

# San Jacinto Valley Academy

## 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.

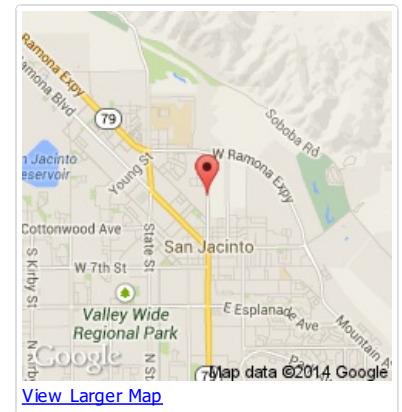
**Our "growth"** is seen through our increasing academic achievement, raising standards for students' learning and teachers' teaching, adding more to student services, and having additional facilities. We are proud of the fact that SJVA is an "inquiry" school. We use "inquiry" approaches to motivate 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](mailto:pharrison@sjacademy.org)



## Data and Access

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.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

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

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

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

District	
<b>District Name</b>	San Jacinto Unified
<b>Phone Number</b>	(951) 929-7700
<b>Web Site</b>	<a href="http://www.sanjacinto.k12.ca.us">www.sanjacinto.k12.ca.us</a>
<b>Superintendent First Name</b>	Diane
<b>Superintendent Last Name</b>	Perez
<b>E-mail Address</b>	<a href="mailto:dperez@sanjacinto.k12.ca.us">dperez@sanjacinto.k12.ca.us</a>

Last updated: 1/29/2014

### School Description and Mission Statement (School Year 2012-13)

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 2012-13 school year. School finances and school completion data are reported for the 2010-11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012-13 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 2012-13, students and their families worked very hard and achieved our goal for a second 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: 1/30/2014*

## **Opportunities for Parental Involvement (School Year 2012-13)**

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. That is why I asked you for clarification.

**If you are simply looking for venues our families (family member) can show earnest service, here you go:**

- 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

**If you are looking for ideas that our Approved Volunteers can do, here are a few suggestions:**

- 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, coping

*Last updated: 1/30/2014*

# Student Performance

## 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.
- **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.

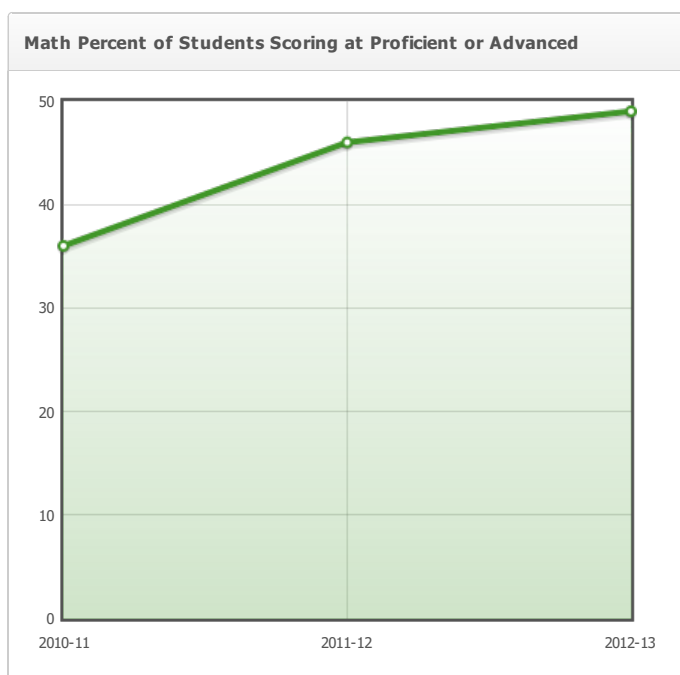
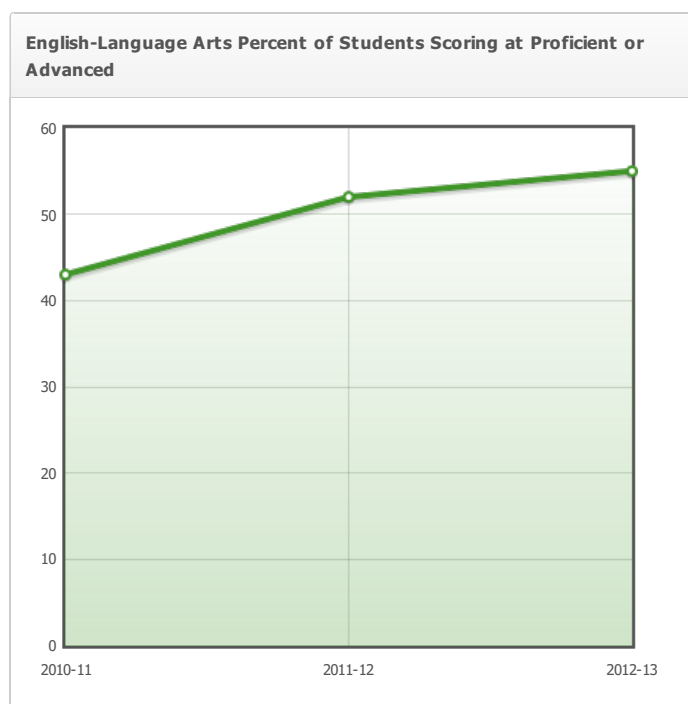
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

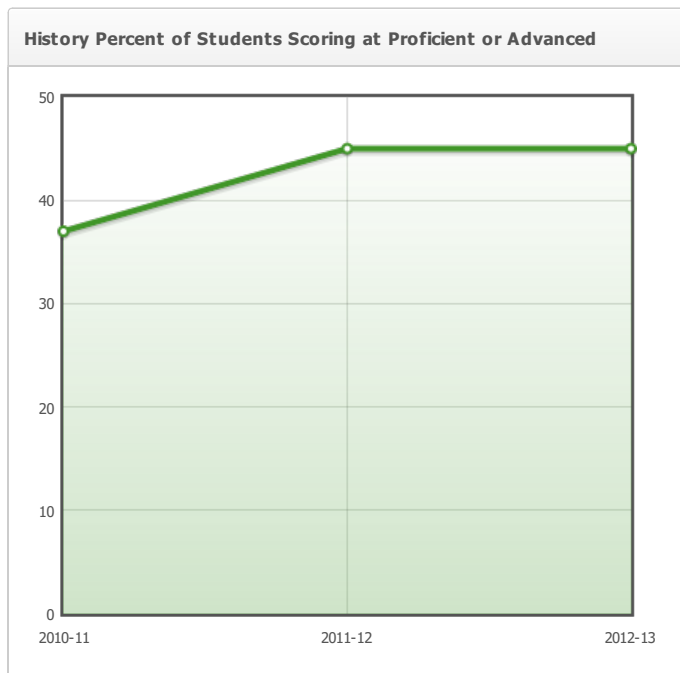
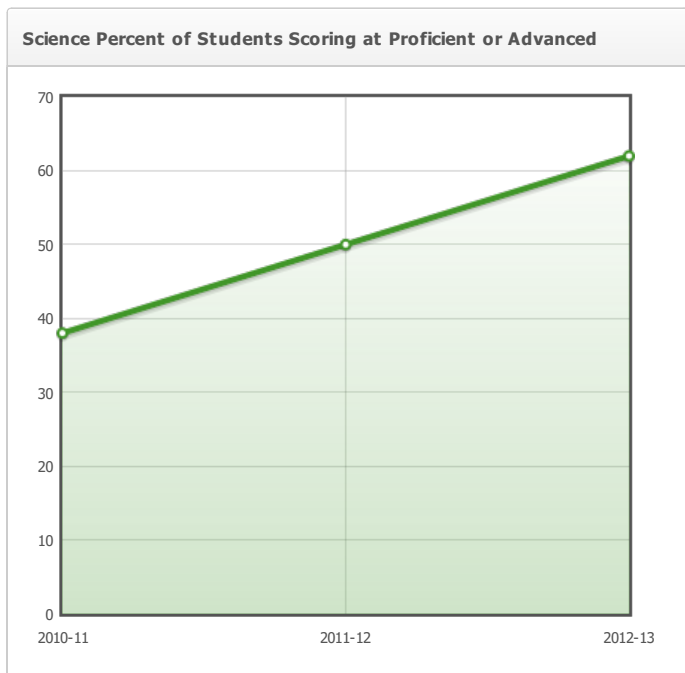
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## 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%
Science	38%	50%	62%	50%	51%	52%	57%	60%	59%
History-Social Science	37%	45%	45%	40%	42%	46%	48%	49%	49%

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: 1/29/2014

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	45%	44%	52%	46%
All Students at the School	55%	49%	62%	45%
Male	51%	49%	69%	57%
Female	58%	49%	54%	31%
Black or African American	70%	70%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	49%	46%	56%	38%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	65%	51%	68%	56%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	49%	45%	52%	31%
English Learners	26%	44%	35%	14%
Students with Disabilities	27%	33%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

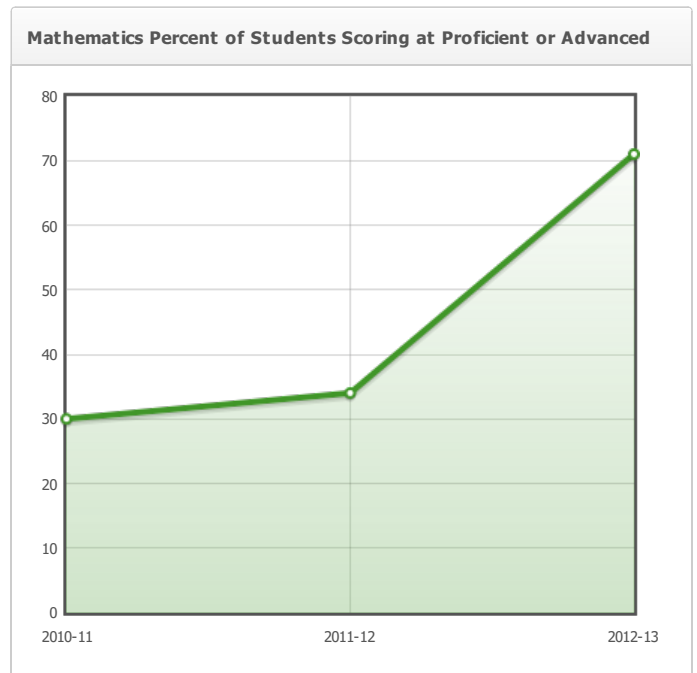
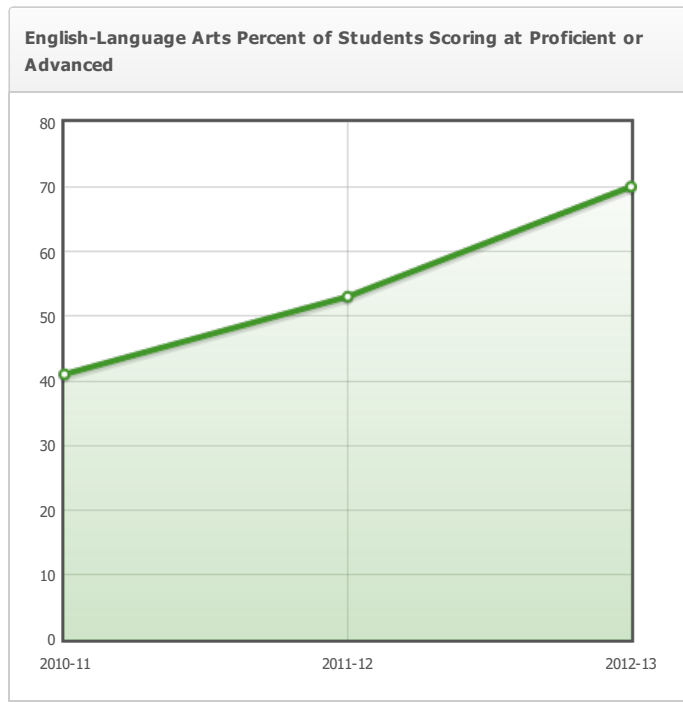
Last updated: 1/29/2014

# California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41%	53%	70%	47%	43%	47%	59%	56%	57%
Mathematics	30%	34%	71%	41%	42%	51%	56%	58%	60%

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: 1/29/2014



## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	53%	24%	23%	49%	36%	15%
All Students at the School	30%	24%	46%	29%	34%	37%
Male	18%	29%	53%	12%	35%	53%
Female	33%	22%	44%	44%	33%	22%
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	27%	27%	45%	33%	38%	29%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	25%	25%	50%	27%	27%	45%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	20%	33%	47%	27%	47%	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: 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: 1/29/2014*

## California Physical Fitness Test Results (School Year 2012-13)

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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.5%	19.0%	51.7%
7	17.7%	22.6%	54.8%
9	9.1%	29.5%	47.7%

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: 1/29/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all 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 schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide		2	4
Similar Schools		1	3

*Last updated: 1/29/2014*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
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	20
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: 1/29/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	576	805	6,407	758	4,655,989	790
Black or African American	18	882	490	729	296,463	708
American Indian or Alaska Native	3		155	746	30,394	743
Asian	10		73	873	406,527	906
Filipino	7		56	855	121,054	867
Hispanic or Latino	360	788	4,415	749	2,438,951	744
Native Hawaiian or Pacific Islander	0		22	824	25,351	774
White	176	832	1,063	790	1,200,127	853
Two or More Races	2		133	813	125,025	824
Socioeconomically Disadvantaged	366	799	5,397	747	2,774,640	743
English Learners	91	747	2,357	722	1,482,316	721
Students with Disabilities	27	652	780	628	527,476	615

Last updated: 1/29/2014

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Last updated: 1/29/2014

## Federal Intervention Program (School Year 2013-14)

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Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	Not in PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

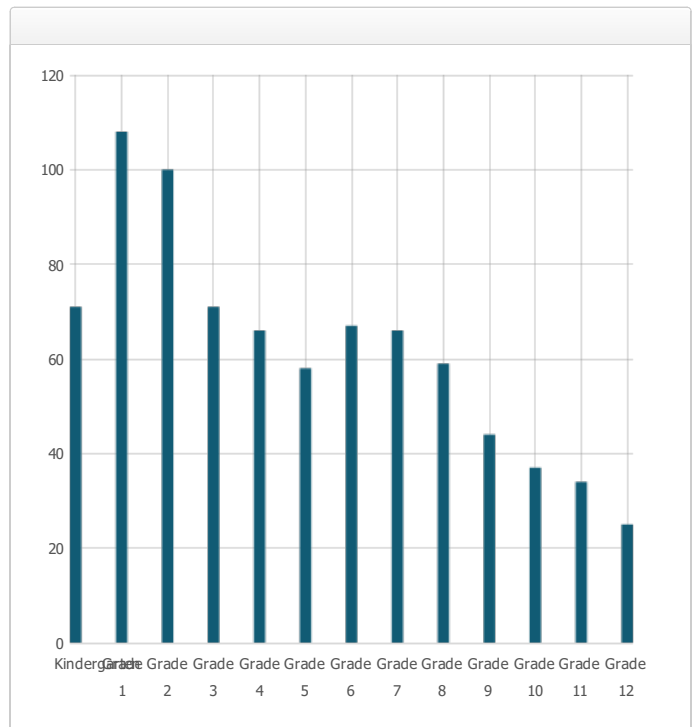
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*Last updated: 1/29/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

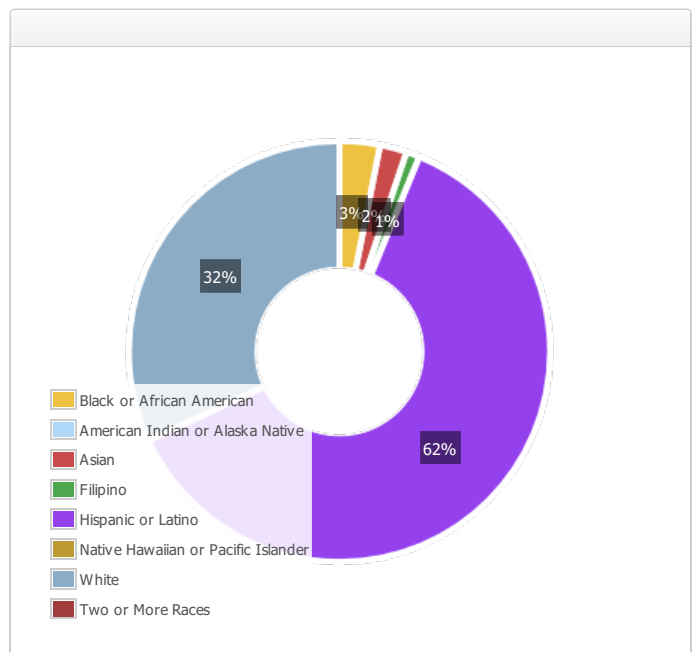
Grade Level	Number of Students
Kindergarten	71
Grade 1	108
Grade 2	100
Grade 3	71
Grade 4	66
Grade 5	58
Grade 6	67
Grade 7	66
Grade 8	59
Grade 9	44
Grade 10	37
Grade 11	34
Grade 12	25
<b>Total Enrollment</b>	<b>806</b>



Last updated: 1/29/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.7
Asian	2.1
Filipino	1.1
Hispanic or Latino	60.7
Native Hawaiian or Pacific Islander	0.0
White	31.5
Two or More Races	0.2
Socioeconomically Disadvantaged	49.9
English Learners	16.7
Students with Disabilities	3.6



Last updated: 1/29/2014

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	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	22.0	2	1	0	23.5	0	4	0	24.0		3	
1	22.0	1	1	0	28.3	0	3	0	27.0		4	
2	22.7	1	2	0	24.5	0	2	0	25.0		4	
3	24.0	0	2	0	23.0	1	2	0	24.0		3	
4	33.0	0	1	1	35.0	0	0	1	33.0		1	1
5	31.0	0	1	0	35.0	0	0	2	8.0	6	2	
6									37.0			11
Other												

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

Last updated: 1/29/2014

## Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	27.4	0	8	0	31.0	0	5	2	21.0	6	4	3
Mathematics	24.6	1	9	0	20.5	5	5	0	22.0	7	3	2
Science	27.5	0	8	0	29.6	1	4	2	23.0	4	4	2
Social Science	26.5	2	6	0	28.2	1	4	1	24.0	3	4	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: 1/29/2014

## School Safety Plan (School Year 2012-13)

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.

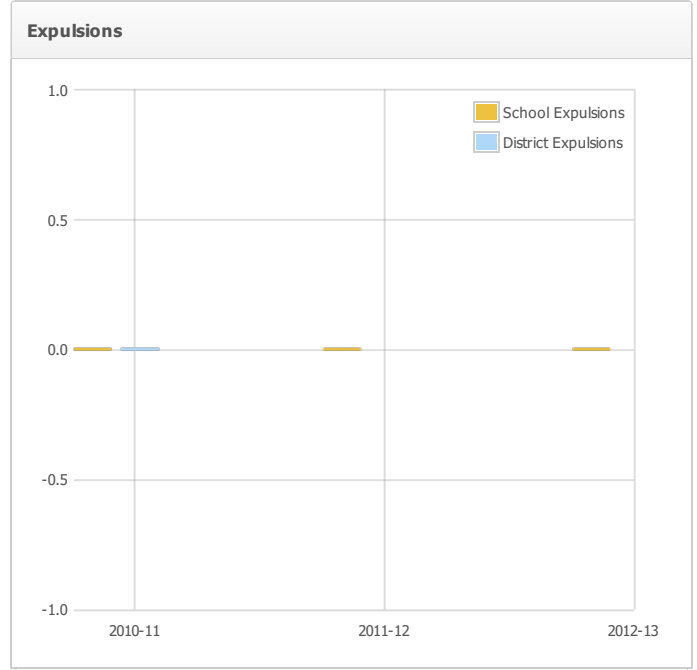
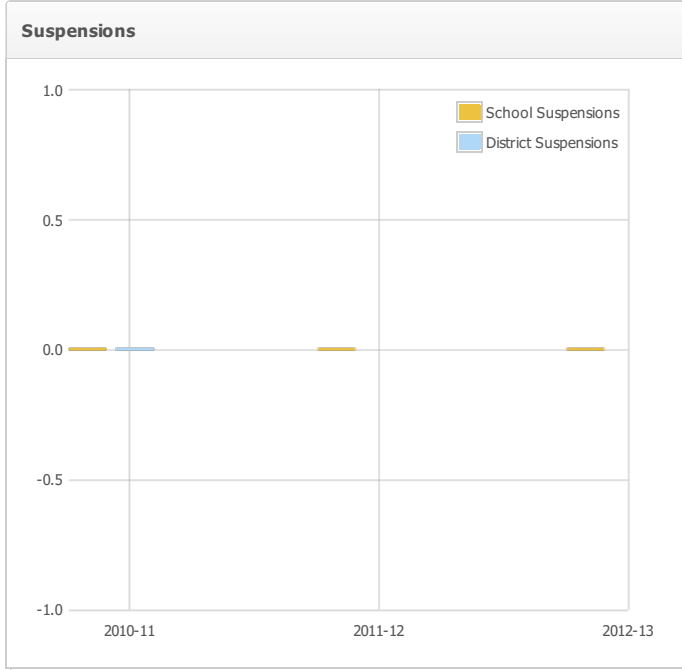
Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods, as well as, before and after school. Disaster preparedness drills are conducted monthly. The school has a current disaster preparedness and safety plan. 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: 1/31/2014

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.04	0.04	0.05			
Expulsions	0.00	0.00	0.00			

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/31/2014



## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

#### 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 31 January 14. 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. We are constantly improving our campus, currently we are in the process of adding 6 more classrooms, 2 more bathroom, and a multipurpose room. We are also upgrading our sports facilities so we can play both varsity baseball and softball on campus. A maintenance schedule is written and followed by the maintenance supervisor.

#### Corrective Actions Taken or Planned

Planned facilities improvements include 6 new classrooms 2 new bathrooms, a multipurpose room, lunch area for high school students, 10 new security gates for safety of students when dropped off or picked up and major improvements to sports/PE playing areas. All of us at SJVA always 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: 1/30/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	System Gas leaks, Excellent Daily inspections scheduled by Maintenance Supervisor, also Mechanical HAVC Maintenance workers have a schedule and all system to be sewer on schedule.
Interior: Interior Surfaces	Good	Maintenance. Supervisor does a daily check of all areas, we Have a Cleaning company that cleans classrooms, bathrooms and Offices.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	We have a company that we pay to do regular pest control daily inspection by maintenance supervisor and Immediate corrective action
Electrical: Electrical	Good	Maintenance supervisor check on the

		electrical. We have on call 2 electrician. Our IT department keeps the low voltage wiring maintenance.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms, fountains, sinks cleaned and inspected daily
Safety: Fire Safety, Hazardous Materials	Good	Campus inspected daily for safety, pass fire inspection every year, all hazardous material stored away and locked
Structural: Structural Damage, Roofs	Good	Daily inspections fixed as required.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	We are constantly improving all external areas, currently add 10 more gate, cleaning windows on regular schedule, The entire school is enclosed with fences and gates.

## Overall Facility Rate (School Year 2012-13)

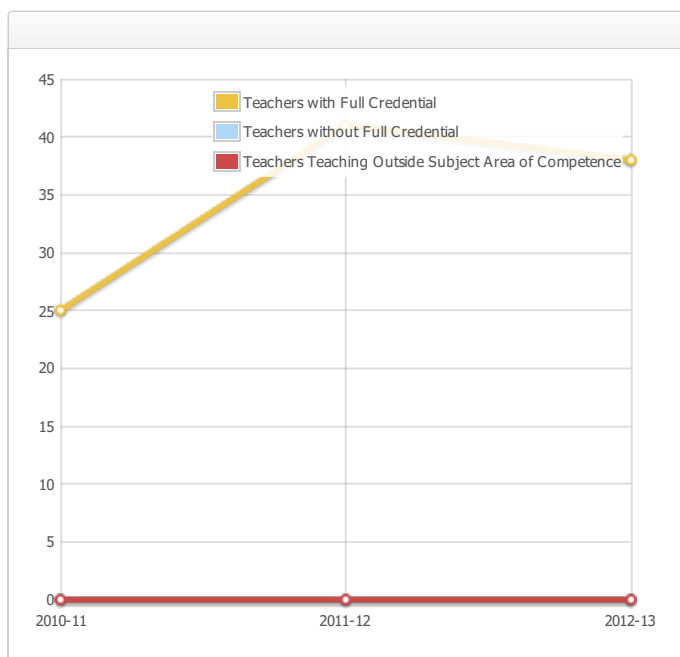
Overall Rating	Exemplary
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*Last updated: 1/29/2014*

# Teachers

## Teacher Credentials

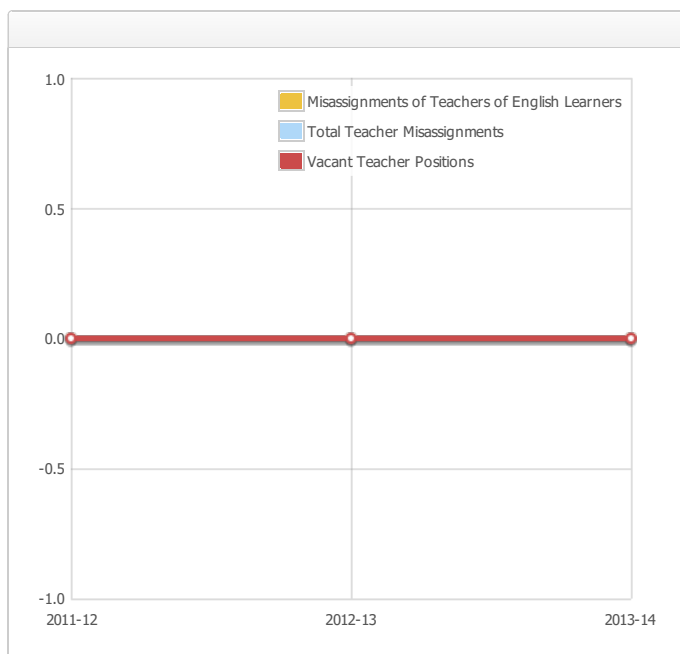
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	25	41	38	38
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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: 1/29/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, 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](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
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: 1/29/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.8	806.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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: 1/29/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	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= CA HSP Math (Harcourt) SBE approved list of materials 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 (Pearson) SBE approved list of materials 9-12= Glencoe SBE approved list of materials	No	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	No	0.0
Foreign Language	7-12= Avancemos (Mc Dougal/Littell) SBE approved list of materials	No	0.0
Health	8th- Glencoe SBE approved list of materials		0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/30/2014

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,825	N/A	N/A	\$43,098
District	N/A	N/A	N/A	\$68,496
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$67,106
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/30/2014

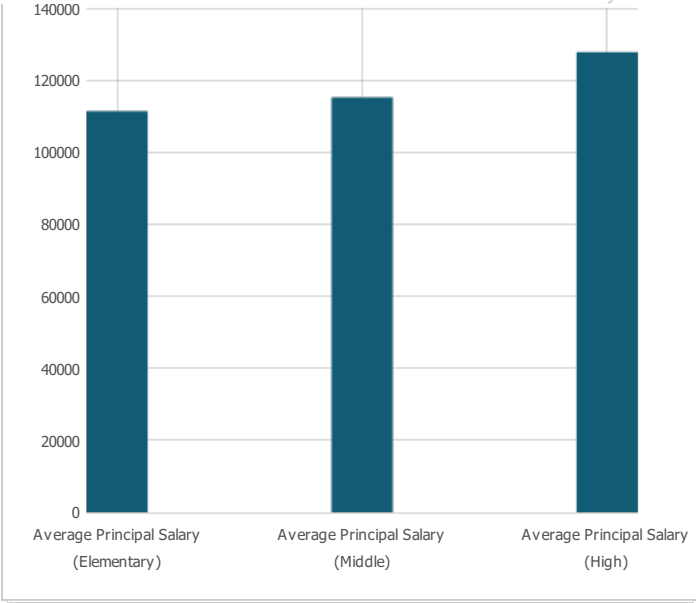
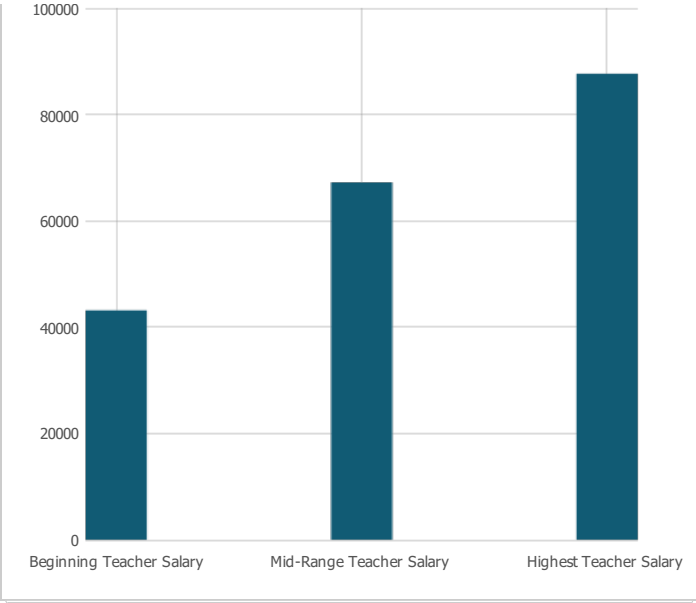
### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,157	\$40,928
Mid-Range Teacher Salary	\$67,239	\$64,449
Highest Teacher Salary	\$87,656	\$82,826
Average Principal Salary (Elementary)	\$111,394	\$102,640
Average Principal Salary (Middle)	\$115,220	\$109,253
Average Principal Salary (High)	\$127,779	\$118,527
Superintendent Salary	\$175,037	\$183,968
Percent of Budget for Teacher Salaries	41.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/30/2014



# School Completion and Postsecondary Preparation

## Admission Requirements for California’s Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

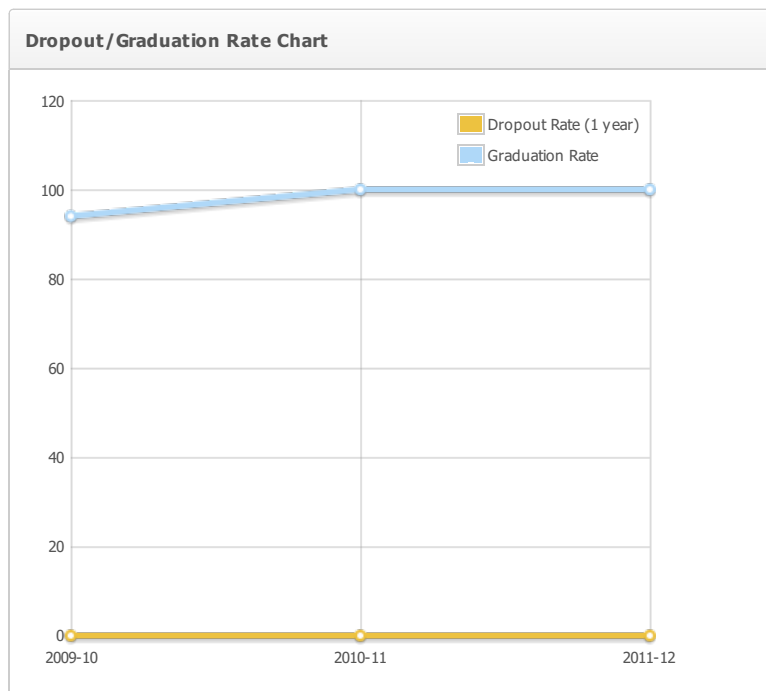
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	0.7	0.0	0.0	11.4	6.8	8.5	16.6	14.7	13.1
Graduation Rate	94.12	100	100.00	72.75	79.27	78.06	74.72	77.14	78.73



Last updated: 1/31/2014

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	10	598	418,598
Black or African American		50	28,078
American Indian or Alaska Native		5	3,123
Asian		9	41,700
Filipino		4	12,745
Hispanic or Latino	6	402	193,516
Native Hawaiian or Pacific Islander		8	2,585
White	4	112	127,801
Two or More Races		8	6,790
Socioeconomically Disadvantaged	4	448	217,915
English Learners		186	93,297
Students with Disabilities		53	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/30/2014

## Career Technical Education Participation (School Year 2012-13)

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: 1/30/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	90.0

Last updated: 1/31/2014

## Advanced Placement Courses (School Year 2012-13)

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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		N/A
Science		N/A
Social Science		N/A
All Courses		

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/30/2014*

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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: 1/30/2014*