



San Jacinto Valley Academy
International Baccalaureate World School
WASC Accredited



Executive Summary School Accountability Report Card 2011-2012 School Year
Published During 2012-13

VP: Paul Huynh
Phone: 951-654-6113
Grade Span: K - 12

Address: 480 N. San Jacinto Ave
San Jacinto, CA 92583

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 2011-12 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 2011–12 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 2011-12, 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 promotes individual, team, volunteer and school wide through community service efforts. Our school supports many community agencies, organizations and their fundraisers.


In 2010-11, SJVA initiated San Jacinto Valley’s caring campaign that “People like US Change the World”. SJVA hosted Rachel’s Challenge program. SJVA families, parents, and students help promote single act of kindness can create chain reaction of positive deeds.


As the result of his attendance, Riverside County Supervisor Jeff Stone initiated a single act of kindness from his office with a donation of \$10,000 towards High School Seniors in the valley for two consecutive years, 2010-11 and 2011-12.


SJVA also sponsored the “Kind Campaign”, which focuses on the communication and social skill-building for young women. Together, SJVA models the belief that, “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!

Student Enrollment		Teachers	
Group	Enrollment	Indicator	Teachers
Number of Students	698	Teachers with full credential	41
Black or African American	5.2%	Teachers without full credential	0
American Indian or Alaska Native	.7%	Teachers Teaching Outside Subject Area of Competence	0
Asian	1.6%	Misassignments of Teachers of English Learners	0
Filipino	1.3%	Total Teacher Misassignments	0
Hispanic or Latino	59.5%		
Native Hawaiian or Pacific Islander	0%		
White	30.9%		
Two or More Races	0%		
Socioeconomically Disadvantaged	51.9%		
English Learners	16%		
Students with Disabilities	4.4%		

Curriculum and Instructional Materials		School Finances	
Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials	Level	Expenditures Per Pupil (Unrestricted Sources Only)
Reading/Language Arts	0%	Charter School	\$5,504.65
Mathematics	0%	District	n/a
Science	0%	State	\$5,455
History-Social Science	0%		
Foreign Language	0%		
Health	0%		
Visual & Performing Arts	0%		
Science Lab Equipment (grades 9-12)	0%		

School Completion		Postsecondary Preparation	
Indicator	Result	Measure	Percent
Graduation Rate (if applicable)	100%	Pupils Who Completed a Career Technical Education Program & Earned a High School Diploma	0%
		Graduates Who Completed All Courses Required for University of CA or CA State University Admission	90%

Student Performance		Academic Progress ¹	
Subject	Students Proficient and Above on STAR ² Program Results	Indicator	Result
English-Language Arts	52%	2011 Growth API Score (from 2011 Growth API Report)	787
Mathematics	46%	Statewide Rank (from 2010 Base API Report)	n/a
Science	50%	Met All 2011 AYP Requirements	Yes
History-Social Science	45%	Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 21 of 21
		2011–12 Program Improvement Status (PI Year)	n/a

School Facilities

Summary of Most Recent Site Inspection

School wide site inspections are ongoing / weekly. Our last inspection for the 2011-12 school year was completed in June 2012. This was done after school ended and students and teaching staff had completed their school year. The campus was inspected and each classroom had a deep cleaning. Any concern was noted and taken care of immediately. All staff observes the campus and classrooms for potential safety concerns and areas that need to be addressed and informs maintenance for repair.

Repairs Needed

Improvements/repairs needed included painting classrooms, replacing ramps, cleaning rain gutters, checking/replacing lighting, checking/replacing heating/AC filters, and recharging all fire extinguishers, and installing a handicapped gate for easier access to the campus. All sprinklers were tested and repaired as necessary. Necessary repairs are addressed immediately. A deferred maintenance schedule is followed to ensure that all areas of the school are in good repair.

Corrective Actions Taken or Planned

Planned facilities improvements include grounds security/safety improvements. We have installed additional fencing campus wide to ensure student safety. We have also installed a handicapped gate with a ramp to provide easier access to the campus. Additional gates were added for student drop off and pick up areas to ease overcrowding in any area.

¹ The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

² Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

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 at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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.

II. About This Public Independent Charter School

Contact Information (School Year 2011–12)

Charter School		Authorizing District	
School Name	San Jacinto Valley Academy	District Name	San Jacinto Unified
Street	480 N. San Jacinto Avenue	Phone Number	951-929-7700
City, State, Zip	San Jacinto, California 92583	Web Site	www.sanjacinto.k12.ca.us
Phone Number	951-654-6113	Superintendent	Shari Fox
VP	Mr. Paul Huynh	E-mail Address	sfox@sanjacinto.k12.ca.us
E-mail Address	phuynh@sjacademy.org		
Web Site	www.sjademy.org		
CDS Code	33672496114748		

Charter School Description and Mission Statement (School Year 2011-12)

Mission Statement:

We will develop self-motivated lifelong learners. We are committed to educating students in compliance with state standards utilizing student-centered inquiry methods in a school wide inquiry environment.

Our Purpose:

We will capture in the children and parents of San Jacinto Valley Academy the excitement and spirit of the pursuit of wisdom. Just providing knowledge, skills and information are not sufficient in an age when critical thinking skills are vital for personal achievement.

Our Vision:

Through the inquiry process, students will learn and will demonstrate knowledge and skills that will enable them to think critically and creatively.

Opportunities for Parental Involvement (School Year 2011-12)

We provide and encourage many opportunities for parent involvement at SJVA. We have PTSA, PAC, SAC, the School Board, Sports teams, and classroom volunteers. Parents are also required to fulfill 60 hours of educational volunteer time which is not limited to the school but can be served throughout the community.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	94	Grade 8	58
Grade 1	85	Ungraded Elementary	0
Grade 2	56	Grade 9	34
Grade 3	64	Grade 10	39
Grade 4	47	Grade 11	30
Grade 5	57	Grade 12	10
Grade 6	67	Ungraded Secondary	0
Grade 7	57	Total Enrollment	698

Student Enrollment by Subgroup (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	5.2%
American Indian or Alaska Native	0.7%
Asian	1.6%
Filipino	1.3%
Hispanic or Latino	59.5%
Native Hawaiian or Pacific Islander	0%
White	30.9%
Two or More Races	0%
Socioeconomically Disadvantaged	51.9%
English Learners	16%
Students with Disabilities	4.4%



Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28	0	2	0	22.0	2	1	0	23.5	0	4	0
1	22	0	2	0	22.0	1	1	0	28.3	0	3	0
2	21	0	2	0	22.7	1	2	0	24.5	0	2	0
3	25	0	2	0	24.0	0	2	0	23.0	1	2	0
4	35	0	0	1	33.0	0	1	1	35.0	0	0	1
5	31	0	1	0	31.0	0	1	0	35.0	0	0	2
6	29	0	2	0	22.0	2	1	0				
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2011-10 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.5	1	5	0	27.4	0	8	0	31.0	0	5	2
Mathematics	24.2	1	4	0	24.6	1	9	0	20.5	5	5	0
Science	27.75	0	4	0	27.5	0	8	0	29.6	1	4	2
Social Science	25.6	1	4	0	26.5	2	6	0	28.2	1	4	1

* 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.

III. School Climate

School Safety Plan (School Year 2011-12)

We have an Emergency Preparedness and Disaster Plan in place that includes procedures for rescue and evacuation should an emergency occur. The plan includes a map, search and rescue team, family reunion team, first/aid triage center, security/utilities team and student supervision. The Incident Commander will be in charge and remain at the Command Post to observe and direct all operations. The goal is student safety in an efficient and organized manner. Each classroom has an emergency backpack that contains supplies for the unexpected as well as an emergency cell phone.

Suspensions and Expulsions

Rate*	Charter School 2009–10	Charter School 2010–11	Charter School 2011-12	Authorizing District 2008–09	Authorizing District 2010–11	Authorizing District 2010–11
Suspensions	.03	.04	.04	22.5	n/a	n/a
Expulsions	0	0	0	.04	n/a	n/a

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The 2011-12 Campus Improvement Plan includes upgrading and installing additional fencing and video monitoring cameras around the campus for safety and security, additional security lighting, planting additional trees, maintaining the football/soccer field, building a track, adding additional exit gates for parent pick up and drop off areas, expanding handicapped parking areas and gates, renovation of administration offices, health office, and staff lounge.

We are working with focus groups that include parents, staff, students, and community members to share their ideas and vision about the master facilities plan for the school. A multipurpose room will be included in phase one of the master plan. Our goal is to have all school buildings.

Facilities are monitored on a daily/weekly for safety and cleanliness by our maintenance staff and general contractor.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	Charter School 2009–10	Charter School 2010–11	Charter School 2011–12	Authorizing District 2011–12
With Full Credential	24	25	41	n/a
Without Full Credential	0	0	0	n/a
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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 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
This Charter School	100%	0%
High-Poverty Charter School	61.5%	0%
Low-Poverty Charter School	n/a	n/a

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	698
Counselor (Social/Behavioral or Career Development)	.50	698
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1	

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Psychologist	0.15	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.10	
Resource Specialist (non-teaching)	.33	
Other	0	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials



Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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 instruction 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: January 2012

Core Curriculum Area	Textbook	Copyright	Selected by	% lacking materials	K-8 Supplemental Curriculum
Reading/Language Arts	K-5= Houghton Mifflin Medallions	2010	SBE approved list of materials- adopted by local board-2011	0%	Great Books, Step Up to Writing
	6-12= Holt Literature & Language Arts	2010	SBE approved list of materials- adopted by local board-2011	0%	Great Books, Step Up to Writing
Mathematics	K-6= CA HSP Math (Harcourt)	2009	SBE approved list of materials- adopted by local board-2011	0%	
	7-12= McDougal Littell	2007	SBE approved list of materials- adopted by local board-2011	0%	
Science	K-6= CA Science (Harcourt)	2008	SBE approved list of materials- adopted by local board-2011	0%	
	7-8= Focus on Science (Pearson)	2008	SBE approved list of materials- adopted by local board-2011	0%	
	9-12= Glencoe	2005	SBE approved list of materials- adopted by local board-2011	0%	

Core Curriculum Area	Textbook	Copyright	Selected by	% lacking materials	K-8 Supplemental Curriculum
History- Social Science	K-6= Reflections (Harcourt)	2007	SBE approved list of materials- adopted by local board-2011	0%	
	7-8= Holt	2006	SBE approved list of materials- adopted by local board-2011	0%	
	9-12= Pearson	2007	SBE approved list of materials- adopted by local board-2011	0%	
Foreign Language	7-12= Avancemos (Mc Dougal/Littell)	2007	SBE approved list of materials- adopted by local board-2011	0%	
Health	8th- Glencoe	2000	SBE approved list of materials- adopted by local board-2011	0%	
Visual and Performing Arts					
Science Lab Equipment (grades 9-12)			PTSA purchased lab equipment 2012		

VIII. School Finances



Expenditures Per Pupil and Charter School Teacher Salaries (Fiscal Year 2010-11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
Charter School	\$6107.47	\$602.82	\$5504.65	\$69,546
Authorizing District			n/a	n/a
Percent Difference – Charter School and Authorizing District			n/a	n/a
State			\$5,455	\$66,336
Percent Difference – School Charter and State			24%	33%

Note: Cells shaded in black 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 at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, 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>.

Types of Services Funded (Fiscal Year 2011-12)

One of the services funded by SJVA is for the Guidance Counselor. The mission of the counseling program is to provide a comprehensive, developmental counseling program addressing the personal/social, academic, and career development of all students. In partnership with teachers, parents, administrators, and the community, our counseling program facilitates the support system to ensure all students of SJVA have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

The Guidance Counseling Department is dedicated to the academic and personal successes of each student SJVA. Our counselor is available for students and parents to discuss academic progress, social and or personal issues and other areas of concern. We provide educational and career guidance while focusing on the personal development of each child. We are committed to provide services to ensure academic development and personal growth in the areas of:

Academic Counseling: Student, Teacher, Counselor Conferences, Schedule Changes, Four Year Planning, Graduation Checks, and Extensive College/Career Guidance.

Social/Emotional Counseling: Anger Management, Grief Process, Drug and Alcohol, Self-Esteem, Relationships, Anti-Bullying, and Suicide Prevention.

Other: Financial Aid, Scholarship Applications, Peer Mediation, Peer Support Groups, Senior Seminar, College Exploration via fieldtrips, college month, workshops, and Kuder Navigator.

SJVA also funds the International Baccalaureate Diploma Program. The IB Diploma Program is an academically challenging and balanced program of education with final examinations that prepare students for success at the university level and in life beyond. The program focuses on the following components: a strong international dimension, drawing on content from educational cultures around the world, requiring study across a broad range of subjects, including both individual subjects and trans-disciplinary areas, special emphasis on learning languages, focusing on developing the skills of learning, providing opportunities for individual and collaborative planning and research, encouraging students to become responsible members of their community, written curriculum or curriculum framework, student assessment appropriate to the age range, professional development and networking opportunities for teachers, and support, authorization and program evaluation for the school.

IB Diploma students study six courses at a higher level or standard level. Students must choose one subject from each groups 1 to 6, thus ensuring breadth of experience in languages, social studies, the experimental sciences, mathematics, and theatre arts. In addition the program has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. The **Extended Essay (E.E.)** is a requirement for students to engage in a project that they are studying. **Theory of Knowledge (T.O.K.)** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language, and reason) and different kinds of knowledge (scientific, artistic, mathematical, and historical). **Creativity, Action, Service (C.A.S.)** requires that students actively learn from the experience of doing real tasks beyond the classroom students can combine all three components or do activities related to each one of the separately.

Elementary teachers are planning for the expansion of the IB program to the primary grades. Teachers are visiting IB elementary schools for a first hand overview of the IB Primary Years Program in action. Implementation will take place in the next couple of years.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	Charter School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,000	\$40,656
Mid-Range Teacher Salary	\$44,000	\$64,181
Highest Teacher Salary	\$55,455	\$82,486
Average Principal Salary (Elementary)	n/a	\$102,165
Average Principal Salary (Middle)	n/a	\$108,480
Average Principal Salary (High)	n/a	\$117,845
Superintendent Salary	n/a	\$181,081
Percent of Budget for Teacher Salaries	32%	40%
Percent of Budget for Administrative Salaries	3.1%	6%

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

IX. 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.
- **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>.

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		
	2009–10	2010–11	2011-12	2009–10	2010–11	2011-12	2009–10	2010–11	2011-12
English-Language Arts	41%	43%	52%	38%	42%	44%	52%	54%	56%
Mathematics	25%	36%	46%	37%	44%	44%	48%	50%	51%
Science	31%	38%	50%	39%	50%	51%	54%	57%	60%
History-Social Science	17%	37%	45%	35%	40%	42%	44%	48%	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.

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	44%	44%	51%	42%
All Students at the School	52%	46%	50%	45%
Male	49%	45%	49%	55%
Female	56%	47%	51%	34%
Black or African American	76%	62%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	47%	43%	47%	38%
Native Hawaiian or Pacific Islander				
White	59%	50%	59%	59%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	48%	45%	48%	44%
English Learners	32%	35%	25%	31%
Students with Disabilities	38%	41%	0%	0%
Students Receiving Migrant Education Services				

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 High School Exit Examination

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/>.

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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	63%	41%	87%	40%	47%	43%	54%	59%	56%
Mathematics	50%	30%	72%	36%	41%	42%	54%	56%	58%

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57%	27%	16%	58%	33%	9%
All Students at the School	47%	29%	24%	66%	26%	8%
Male	54%	27%	19%	65%	27%	8%
Female	33%	33%	33%	67%	25%	8%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	58%	21%	21%	67%	25%	8%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	33%	42%	25%	75%	25%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	58%	25%	17%	58%	25%	17%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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 Physical Fitness Test Results (School Year 2011-12)

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 at <http://www.cde.ca.gov/ta/tg/pf/>.



Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.50%	21.80%	49.10%
7	25.00%	16.10%	44.60%
9	9.10%	18.20%	54.50%

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.

X. 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

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	2009	2010	2011
Statewide	2	n/a	2
Similar Schools	1	n/a	1

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School		B	57
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			70
Native Hawaiian or Pacific Islander			
White			33
Two or More Races			
Socioeconomically Disadvantaged			70
English Learners			
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.

SJVA gains 57 points! Shoots up 787 API!

Academic Performance Index (API)

- The 2012 average API score for all public schools within Riverside County was 781, SJVA was 787!
- Riverside County made a 6-point API gain in the 2011-2012 school year, the 3rd largest increase of any California County.
- SJVA made a 57 point gain!
- When viewed over thirteen-year period, a clear trend toward sustained improvement emerges. From 1999 to 2012, Riverside County average school API scores rose 190 points from 591 to 781.
- SJVA API score increases to 787!
- Riverside County English language learners increased their API in 2012 by 12 points.
- API of socioeconomically disadvantaged students increased by 8 points.
- Students with disabilities and Hispanic students increased by 7 points.
- SJVA English learners increased 104 points!
- SJVA socioeconomically disadvantaged increased 70 points!
- Hispanic students increased 70 points.
- 70% of Riverside County schools made API progress in 2011-2012 API.
- 55% of Riverside Schools met all their growth targets.
- SJVA met all growth targets, API, and AYP.
- 15% of Riverside County schools made all AYP criteria.
- SJVA was 1 of 70 that met all criteria.
- SJVA met all 21 of 21 total number criteria possible.

Academic Performance Index Growth by Student Group – 2011 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Charter School Students	School	Number of Authorizing District Students	LEA	Number of Students	State
All Students at the School	479	787	6,313	750	4,664,264	778
Black or African American	20	839	483	706	313,201	710
American Indian or Alaska Native	2		142	737	31,606	742
Asian	4		75	879	404,670	905
Filipino	8		57	875	124,824	869
Hispanic or Latino	302	770	4,322	739	2,425,230	740
Native Hawaiian or Pacific Islander	0		39	805	26,563	775
White	140	815	1,078	792	1,221,860	853
Two or More Races	0		117	793	88,428	849
Socioeconomically Disadvantaged	276	778	4,983	737	2,779,680	737
English Learners	78	753	2,331	716	1,530,297	716
Students with Disabilities	29	655	724	609	530,935	607

Adequate Yearly Progress

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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

Federal Intervention Program (School Year 2012-13)

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: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	n/a	2004-2005
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		46.2%

Note: Cells shaded in black do not require data.

XI. 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 at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

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 at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	Charter School			Authorizing District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	7.3	0.7	0.0	4.2	11.4	8.1	5.7	16.6	14.4
Graduation Rate	100%	94.12%	76.92%	81.67	72.75	75.83	78.59	74.72	76.26

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 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 2011		
	Charter School	Authorizing District	State
All Students	19	n/a	N/D
Black or African American	10.42%	n/a	N/D
American Indian or Alaska Native	5.21%	n/a	N/D
Asian	0%	n/a	N/D
Filipino	0	n/a	N/D
Hispanic or Latino	62.52%	n/a	N/D
Native Hawaiian or Pacific Islander	0%	n/a	N/D
White	20.84%	n/a	N/D
Two or More Races	0%	n/a	N/D
Socioeconomically Disadvantaged	15.63%	n/a	N/D
English Learners	10.42%	n/a	N/D
Students with Disabilities	0%	n/a	N/D

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

Career Technical Education Programs (School Year 2010–11)

Our focus is to prepare students for college entrance by meeting UC and USC A-G requirements. We work closely with the local community college to offer career pathways for students seeking Vocational training and Industry Focused Certificates. Additionally, we offer many community service opportunities for our students to network with organizations and businesses within our valley.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	90%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	90%

Advanced Placement Courses (School Year 2010–11)



SJVA has an International Baccalaureate curriculum that is similar to advanced placement courses.

Subject	Number of IB Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	2	
Foreign Language	1	
Mathematics	1	
Science	1	
Social Science	2	
All courses	9	

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

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.