

San Jacinto Valley Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians 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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Penny Harrison, President, CEO

Principal, San Jacinto Valley Academy

About Our School

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 student's learning and teacher's 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

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

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Jacinto Unified
Phone Number	(951) 929-7700
Superintendent	Diane Perez
E-mail Address	dperez@sanjacinto.k12.ca.us
Web Site	www.sanjacinto.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	San Jacinto Valley Academy
Street	480 North San Jacinto Ave.
City, State, Zip	San Jacinto, Ca, 92583-2729
Phone Number	951-654-6113
Principal	Penny Harrison, President, CEO
E-mail Address	pharrison@sjacademy.org
Web Site	http://sjacademy.org
County-District-School (CDS) Code	33672496114748

Last updated: 1/9/2019

School Description and Mission Statement (School Year 2018—19)

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. International Baccalaureate trainings, Riverside County Office of Education, publisher trainings, and California Charter School Association.

School/Parent communication

At SJVA, there are multiple opportunities for communication between students, teachers, and parents. Parent conferences are scheduled at a minimum of 4 times a year. Kindergarten through twelfth grades use student-led conferences where students provide the explanation and reflection of their progress as an active member of the parent/student/teacher conference. SJVA uses AERIES student information system which provides elementary, middle, and high 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 per student. In 2017-2018, students and their families worked very hard and achieved our goal for a seventh 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. When students are unable to attend school, they are strongly encouraged to complete Independent Study.

Response-to-Intervention (RTI): SJVA's 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. RTI is conducted both inside and outside the classroom through various components of enrichment and intervention. SJVA uses the Student Study Team (SST) process to determine how to best support each student and how to create a positive learning experience for all students. RTI strategies are documented on the SST form and persons responsible are determined at this time. All RTI strategies are implemented for approximately six weeks with additional SSTs held to monitor student's response to interventions. SJVA's Expected Schoolwide Learning Results (ELSRs) goal is that all students achieve meeting or exceeding the standard on all local and/or state assessments and interventions are in place to support this schoolwide goal.

Community Service

SJVA understands the importance of community service. San Jacinto Valley Academy recommends 60 hours-annually of parent volunteer/ community service and high school students are encouraged to complete 75 hours of volunteer/community service leading up to graduation. Volunteer hours include: providing homework support, as well as, volunteering at the school or in a 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.

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 which includes international mindedness and rigorous assessments. Our students will demonstrate an awareness of and respect for other people who may have different points of view. Students will understand that their role in global and local communities is to be caring, action-based learners."

Last updated: 1/11/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	4.4 %
American Indian or Alaska Native	1.0 %
Asian	2.2 %
Filipino	0.8 %
Hispanic or Latino	66.1 %
Native Hawaiian or Pacific Islander	0.6 %
White	23.8 %
Two or More Races	0.5 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.3 %
English Learners	12.9 %
Students with Disabilities	5.4 %
Foster Youth	%

A. Conditions of Learning

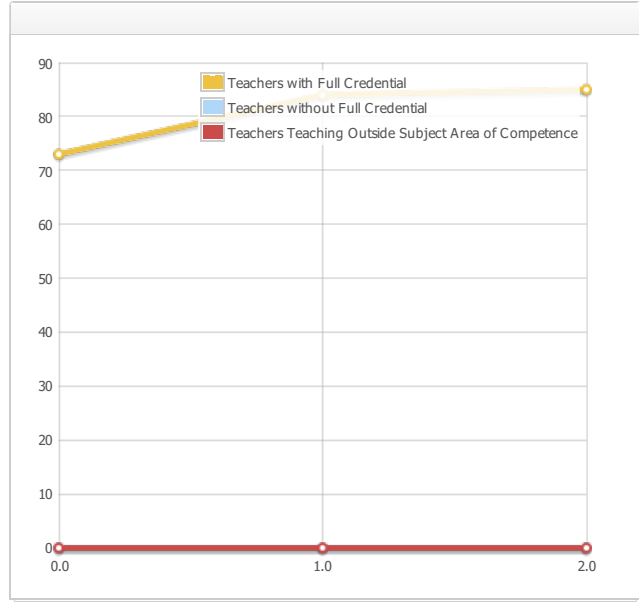
State Priority: Basic

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

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

Teacher Credentials

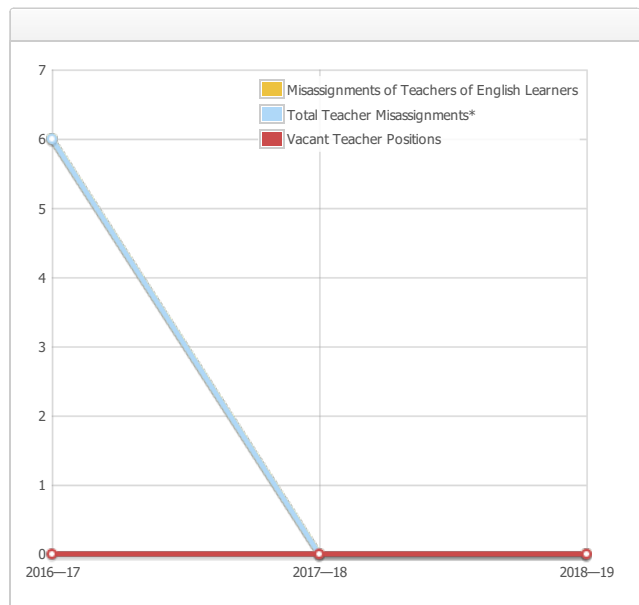
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	73	84	85	85
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	6	0	0
Total Teacher Misassignments*	6	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: 1/16/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: California Journeys- Houghton Mifflin (SBE Approved List of Materials) 6-11: Study Sync - McGraw Hill (SBE Approved List of Materials) 11-12: Pearson Baccalaureate: English A: Literature for the IB Diploma (Pearson International Baccalaureate Diploma: International Editions) by Adkins, Jan, Hughes, Conrad 1st (first) Edition (2011) 12: ERWC Curriculum (Seniors)	Yes	0.0 %
Mathematics	K-8:GoMath -Houghton Mifflin(SBE Approved List of Materials) 9-12: Integrated Math I - Houghton Mifflin Harcourt 9-12: Integrated Math II - Houghton Mifflin Harcourt 9-12: Integrated Math III - Pearson 9-12: Calculus of a Single Variable 9-12: AP Statistics The Practice of Statistics 9-12: IB Mathematical Studies SL	Yes	0.0 %
Science	6-8 Amplify Science online curriculum 9-12: Glencoe Science Biology, CA Edition: The Dynamics of Life -McGraw Hill 9-12: Pearson Chemistry 9-12: Essentials of Human Anatomy & Physiology, 11th edition (Pearson). 9-12: Anatomy & Physiology Coloring Workbook, 12th edition (Pearson). 11-12: Introduction to Biotechnology, 3rd ed, Thieman/Palladino 11-12: Biotechnology Laboratory Manual, 2nd ed, Daugherty 11-12: Oxford IB Diploma Programme Biology, Oxford 11-12: Oxford IB Diploma Programme Biology Study Guide, 2014 ed, Oxford	Yes	0.0 %
History-Social Science	3-6: Studies Weekly 6: History Alive Text 2017 7: History Alive Text 2017 8: History Alive Text 2017 9-12: McGraw-Hill - Impact California Social Studies- United States History & Geography Continuity & Change 9-12:McGraw-Hill - Impact California Social Studies- Principles of American Democracy 9-12: McGraw-Hill - Impact California Social Studies- Principles of Economics 9-12: Strayer/Nelson - Ways of the World: a global History 9-12: IB 2 History of the 20th Century: The Cold War. 9-12: Oxford IB Diploma Programme 20th Century World History: Course Companion 9-12: Oxford IB Diploma Programme History of the Americas Course Companion	Yes	0.0 %
Foreign Language	K-5: Sing 'n Speak Spanish 6-7: Vista Higher Learning: Senderos 1a 8: Vista Higher Learning: Spanish 1-Senderos 1 9-12: Vista Higher Learning: Senderos 1	Yes	0.0 %

	9-12: Vista Higher Learning: Senderos 2		
	9-12: Vista Higher Learning: Senderos 3		
	11-12: IB: Oxford Skills and Practice: Spanish B for the Diploma		
	11-12: IB: Spanish B course companion		
	11-12: IB: Mañana Complement		
Health	5: Healthy Lifestyle Choices		0.0 %
	6-12: Health Smart		
Visual and Performing Arts	6-8 Choir: Sing at First Sight, Level 1	Yes	0.0 %
	9-12 Choir: Sing at First Sight, Level 1 & Level 2		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2019

School Facility Conditions and Planned Improvements

Summary of Most Recent Site Inspection

Schoolwide 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 filed. 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.

Maintenance supervisor and school administrator are conscientious to ensure that the campus is clean, safe and functional through proper facilities maintenance. All lunch areas, restrooms, classrooms and offices are given the highest priority and are cleaned daily throughout the day and by a cleaning company in the night. A cleaning company was hired in 2016-2017 school year and continued to be used. Other cleaning functions like deep cleaning and strip wax are scheduled during winter, spring and summer breaks. Every morning before school begins, maintenance staff inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. A facilities work order process is used to communicate non-routine maintenance request, emergency repairs are given the highest priority.

Repairs Needed

Improvements /repairs inspection is a daily routine. We have the following items on a regular schedule to be completed: paint classrooms, paint ramps, clean/replace rain gutters, check and replace all interior/exterior lights, check and replace drain and irrigation system, check and replace heating/AC filters, deep clean rooms, fire inspections, fire extinguishers, and deep clean all office spaces, bathrooms, and classrooms. A maintenance schedule is written and followed by the maintenance supervisor.

Corrective Actions Taken or Planned

Planned improvement in continuing to upgrade sports/PE area, security system, grounds work for kindergarten site, and plant trees. All of us at SJVA continue to seek ways to improve the campus to improve academic success and provide students with a great and safe environment both inside and outside the classroom.

Last updated: 1/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repaired air conditioning system
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Cleaning company used to clean classrooms, restrooms, and offices nightly.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Repaired restrooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Repaired roof damaged by wind.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Continue to repair sprinklers, repaired well, repaired fencing and wind screen.

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 1/16/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	50.0%	37.0%	37.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	39.0%	22.0%	23.0%	37.0%	38.0%

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

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

Last updated: 1/16/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	807	805	99.75%	49.81%
Male	388	388	100.00%	46.13%
Female	419	417	99.52%	53.24%
Black or African American	41	41	100.00%	31.71%
American Indian or Alaska Native	--	--	--	
Asian	23	23	100.00%	60.87%
Filipino	--	--	--	
Hispanic or Latino	546	544	99.63%	47.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	171	171	100.00%	59.06%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	499	499	100.00%	45.29%
English Learners	163	163	100.00%	32.52%
Students with Disabilities	45	44	97.78%	20.45%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/16/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	807	804	99.63%	38.68%
Male	388	387	99.74%	39.02%
Female	419	417	99.52%	38.37%
Black or African American	41	41	100.00%	26.83%
American Indian or Alaska Native	--	--	--	
Asian	23	23	100.00%	69.57%
Filipino	--	--	--	
Hispanic or Latino	546	543	99.45%	34.99%
Native Hawaiian or Pacific Islander	--	--	--	
White	171	171	100.00%	46.78%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	499	498	99.80%	34.14%
English Learners	163	163	100.00%	28.83%
Students with Disabilities	45	44	97.78%	13.64%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/16/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	96.2%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.1%	27.7%	31.2%
7	21.9%	28.9%	28.1%
9	22.6%	23.8%	25.0%

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

Last updated: 1/16/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018–19)

Parental involvement is an essential component of student success at SJVA. Parents and guardians understand that their participation in their child's education will help him/her develop positive character traits, and develop a greater understanding of the physical and social world. Unique to SJVA is the Learning Partnership Agreement that outlines the responsibilities of parents, students, and teachers to ensure student success, and is signed by all to acknowledge the role each participant plays in education. We value our parent input and SJVA parents have many opportunities to volunteer at the school, including our strong Parent Teacher Organization (PTO), numerous field trips, providing classroom support, and recurring school events. SJVA's business office maintains an approved parent volunteer data base with names of volunteers, the names of their student(s), and their contact information, along with information on their current volunteer status as approved or needing updated information. All faculty (and the PTO board) receive access to the Approved Volunteer database. The volunteer database is reviewed regularly by our business office and updates are sent out to staff.

Parents are also encouraged to participate in class, grade-level, department, or whole school surveys. Parental surveys play an important role in determining SJVA's communication effectiveness, grading procedures, homework expectations, safety, security, and evaluation of their child's (children's) overall learning experience. Surveys are reviewed by leadership and adjustments to our program may be made if necessary.

Parental involvement may be as an approved volunteer and/or through the "Family Service Time" recommendation of 60 hours per trimester/semester. To be an approved parent volunteer is different than the requested 60 hours of "Family Service Time" (Learning Partnership Agreement) that all families with children enrolled at SJVA are strongly encouraged to log. Approved volunteers must have fingerprint clearance, a current negative TB test, as well as, a current complete packet on file with our business office volunteer coordinator. To participate in the Family Service Time, parents need to take an active role in their child's (children's) learning through suggested activities listed below.

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

- Assist students with homework
- Listen to student read
- attend SJVA Board meetings
- Join the PTO
- Attend Monthly Flag and Award Ceremonies
- Attend semester/trimester award ceremonies
- Attend special program performances: instrumental, vocal, theater, seasonal, and classroom.
- Attend Back to School Night and Inquiry Fair.
- Attend SJVA community events such as Multicultural Fair, Harvest Festival, Touring America, etc.
- Attend Parent, teacher, student conferences
- Support SJVA fundraisers

Approved Parent Volunteers may support the following areas of service:

- Assist teacher in the classroom
- Serve food at school events
- chaperone field trips

- volunteer for on-campus events during the instructional day: school dances, Dr. Seuss Festival, attendance reward parties, etc.

Opportunities for parental involvement are communicated to parents directly from SJVA staff or PTO via newsletters, the school website, electronic notifications, notes home, and/or the use of electronic sign-up forms. Our goal is to provide parents with timely notification of volunteer opportunities in order for our parents to make appropriate arrangements to volunteer.

State Priority: Pupil Engagement

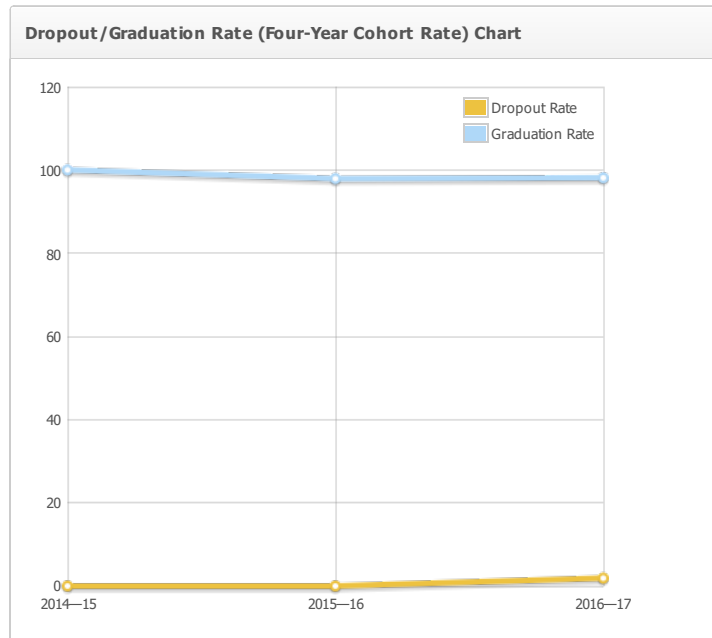
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	0.0%	0.0%	4.4%	3.9%	10.7%	9.7%
Graduation Rate	100.0%	97.9%	87.5%	91.7%	82.3%	83.8%

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	1.9%	1.1%	9.1%
Graduation Rate	98.1%	86.2%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	98.1%	91.2%	88.7%
Black or African American	100.0%	81.7%	82.2%
American Indian or Alaska Native	0.0%	71.4%	82.8%
Asian	0.0%	75.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	96.9%	91.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	100.0%	92.6%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	94.1%	88.6%
English Learners	0.0%	51.9%	56.7%
Students with Disabilities	100.0%	92.3%	67.1%
Foster Youth	0.0%	54.6%	74.1%

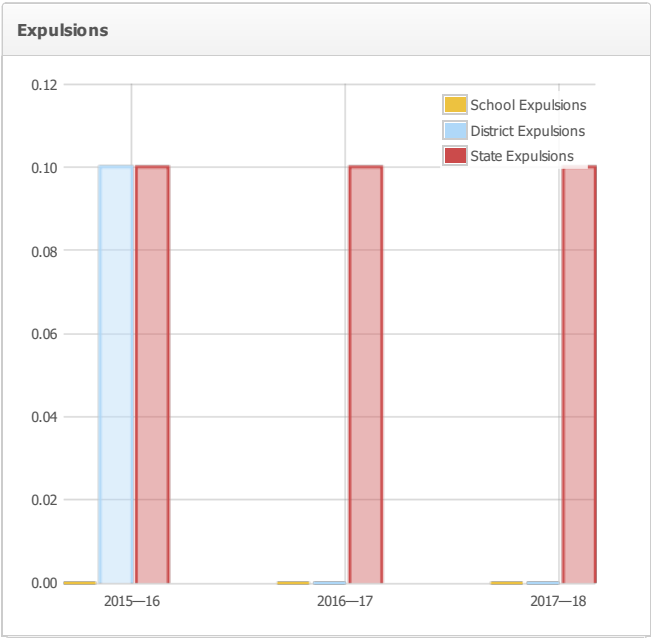
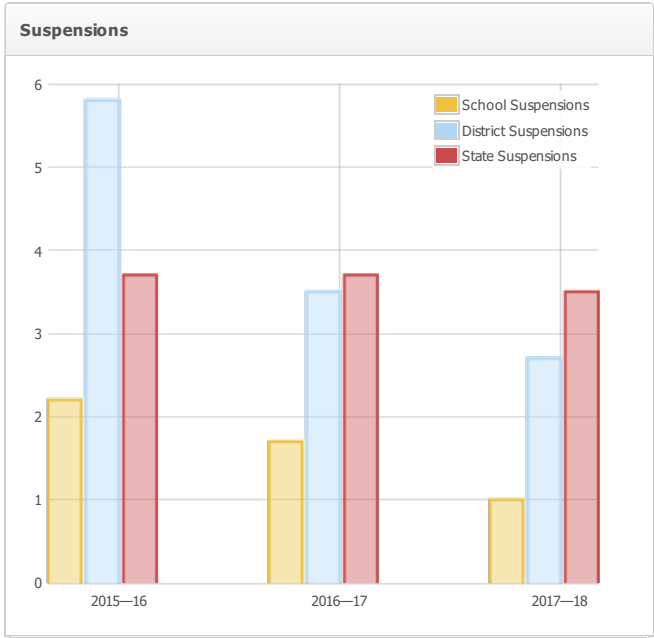
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18
Suspensions	2.2%	1.7%	1.0%	5.8%	3.5%	2.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		5	
1	30.0		4	
2	28.0		5	
3	30.0		4	
4	33.0		1	3
5	34.0		1	3
6	35.0			16
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	13.0	8	1	
1	26.0		5	
2	24.0		5	
3	27.0		5	
4	29.0		4	
5	29.0		4	
6	37.0		8	9
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	3	
1	29.0		4	
2	28.0		5	
3	26.0		5	
4	29.0		4	
5	29.0		4	
6	32.0		4	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/16/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	2	5	8
Mathematics	23.0	9	8	4
Science	29.0	2	10	4
Social Science	27.0	4	7	4

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	4	13	1
Mathematics	19.0	15	11	2
Science	25.0	7	10	2
Social Science	26.0	4	12	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	10	13	1
Mathematics	23.0	11	12	1
Science	26.0	5	12	3
Social Science	27.0	3	12	2

* 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: 1/14/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	463.3
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8965.0	\$339.0	\$8626.0	\$54102.0
District	N/A	N/A	--	\$79014.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/16/2019

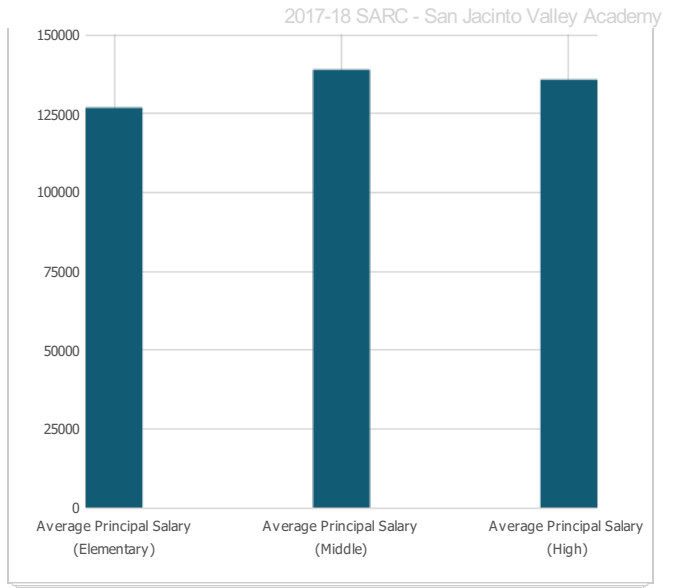
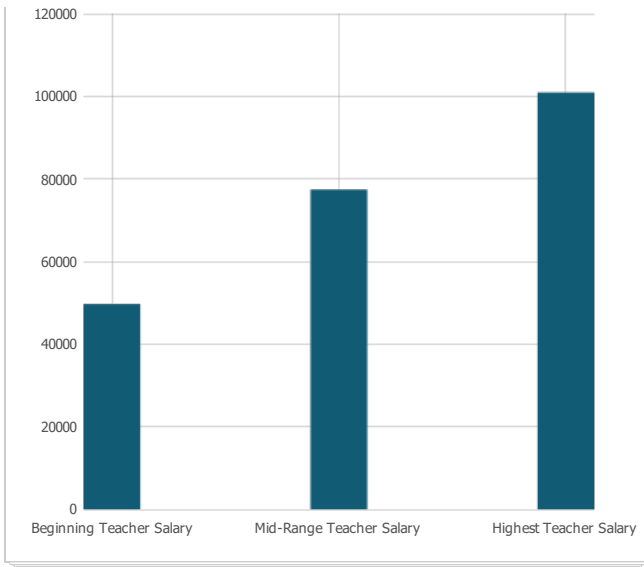
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,684	\$47,547
Mid-Range Teacher Salary	\$77,409	\$74,775
Highest Teacher Salary	\$100,913	\$93,651
Average Principal Salary (Elementary)	\$126,845	\$116,377
Average Principal Salary (Middle)	\$138,908	\$122,978
Average Principal Salary (High)	\$135,741	\$135,565
Superintendent Salary	\$207,388	\$222,853
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/16/2019

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	3	3.2%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/16/2019

Professional Development

San Jacinto Valley Academy is dedicated to the professional development of teachers. We believe that not only students, but all staff members, 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.

Staff development is an integral part of our teaching and learning curriculum. Through ongoing data analysis of our programs and assessment results, we determine the specific need for staff development. All staff member may suggest specific training or request training, and the School Leadership Team (SLT) schedules the trainings agreed upon in our weekly meetings.

Our professional development topics are selected based on student achievement data, teacher request, teacher recommendation, adopted curriculum support, and/or programs we are in partnership with such as the International Baccalaureate Diploma or Primary Years Programs. The school leadership team is also involved in planning staff development days. Training may take place at SJVA or our staff are sent off campus to various locations throughout the year, with some of the trainings taking place in other cities, states, or other countries. New staff are supported by grade-level or subject area leads, and those without a clear credential are assigned a coach to support them through the CTI Induction program. Returning staff continue receiving support from grade-level leads, subject-area leads, Learning Community Coordinators, and/or Deans. Each Thursday is an early dismissal at SJVA and these early dismissal days are used for staff development to be determined based on student achievement or growth.

Grade level meetings are held daily for grades 1-5 and weekly for all other grades and/or subject areas to discuss planning, evaluate student achievement, and to determine how to best support students who may be English Learners, not meeting grade level expectations, or are in need of acceleration. After reviewing student data from the previous years, SJVA determined that reading and writing must be a focus of training, as well as, supporting our special populations students. Examples of SJVA trainings listed below were selected based on school safety, security, procedures, and careful analysis of student achievement and growth. Many of our staff trainings were provided by professional organizations: The National Charter School Association, The California Charter School Association, Riverside County Office of Education, Center for Teacher Innovation Induction Program, The International Baccalaureate program, and core subject area publishers.

2016-2017

First Aid, CPR, Achieve 3000, IB PYP-Introduction to the PYP Model, Houghton Mifflin Journeys, MAP assessment, CTI Induction Orientation, StudySync, Math Conference, Aeries Conference North, Credential Analyst conference, IB PYP-Inquiry approach to teaching and learning, MAP training, California Charter School Conference, IB Diploma Program Japan conference, Aeries conference south, CAST proctor training, SBAC proctor training, IB PYP- Transdisciplinary Learning, IB PYP- An Introduction to the PYP curriculum model, IB PYP- Making the PYP Happen, IB PYP- The Role of the Coordinator, National Charter School Conference, Raz Kids, Dreambox, Lexia, Internal SST Trainings, Odysseyware, IB PYP- Inquiry

2017-2018

First Aid, CPR, Active Shooter Training, Allergen Training, ThinkCentral, MyHRW.com, EADMS, Achieve 3000, Achieve 3000 Direct Model, Journeys writing, Journeys curriculum, PSAT Proctor, Aeries conference north, Credential analyst, PSAT proctor, Achieve 3000 Report Taking, IB Math conference, LCAP, Aviation symposium, National Council of Teacher of Math conference, Opal Singleton's Million Kids, National Charter School Association conference, International Baccalaureate Primary Years Programme (IB PYP), Classroom management, CTI Induction Training, IB PYP-Introduction to the PYP Model, Mathink, California Dashboard Summary Reports for District Leaders, NGSS Grade 3-5, 6-8 Training, Payroll Law, California Science Test Academy

2018-2019

IB PYP-Reading and Writing Through Inquiry, IB PYP- Exhibition, IB PYP- Social and Emotional Learning, IB PYP- Concept-based Learning, IB PYP-Assessment, Step Up To Writing, IB PYP-Introduction to the PYP model, IB PYP Service Learning, IB PYP Play-based Learning, IB PYP Investigating Inquiry, Jane Schafer writing, AP By the Sea, Classroom Management, Spanish Curriculum Training, StudySync, High School Counselor Workshop, Expository Reading and Writing Training, Assessment and Accountability, ELPAC Training, Aviation Symposium, Athletic Administrator's Summit, Aeries, IB Theater, IB PYP- Music and Inquiry, Southern California Band and Orchestra Winter Professional Development, Boystown Conference, Organic World Languages, CAHPERD State Conference, OWL Foundations, Soccer Champions Coaches Clinics

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