percent proficient, and graduation rate criteria apply at the school and LEA levels. Data, including subgroup results, may be obtained on the CDE AYP Web page at **http://www.cde.ca.gov/ta/ac/ay/**.

On March 7, 2014, the U.S. Department of Education approved a one-year waiver that allows flexibility in making AYP determinations for elementary and middle schools and elementary and unified districts participating in the Smarter Balanced field test. Therefore, for the 2013–14 school year only high schools and high school districts serving exclusively grades nine through twelve will receive a 2014 AYP determination. For the 2014–15 school year and subsequent years, the federal ESEA will require that all schools and districts meet the AYP criteria.

Adequate Yearly Progress Criteria	School
Made Adequate Yearly Progress Overall	No
Met Participation Rate—English Language Arts	Yes
Met Participation Rate—Mathematics	Yes
Met Percent Proficient—English Language Arts	No
Met Percent Proficient—Mathematics	No
Met Graduation Rate	Yes

Federal Intervention Program (2014-15)

Schools and LEAs are initially evaluated for Program Improvement (PI) status only if they received Title I funds in the prior two school years. The PI status initially is based on the two prior year's Adequate Yearly Progress (AYP) data. If a school or LEA meets the Title I funding criteria for PI identification and fails to make AYP in the same subject area (i.e., ELA or Math) or on the same indicator (in 2014, grad rate is the only indicator applicable for PI determinations, API was removed), then the school or LEA will enter PI. If a school or LEA is in PI, but subsequently has a break in Title I funding, the school or LEA is not required to continue PI activities during the period in which no funds are received. If a school or LEA is in PI, during the initial year of a break in Title I funding, the school or LEA will continue being reported as "In PI" because the PI status and placement are based on the prior year's AYP and Title I funding data. When a school or LEA regains Title I funding after a break, it will retain the same PI placement that was last reported unless the break in Title I funding was for three consecutive years or the school or LEA made all AYP criteria for two consecutive years during the break in Title I funding. A school or LEA that has already entered PI and received Title I funds during the prior year will advance in PI if it missed any AYP criteria in the prior year. A school or LEA that is in PI and made all AYP criteria in the prior year will maintain the same placement year in PI in the current year. A school or LEA in PI that makes all AYP criteria for two consecutive years will exit PI.

Due to a one-year waiver granted by the U.S. Department of Education allowing flexibility in making AYP determinations for elementary and middle schools and elementary and unified school districts participating in the Smarter Balanced field test, only high schools and high school districts received a 2014 AYP determination. Title I funded schools and districts that did not receive a 2014 AYP retain the PI status and placement from 2013–14.

	School	District
Program Improvement Status	Not in PI	In PI
First Year of PI	n/a	2004-2005
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in PI		6
Percent of Schools Currently in PI		100%

Note: Percent of Schools Currently in Program Improvement: The number of schools currently in PI within the District divided by the total number of Title I schools within the District.

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	4.0	575
Library Media Services Staff (paraprofessional)	0.62	
Psychologist	district shared	
Nurse	district shared	
Speech/Language/Hearing Specialist	district shared	

* 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.

Student Services

SJHS has four full-time counselors arranged in counselor administrative teams that are alphabetically specific; they work with the same group of students for the four years of their high school careers. The counselors meet with students, and whenever possible parents, regarding course offerings, graduation requirements, post high school decisions and personal concerns. This includes peer mediation to resolve conflicts.

Students pre-register for their classes in April each year. Counselors provide presentations to students at each grade level, describing various pathways they can follow as they progress through high school. In August, students go through a final registration process, including individual conferences with their counselors to ensure their class choices meet their needs. Twelfth grade students have a minimum of two more individually scheduled appointments with the senior counselor to review their graduation progress and post-high school plans.

A computerized career awareness program with a variety of vocational options designed to serve students is available for students to access.

In addition to the academic counselors, we have a health tech in our health office to provide support for students when they are not feeling well, have minor injuries, and to help supervise those student with daily medical needs. A school psychologist and speech teacher are on campus to provide support and work with students with learning disabilities.

School Finance

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

	Expenditures Per Pupil			Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$6,646	$2,015	$4,530	$70,737
District			$4,868	$73,210
State			$4,690	$67,762
Percent Difference: school/district			(6.9%)	(3.4%)
Percent Difference: school/state			(3.4%)	4.4%

- **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**.

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	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	30.4	20	13	44	30.0	20	19	48	29.0	19	22	48
Mathematics	30.8	10	20	30	33.0	8	16	46	30.0	15	20	42
Science	38.0	2	5	38	33.0	7	4	41	34.0	5	14	41
Social Science	32.5	4	16	24	30.0	15	3	40	32.0	8	7	38

* 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.

Other Funding

Funding is provided for the following special programs to supplement the core instructional program provided by the school district:

Program	Amount
EIA-LEP	$16,418

Teacher & Administrative Salaries
(Fiscal Year 2012-13)

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	$42,433	$41,243
Mid-Range Teacher Salary	$66,112	$64893
Highest Teacher Salary	$86,187	$83,507
Average Principal Salary (ES)	$105,772	$103,404
Average Principal Salary (MS)	$108,392	$109,964
Average Principal Salary (HS)	$125,467	$120,078
Superintendent's Salary	$172,191	$183,557
Percent of District Budget		
Teacher Salaries	40.0%	40.0%
Administrative Salaries	7.0%	6.0%

Pupil Promotion & Retention Intervention Programs

Academic interventions for non-proficient students begins in the summer as we look at student test scores, grades and credit needs from the previous year. Based on this information, students are placed in classes that can instructionally meet their needs. Our school has developed an intervention program to meet the academic needs of all students. Ninth graders who are Far Below Basic or Below Basic are placed in extra math and/or language arts classes to help them develop the skills to be successful. Students who are struggling in math or language arts classes may also be placed in double core classes to provide extra learning time for success. Students in the 11th and 12th grades that have not passed the CAHSEE exam are placed in classes to help prepare them to pass the test. English Language Learners have special classes in language arts based upon their academic levels as measured by the CELDT test. Advanced English Language Learners are placed in classrooms with authorized teachers that have been trained in working with second language students. Our learning disabled students are provided support as identified in their IEP. Students who are struggling are discussed during SST team meetings in order to develop an intervention plan to meet the specific needs of the student. Students struggling with reading are scheduled into our READ 180 program which utilizes technology along with assigned reading and direct instruction from the teacher to build language

arts skills. As the school year progresses, students needing assistance, as measured by grades, may participate in after school tutoring. The tutoring provides targeted instruction on academic standards in math and language arts or homework help. Student learning progress is also monitored with school-wide common benchmark assessments each quarter, allowing teachers to modify instruction or place students in intervention classes. Summer session is an additional opportunity for students to become proficient.

In addition to academic support, SJHS has developed credit recovery classes to assist students to make-up credits for classes not passed. The credit recovery classes are scheduled during the school day, students work at their own pace, and if they put forth the effort can earn credits at an accelerated pace. The credit recovery program is computerized and on line so that students may also work at home to accelerate credit recovery. Promotion or retention is determined by grades, teacher recommendation, and parent recommendations, in an effort to do what is best for the learning needs of each child.

We also have aides to further assist students. We have used special categorical funds to assist in purchasing instructional materials for intervention programs, which are researched-based programs that promote high performance and learning for all students.

Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
English	5	
Foreign Language	2	
Mathematics	2	
Science	1	
Social Science	5	
All Courses	15	0.6

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

Professional Development

The San Jacinto Unified School District provides all certificated and classified staff members with ongoing professional development in order 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.

Professional development activities for administrators and teachers focus primarily on implementation of the Common Core State Standards (CCSS) in both English/Language Arts and mathematics as well as on increased student literacy expressed through writing. The ELA staff has been involved in a multi-year process involving a deep understanding of the new CCSS ELA standards, the assessment process that accompanies them and effective instructional practice that provides high levels of student engagement. A major emphasis has been on the use of cross-curricular materials in the ELA classroom. A significant component of the professional development plan is the collaboration and planning sessions. This has provided the opportunity for teachers to share good practice and revisit/refine units of study.

Training focused on CCSS mathematics is also ongoing. The teachers have adopted specific curricula for each grade level, i.e. elementary, middle school and high school. Training in those materials have been provided to all teachers. Additionally, teachers benefit from an incremental professional development plan to introduce the Standards for Mathematical Practice (SMP) at all grade levels. Collaboration time and planning time are priorities.

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.

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. Teachers engage in professional growth activities 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 Beginning Teacher Support and Assessment (BTSA) 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.