

San Jacinto Valley Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 members should contact the school principal or the district office.

Penny Harrison, President, CEO

Principal, San Jacinto Valley Academy

About Our School

Our goal is for all students to continuously increase their learning!

Our direction is to strengthen our "roots" and grow.

Our "roots" are going deeper into the community.

Our "growth" is seen through our increasing academic achievement, raising standards for students' learning and teachers' teaching, adding more to student services, and having additional facilities. We are proud of the fact that SJVA is an "inquiry" school. We use "inquiry" approaches to motivate and actively involve students in their learning.

Contact

480 North San Jacinto Ave.
San Jacinto, CA
92583-2729

Phone: 951-654-6113
E-mail: pharrison@sjacademy.org



About This School

Contact Information - Most Recent Year

School	
School Name	San Jacinto Valley Academy
Street	480 North San Jacinto Ave.
City, State, Zip	San Jacinto, Ca, 92583-2729
Phone Number	951-654-6113
Principal	Penny Harrison, President, CEO
E-mail Address	pharrison@sjacademy.org
Web Site	http://sjacademy.org
County-District-School (CDS) Code	33672496114748

District	
District Name	San Jacinto Unified
Phone Number	(951) 929-7700
Web Site	www.sanjacinto.k12.ca.us
Superintendent First Name	Diane
Superintendent Last Name	Perez
E-mail Address	dperez@sanjacinto.k12.ca.us

Last updated: 1/28/2015

School Description and Mission Statement (Most Recent Year)

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2013-14 school year. School finances and school completion data are reported for the 2012-13 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013-14 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This Independent Charter School

SJVA's mascot, the Wolves, is symbolic of who we are...a school family, loyal to our students and dedicated to their well-being! Together, SJVA teachers, support staff, parents, volunteers, PTSA, parent groups, administration, and school community are one team, dedicated to SJVA students and their learning achievements!

San Jacinto Valley Academy is a public, not private, tuition-free school for students Kindergarten through 12th Grade. Established in 1997, SJVA serves students from throughout San Jacinto Valley, Hemet, and surrounding areas. Annually, SJVA has full accreditation from Western Association of Schools and Colleges (WASC). All SJVA teachers are credentialed through the California Credentialing Commission for Teachers (CTC).

As a college preparatory school, high school students participate in a series of classes to fulfill California State University (CSU) and or University of California (UC) college application requirements. Students are provided with college and/or university eligibility criteria for academic and post secondary planning annually, parents/guardians are welcome to complete application for possible enrollment based on availability of openings. As necessary, a lottery procedure is followed to address application requests.

International Baccalaureate World School

SJVA is officially authorized as an International Baccalaureate World School, and provides the IB Diploma Program. The IB program is geared to provide our high school Juniors and Seniors with preparation and academic readiness for college/university. SJVA students apply to CSU's, UC's, as well as private colleges and universities both local and nationwide.

Learning Partnership Agreement

SJVA is an independent charter school with academic core values and commitments which promote learning achievement by all students. SJVA requires a "Learning Partnership Agreement" (LPA) annually whereby teachers, students, and parents work cooperatively with areas of responsibility to promote student learning.

At the first, each student establishes personal learning goals annually at parent/student/teacher conference. Students identify learning goals which are meaningful to them and support their education. In turn, parents and teachers support and understand each student's goals for continuous academic success.

Inquiry Approaches to Learning

SJVA distinguishes its instructional approach for students by using the research-based "Inquiry Approaches to Learning". SJVA teachers utilize an inquiry instructional approach which further connects and motivates students to actively participate in their learning. Teachers receive training from advanced institutes, professional development and specialists on content standards, standards based curriculum professional development training in Inquiry Approaches from highly recognized advanced institutions of learning, i.e. University of California, Riverside, International Baccalaureate trainings, Riverside County Office of Education, and California Charter School Association.

School/Parent communication

At SJVA, there are multiple ways communication between students, teachers, and parents. Parent conferences are scheduled quarterly, 5 times a year. The middle school has piloted the "student-led conference" where students provide the explanation and reflection of their progress as an active member of the parent/student/teacher conference. Please contact your student's teacher with questions, concerns, and/or comments to support highly positive teaming environment.

SJVA uses the AERIES program which provides high school and middle school parents and students access to the grade portal and current events on a 24/7 basis. SJVA has an active website where many areas of the school are focused upon: guidance counselor, gradebook access procedures for students and parents, current events and school projects, sports team information, schedules, and school calendar.

Attendance Goals

The school attendance goal is 98%, less than 4 absences annually. In 2013-14, students and their families worked very hard and achieved our goal for a third year. However, we believe that if a student is ill, he or she should stay home, get well, and avoid spreading germs to others. We encourage parents to bring students to school before or after their medical/appointments so that part of the learning day is experienced.

Response-to-Intervention (RTI): SJVA's Diamond Tier RTI Model Addresses student's needs at varying levels

SJVA's Response-to-Intervention (RTI) is in place to accelerate a student's learning, address strategies to support grade level achievement, and/or subject area remediation if needed. SJVA's Expected School wide Learning Results (ELSRs) goal is that all students achieve advanced and/or proficient, 80% level, on local and/or state assessments.

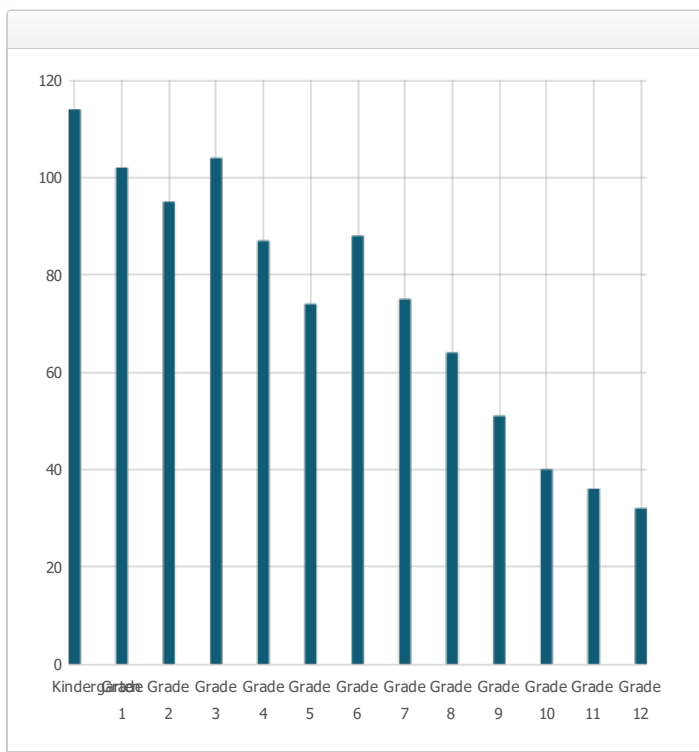
Community Service

SJVA understands the importance of community service. San Jacinto Valley Academy requires hours-annually parents are required to provide 60 hours and high school students are required to do 75 hours of volunteer/community service. Volunteer hours include: homework support, volunteering at school, classroom, and/or community events and/or material donations. As a component of the International Baccalaureate Diploma Program, Junior and Senior students are required to fulfill the "Creativity, Action, Service" (CAS) requirement of 150 hours centered on personal development Creativity, Action, and Service. SJVA promoted individual, team, volunteer and school wide through community service efforts. Our school supports many community agencies, organizations and their fundraisers. SJVA which focuses on the communication and social skill-building for young women. People like US change the World." Together, SJVA is a K-12 school community which promotes a safe, clean, and positive campus for all students and faculty!

Last updated: 1/28/2015

Student Enrollment by Grade Level (School Year 2013-14)

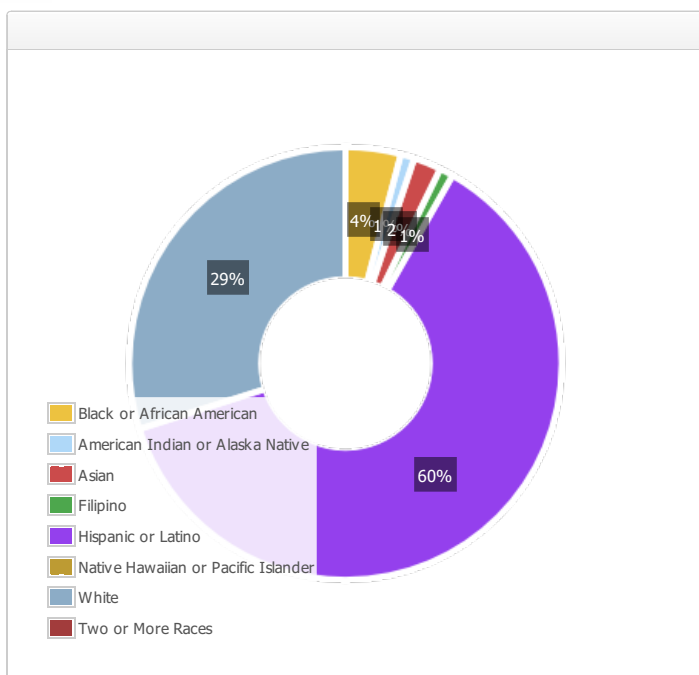
Grade Level	Number of Students
Kindergarten	114
Grade 1	102
Grade 2	95
Grade 3	104
Grade 4	87
Grade 5	74
Grade 6	88
Grade 7	75
Grade 8	64
Grade 9	51
Grade 10	40
Grade 11	36
Grade 12	32
Total Enrollment	962



Last updated: 1/28/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	1.4
Asian	2.0
Filipino	1.1
Hispanic or Latino	60.7
Native Hawaiian or Pacific Islander	0.2
White	29.1
Two or More Races	0.5
Socioeconomically Disadvantaged	50.9
English Learners	12.1
Students with Disabilities	5.5



Last updated: 1/28/2015

A. Conditions of Learning

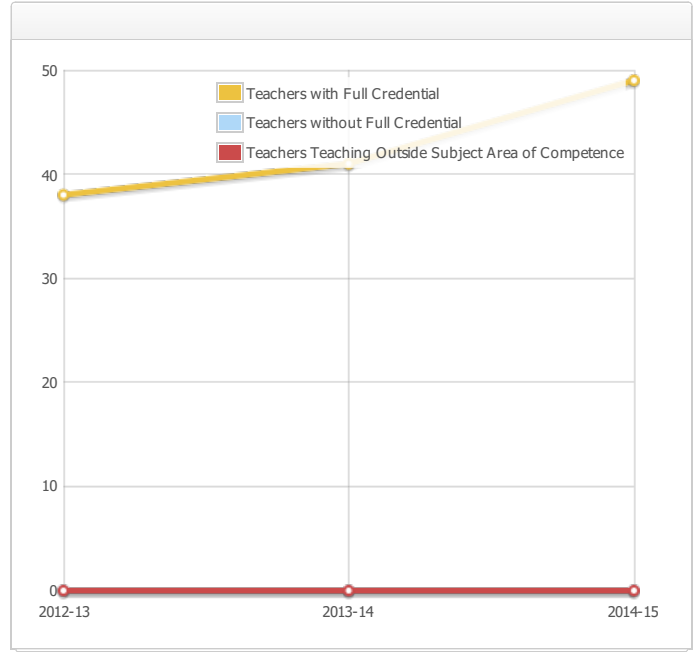
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

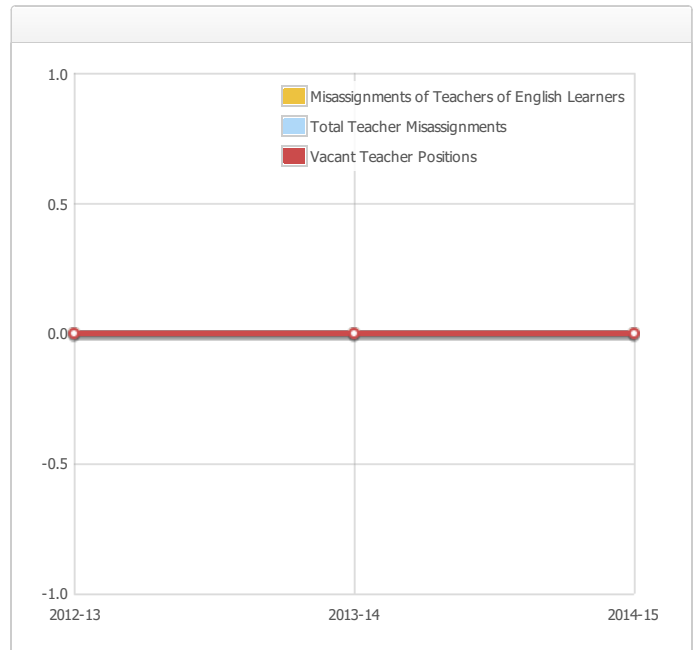
Teachers	School		District
	2012-13	2013-14	2014-15
With Full Credential	38	41	49
Without Full Credential	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0



Last updated: 1/28/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	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.

Last updated: 1/28/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	0	0

Note: 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.

Last updated: 1/28/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Houghton Mifflin Medallions (SBE Approved list of materials) Great Books, Step Up to Writing 6-12: Holt Literature & Language Arts (SBE approved list of materials) Great Books, Step Up to Writing	Yes	0.0
Mathematics	K-6: Go Math! K-8 Houghton Mifflin Harcourt 7-12: McDougal Littell (SBE Approved list of materials)	Yes	0.0
Science	K-6: CA Science, Harcourt (SBE Approved list of materials) 7-8: Focus on Science, Person (SBE Approved list of materials) 9-12: Glencoe (SBE Approved list of materials)	Yes	0.0
History-Social Science	K-6: Reflections, Harcourt (SBE Approved list of materials) 7-8: Holt (SBE Approved list of materials) 9-12: Pearson (SBE Approved list of materials) XX	Yes	0.0
Foreign Language	7-12: Avancemos, McDougal/Littell (SBE Approved list of materials) X	Yes	0.0
Health	8th: Glencoe (SBE Approved list of materials) X	Yes	0.0

Visual and Performing Arts	0.0
Science Laboratory Equipment (grades 9-12)	0.0

Last updated: 1/28/2015

School Facility Conditions and Planned Improvements - Most Recent Year

School Facilities

Summary of Most Recent Site Inspection

School wide site inspections are ongoing daily and weekly by the Maintenance supervisor and weekly by a school administrator. Daily logs are kept, read by supervisor and filled. Our last Weekly inspection was January 24, 2015. During Winter, Spring and Summer breaks each classroom and bathroom has a deep cleaning. We have a maintenance work order site where teachers/staff can report any problems which are dealt with on a daily routine schedule. All staff observes the campus for potential safety concerns and areas that need to be addressed and informs the maintenance supervisor for repairs.

Repairs Needed

Improvements /repairs needed is a daily concern. We have the following items on a regular schedule to be completed: paint classrooms, paint ramps, clean rain gutters, checking and replacing all interior/exterior light, checking replacing heating/AC filters, deep cleaning rooms, fire inspections, fire extinguishers, irrigation system and deep cleaning of all office spaces, bathrooms, and classrooms. A maintenance schedule is written and followed by the maintenance supervisor.

Corrective Actions Taken or Planned

Planned improvement in upgrading sports/PE area. All of us at SJVA continue to seek ways to improve the campus to improve academic success and provide students with a great environment both inside and outside the classroom.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Daily inspections scheduled by Maintenance Supervisor. Minor repairs and maintenance done for HVAC.
Interior: Interior Surfaces	Good	Maintenance Supervisor does daily check of all areas / Third party cleaning company does annual cleaning during the summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Third party vendor does regular pest control, which is inspected by Maintenance Supervisor
Electrical: Electrical	Good	Maintenance Supervisor routinely checks all electrical components. We have on call 2 electricians. IT department keeps low voltage wiring maintenance.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms, fountains, and sinks cleaned and inspected daily
Safety: Fire Safety, Hazardous Materials	Good	Campus inspected routinely for safety. Fire inspection done on a yearly basis. All hazardous material stored away properly and locked.

Structural: Structural Damage, Roofs	Good	Visual inspections performed on a daily basis, detailed inspections done routinely.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We are constantly improving all external areas, which includes cleaning and maintaining windows, doors, gates, and fences. The entire school is enclosed with fences and gates.

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/28/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	50	62	65	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.

Last updated: 1/28/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	65
Male	73
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	59
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

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.

Last updated: 1/28/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43%	52%	55%	42%	44%	45%	54%	56%	55%
Mathematics	36%	46%	49%	44%	44%	44%	49%	50%	50%
History-Social Science	37%	45%	45%	40%	42%	46%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/28/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	2	4	5
Similar Schools	1	3	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/28/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	B	57	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		70	18
Native Hawaiian or Pacific Islander			
White		33	16
Two or More Races			
Socioeconomically Disadvantaged		70	17
English Learners			-5
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/28/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0

Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/28/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	24.9
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	58.3

State Priority: Other Pupil Outcomes

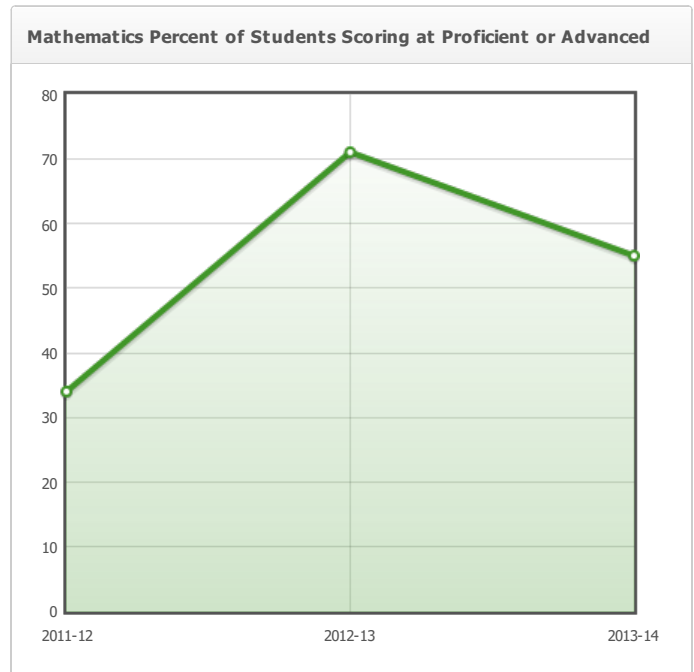
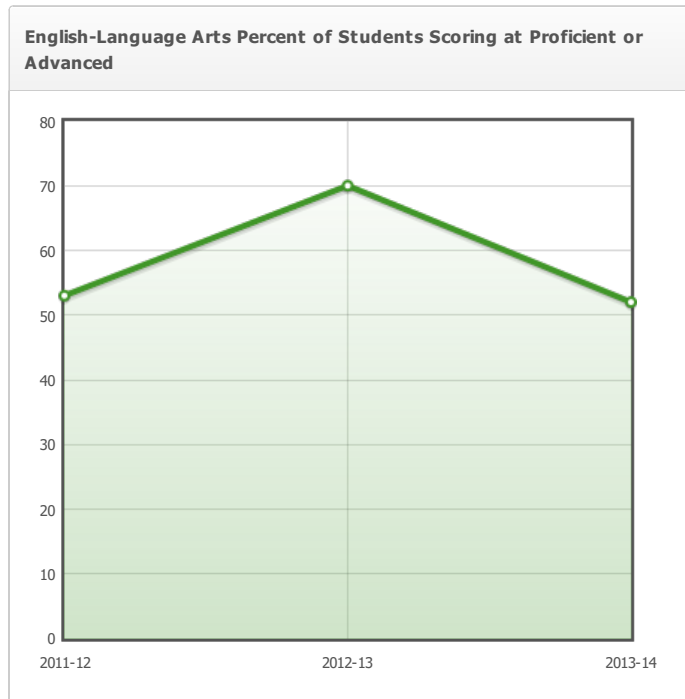
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	53%	70%	52%	43%	47%	27%	56%	57%	56%
Mathematics	34%	71%	55%	42%	51%	30%	58%	60%	62%

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.



Last updated: 1/28/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	58%	25%	17%	50%	35%	15%
All Students at the School	48%	33%	19%	45%	43%	13%
Male	36%	43%	21%	29%	50%	21%
Female	54%	29%	18%	54%	38%	8%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	50%	32%	18%	56%	37%	7%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	46%	31%	23%	25%	50%	25%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53%	33%	13%	53%	20%	27%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/28/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1%	29.5%	17.9%
7	18.2%	20.8%	53.2%
9	27.5%	15.7%	49.0%

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.

Last updated: 1/28/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

To be an Approved Parent Volunteer is a little different than the required 60 hours of "Family Service Time" (Partnership Agreement) that all families with children enrolled at SJVA must log.

Families (family member) will fulfill the Family Service Time by providing the following:

- Help students with their homework
- Listen to your children read
- Attend Board Meetings
- Join the PTSA
- Attend our monthly Flag and Award Ceremonies
- Attend our SJVA sporting events
- Attend our special programs; Holiday performances, etc.
- Take your child to the Public Library
- Take your child on a nature hike
- Get involved with local community events as a family; Ramona Play, City or Valley Beautification Days
- Attend parent/teacher conferences
- Support school fundraisers

Approved Parent Volunteers may support the following areas of service:

- Chaperone classroom field trips
- Serve food at our lunch time BBQ's, Pizza days
- Help teacher in classroom; paperwork, reading to students, etc.
- Help office staff with filing, copying

State Priority: Pupil Engagement

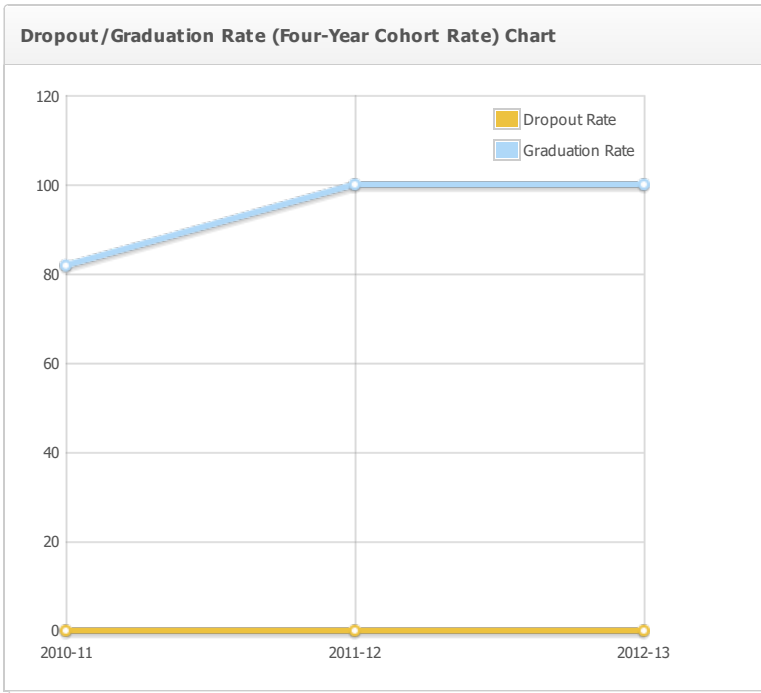
Last updated: 1/28/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	0.0	0.0	6.8	8.2	5.6	14.7	13.1	11.4
Graduation Rate	81.82	100	100	79.27	78.75	81.64	77.14	78.87	80.44



Last updated: 1/28/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	96	67	84
Black or African American	100	60	75
American Indian or Alaska Native		62	77
Asian		84	92
Filipino	100	87	92
Hispanic or Latino	94	68	80
Native Hawaiian or Pacific Islander		37	84
White	100	62	90
Two or More Races		73	89
Socioeconomically Disadvantaged	92	68	82
English Learners		42	53
Students with Disabilities		40	60

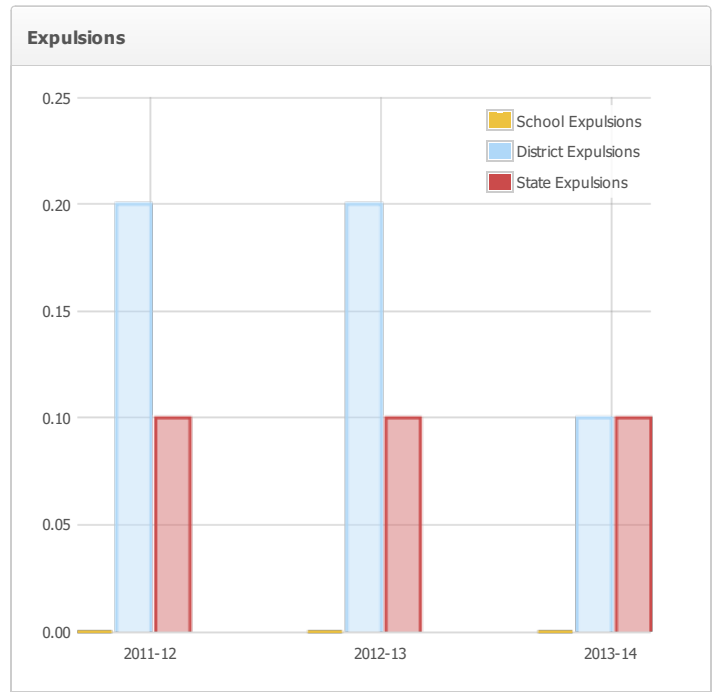
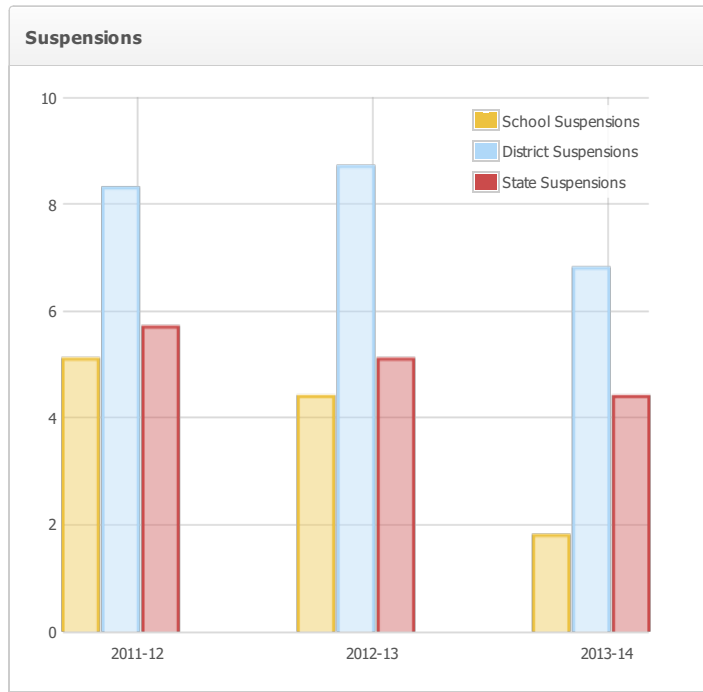
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	5.10	4.40	1.80	8.30	8.70	6.80	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.20	0.20	0.10	0.10	0.10	0.10



Last updated: 1/28/2015

School Safety Plan - Most Recent Year

The Comprehensive Safe School Plan includes data regarding 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) school wide dress codes (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5.

Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods, as well as, before and after school. Disaster preparedness drills are conducted monthly. The school has a current disaster preparedness and safety plan. All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit. A clean, safe, and secure teaching and learning environment is the highest priority to SJVA administration and staff. Fire drills are conducted monthly and a disaster preparedness plan exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks.

Last updated: 1/28/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP 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	Yes	
Met Graduation Rate	N/A	

Last updated: 1/28/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/28/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.5	0	4	0	24.0	3			29.0	4		
1	28.3	0	3	0	27.0	4			26.0	4		
2	24.5	0	2	0	25.0	4			24.0	1	3	
3	23.0	1	2	0	24.0	3			26.0	4		
4	35.0	0	0	1	33.0	1	1		29.0	3		
5	35.0	0	0	2	8.0	6	2		25.0	3		
6					37.0	11			22.0	6	18	
Other												

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

Last updated: 1/28/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.0	0	5	2	21.0	6	4	3	27.0	4	4	3
Mathematics	20.5	5	5	0	22.0	7	3	2	19.0	11	3	2
Science	29.6	1	4	2	23.0	4	4	2	24.0	6	2	3
Social Science	28.2	1	4	1	24.0	3	4	3	24.0	4	3	3

* 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.

Last updated: 1/28/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	582.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

* 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.

Last updated: 1/28/2015

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,690	N/A	\$5,690	N/A
District	N/A	N/A	N/A	\$68,868
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

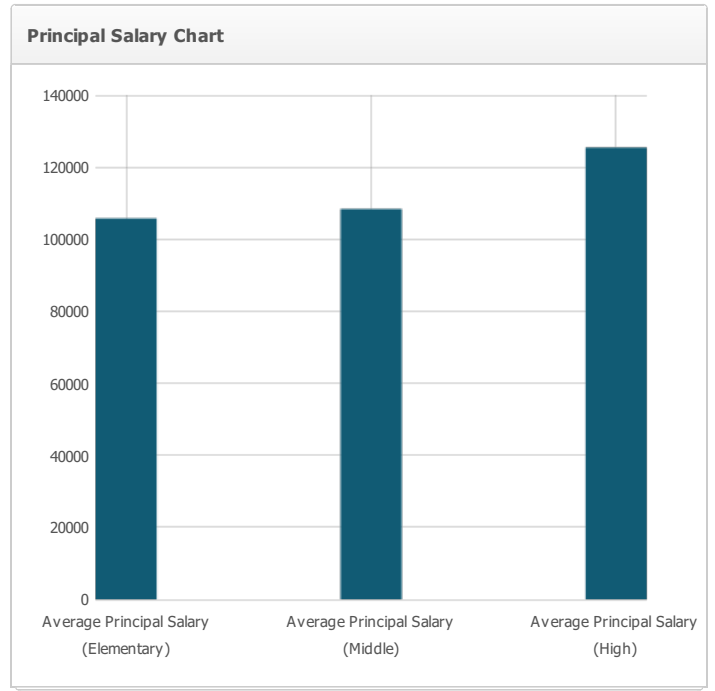
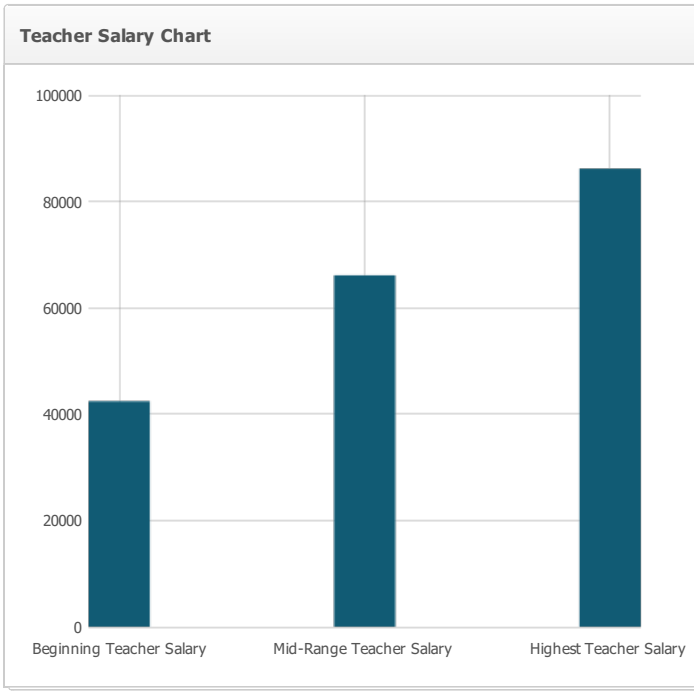
Note: Cells with N/A values do not require data.

Last updated: 1/28/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,433	\$41,243
Mid-Range Teacher Salary	\$66,112	\$64,893
Highest Teacher Salary	\$86,187	\$83,507
Average Principal Salary (Elementary)	\$105,772	\$103,404
Average Principal Salary (Middle)	\$108,392	\$109,964
Average Principal Salary (High)	\$125,467	\$120,078
Superintendent Salary	\$172,191	\$183,557
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/28/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All Courses	1	0.3

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/28/2015

Professional Development – Most Recent Three Years

SJVA is dedicated to the professional development of teachers. We believe that not only students, but teachers should be lifelong learners and we strive to provide such an environment. We schedule 12 days of professional development each year for teachers. Each new teacher receives an additional 3 days of New Teacher Orientation prior to the start of the school year.

Our professional development topics include, but are not limited to, inquiry approaches to learning, A-G college prep courses, college admissions information, charter school topics, instructional strategies and assessments, use of technology in the classroom, and the IB Program.

The School Leadership Team is also involved in planning staff development days. The School Leadership Team members serve as mentors as well. Grade level meetings are held weekly to discuss lesson planning as well as cross grade level involvement in projects.

The Instructional Support Team assists with testing. Data Director is used to compile data on students. This tool is used for assessment and is reviewed with teachers individually as well as with grade levels. Pre and post test are used to assess student gains.

We are proud that our teachers are committed to professional growth and the success of our students.

Last updated: 1/28/2015