

# Visions In Education Charter School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Visions In Education Charter School
<b>Street</b>	5030 El Camino Avenue
<b>City, State, Zip</b>	Carmichael, CA 95608
<b>Phone Number</b>	(916) 971-7037
<b>Principal</b>	Jody Graf
<b>E-mail Address</b>	cteasdale@viedu.org
<b>Web Site</b>	<a href="http://www.viedu.org">www.viedu.org</a>
<b>CDS Code</b>	34-67447-3430717

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	www.sanjuan.edu

### School Description and Mission Statement (School Year 2016-17)

As an independent study/home school program, Visions In Education Charter School utilizes a standards-based education that addresses individual differences and learning styles. We empower students to take ownership and responsibility for their present and future learning by developing their academic, personal, interpersonal, and technological skills.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	382
Grade 1	364
Grade 2	322
Grade 3	359
Grade 4	343
Grade 5	365
Grade 6	337
Grade 7	311
Grade 8	284
Grade 9	299
Grade 10	451
Grade 11	636
Grade 12	885
Total Enrollment	5,338

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	1.6
Asian	4.3
Filipino	3.2
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.6
White	64.4
Two or More Races	0.7
Socioeconomically Disadvantaged	49.7
English Learners	5.2
Students with Disabilities	9.1
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential		184		
Without Full Credential		0		
Teaching Outside Subject Area of Competence (with full credential)				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments *		0	
Vacant Teacher Positions			

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.8	3.2
All Schools in District	86.2	13.8
High-Poverty Schools in District	83.9	16.1
Low-Poverty Schools in District	96.3	3.7

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then the State Board of Education has adopted frameworks for ELA/ELD, Math and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan's textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0
Mathematics		Yes	0.0
Science		Yes	0.0
History-Social Science		Yes	0.0
Health		Yes	0.0%
Science Laboratory Equipment (grades 9-12)			0.00%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

The central program of Visions In Education Charter School occupies leased office buildings in Carmichael. The facilities are well maintained, and the facility provides adequate space for administrators and office staff members. Parking is excellent.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	46	50	42	45	44	48
Mathematics	25	25	32	35	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	357	298	83.5	42.0
	4	334	276	82.6	44.9
	5	352	294	83.5	45.4
	6	318	263	82.7	43.7
	7	297	250	84.2	60.9
	8	272	236	86.8	52.3
	11	694	625	90.1	54.5
Male	3	178	155	87.1	33.8
	4	162	136	84.0	37.5
	5	181	151	83.4	34.0
	6	136	115	84.6	37.4
	7	138	110	79.7	55.0
	8	132	115	87.1	48.3
	11	266	236	88.7	45.8
Female	3	179	143	79.9	51.1
	4	172	140	81.4	52.1
	5	171	143	83.6	57.3
	6	182	148	81.3	48.6
	7	159	140	88.0	65.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	140	121	86.4	56.2
	11	428	389	90.9	59.8
Black or African American	3	23	19	82.6	31.6
	4	17	16	94.1	43.8
	5	22	17	77.3	47.1
	6	24	19	79.2	26.3
	7	20	15	75.0	53.3
	8	27	25	92.6	24.0
	11	59	53	89.8	46.1
American Indian or Alaska Native	11	11	8	72.7	37.5
Asian	3	21	18	85.7	44.4
	4	18	17	94.4	64.7
	5	19	18	94.7	83.3
	6	17	16	94.1	75.0
	7	24	20	83.3	57.9
	11	18	15	83.3	73.3
Filipino	3	12	11	91.7	45.5
	5	13	13	100.0	61.5
	7	15	15	100.0	66.7
	8	12	11	91.7	63.6
	11	19	17	89.5	70.6
Hispanic or Latino	3	63	57	90.5	33.3
	4	49	40	81.6	32.5
	5	55	47	85.5	36.2
	6	42	34	81.0	32.4
	7	40	31	77.5	51.6
	8	41	38	92.7	50.0
	11	149	131	87.9	44.3
White	3	226	184	81.4	45.3
	4	234	190	81.2	46.8
	5	235	191	81.3	41.0
	6	225	185	82.2	43.2
	7	193	164	85.0	62.6
	8	178	151	84.8	55.6
	11	428	393	91.8	57.5
Socioeconomically Disadvantaged	3	132	108	81.8	28.0
	4	110	93	84.5	32.3
	5	128	102	79.7	34.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	109	90	82.6	33.3
	7	102	91	89.2	48.3
	8	100	86	86.0	37.2
	11	420	381	90.7	47.1
English Learners	3	11	10	90.9	
	5	11	10	90.9	
	11	38	32	84.2	
Students with Disabilities	3	26	19	73.1	15.8
	4	36	28	77.8	28.6
	5	49	34	69.4	20.6
	6	39	29	74.4	10.3
	7	28	17	60.7	12.5
	8	38	28	73.7	18.5
	11	58	47	81.0	23.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	357	298	83.5	33.7
	4	334	276	82.6	30.6
	5	352	295	83.8	29.1
	6	318	263	82.7	23.6
	7	297	250	84.2	38.5
	8	297	250	84.2	38.5
	11	694	625	90.1	11.8
Male	3	178	155	87.1	35.1
	4	162	136	84.0	34.6
	5	181	152	84.0	30.7
	6	136	115	84.6	28.7
	7	138	110	79.7	39.5
	8	138	110	79.7	39.5
	11	266	236	88.7	9.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Female</b>	<b>3</b>	179	143	79.9	32.1
	<b>4</b>	172	140	81.4	26.6
	<b>5</b>	171	143	83.6	27.5
	<b>6</b>	182	148	81.3	19.6
	<b>7</b>	159	140	88.0	37.9
	<b>8</b>	159	140	88.0	37.9
	<b>11</b>	428	389	90.9	13.2
<b>Black or African American</b>	<b>3</b>	23	19	82.6	26.3
	<b>4</b>	17	16	94.1	31.3
	<b>5</b>	22	17	77.3	
	<b>6</b>	24	19	79.2	10.5
	<b>7</b>	20	15	75.0	20.0
	<b>8</b>	20	15	75.0	20.0
	<b>11</b>	59	53	89.8	7.8
<b>American Indian or Alaska Native</b>	<b>11</b>	11	8	72.7	
<b>Asian</b>	<b>3</b>	21	18	85.7	50.0
	<b>4</b>	18	17	94.4	41.2
	<b>5</b>	19	18	94.7	66.7
	<b>6</b>	17	16	94.1	62.5
	<b>7</b>	24	20	83.3	57.9
	<b>8</b>	24	20	83.3	57.9
	<b>11</b>	18	15	83.3	20.0
<b>Filipino</b>	<b>3</b>	12	11	91.7	36.4
	<b>5</b>	13	13	100.0	53.9
	<b>7</b>	15	15	100.0	60.0
	<b>8</b>	15	15	100.0	60.0
	<b>11</b>	19	17	89.5	29.4
<b>Hispanic or Latino</b>	<b>3</b>	63	57	90.5	21.1
	<b>4</b>	49	40	81.6	22.5
	<b>5</b>	55	47	85.5	25.5
	<b>6</b>	42	34	81.0	11.8
	<b>7</b>	40	31	77.5	22.6
	<b>8</b>	40	31	77.5	22.6
	<b>11</b>	149	131	87.9	4.7
<b>White</b>	<b>3</b>	226	184	81.4	37.2
	<b>4</b>	234	190	81.2	31.2
	<b>5</b>	235	192	81.7	27.0
	<b>6</b>	225	185	82.2	22.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	<b>7</b>	193	164	85.0	38.4
	<b>8</b>	193	164	85.0	38.4
	<b>11</b>	428	393	91.8	14.0
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	132	108	81.8	25.5
	<b>4</b>	110	93	84.5	20.6
	<b>5</b>	128	103	80.5	15.8
	<b>6</b>	109	90	82.6	17.8
	<b>7</b>	102	91	89.2	27.8
	<b>8</b>	102	91	89.2	27.8
	<b>11</b>	420	382	91.0	7.4
<b>English Learners</b>	<b>3</b>	11	10	90.9	
	<b>5</b>	11	10	90.9	
	<b>11</b>	38	33	86.8	
<b>Students with Disabilities</b>	<b>3</b>	26	19	73.1	21.1
	<b>4</b>	36	28	77.8	25.0
	<b>5</b>	49	35	71.4	11.8
	<b>6</b>	39	29	74.4	3.5
	<b>7</b>	28	17	60.7	
	<b>8</b>	28	17	60.7	
	<b>11</b>	58	47	81.0	2.2

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	50	46	51	61	57	56	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b># of Students with Valid Scores</b>	<b>% of Students with Valid Scores</b>	<b>% of Students Proficient or Advanced</b>
<b>All Students</b>	1165	1025	88.0	51.1
<b>Male</b>	582	511	87.8	51.9
<b>Female</b>	583	514	88.2	50.4
<b>Black or African American</b>	91	80	87.9	23.8
<b>American Indian or Alaska Native</b>	19	17	89.5	41.2
<b>Asian</b>	41	35	85.4	68.6
<b>Filipino</b>	43	41	95.4	68.3
<b>Hispanic or Latino</b>	183	164	89.6	40.9
<b>White</b>	774	675	87.2	54.7
<b>Socioeconomically Disadvantaged</b>	509	445	87.4	41.4
<b>English Learners</b>	37	35	94.6	5.7
<b>Students with Disabilities</b>	127	99	78.0	41.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**Career Technical Education Programs (School Year 2015-16)**

The ROP capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. Students enrolled in the programs are provided strong experiences in all aspects of an industry.

In addition to San Juan Unified School District, Visions students also participate in ROP in Sacramento, Placer, and San Joaquin counties. Visions also provides students career preparation through our independent study courses leading to Career Technical Education (CTE) and post-secondary educational options. We offer the following courses:

- Child Development
- Clothing and Fashion Design
- Foods and Nutrition
- Crime Science
- Digital Media
- Hospitality / Tourism
- Entrepreneurship
- Health Science (Allied Health Tech)
- Introduction to Business (International)
- Introduction to Video Production
- Marketing (Sports & Entertainment)
- Veterinary Science

When students experience CTE courses they have the opportunity to see the relationship between applied academic standards and the real world. Students find purpose in their studies and are provided an opportunity to apply their academic and industry skills to everyday problems.

Through the IEP process special education students may also be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the Individualized Education Plan (IEP). CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems.

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, along with completion of a sequence of courses are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills are analyzed. Data on attendance is also collected.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	70
% of pupils completing a CTE program and earning a high school diploma	44%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	43.11
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	7.1

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14	29.2	36.8
7	14.2	23	43.6
9	19	27.9	26.6

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

Parents facilitate their child's learning in the Home School Academy with the assistance of a credentialed teacher. Credentialed teachers facilitate student learning in each the College and Career and the University Preparatory Academies with assistance from the parents. Parents also participate in field trips and enrichment class offerings. Parents from each program also serve as parent representatives on the Visions In Education Charter School Advisory Board. Please contact Cyndi Teasdale at 916.971.5331 to learn more about opportunities for parent involvement.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	14.70	12.60	15.90	10.40	9.60	9.20	11.40	11.50	10.70
Graduation Rate	66.83	70.48	65.87	80.85	81.60	82.65	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	74	85	86
Black or African American	66	81	78
American Indian or Alaska Native	64	77	78
Asian	95	99	93
Filipino	59	88	93
Hispanic or Latino	55	75	83
Native Hawaiian/Pacific Islander	60	90	85
White	87	90	91
Two or More Races	12	33	89
Socioeconomically Disadvantaged	70	61	66
English Learners	39	56	54
Students with Disabilities	28	35	78

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	7.4	5.7	5.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy or CHPD officer. The Deputy Sheriffs are assigned to specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. The Deputy Sheriff's and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues, update their site emergency plans, and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan (CSSP) by March 1st of every year. As part of the update, each school site meets at least once per year with a law enforcement officer to review the CSSP and they hold a community meeting to review the CSSP. The CSSP must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. Each school site conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by State law. Visions In Education has a safety committee that meets regularly. All Visions staff members have been trained in the school's emergency procedures and safety plan. Visions has an emergency crisis notification line, and all staff members have been trained in the use of this phone line. This crisis emergency line works in the daytime and evenings.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	65.4

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

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

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	4	82										
1	4	84										
2	3	85										
3	4	81										
4	3	85										
5	3	88										
6	3	515										

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

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

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	943			3	888	6		3	888	6	
Mathematics	2	1039			2	987			2	987		
Science	3	574			3	713	5		3	713	5	
Social Science	3	906			3	870			3	870		

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	450
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	3.65	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist	13	N/A
Other		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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7119	566	6552	
District	N/A	N/A	\$5,013	\$74,317
Percent Difference: School Site and District	N/A	N/A	30.7	
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	22.5	

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

### Types of Services Funded (Fiscal Year 2015-16)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

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

In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs.

In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,196	\$45,092
Mid-Range Teacher Salary	\$73,948	\$71,627
Highest Teacher Salary	\$87,219	\$93,288
Average Principal Salary (Elementary)	\$110,528	\$115,631
Average Principal Salary (Middle)	\$117,984	\$120,915
Average Principal Salary (High)	\$134,096	\$132,029
Superintendent Salary	\$254,994	\$249,537
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

### Advanced Placement (AP) Courses (School Year 2015-16)

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	21	N/A
All courses	21	.2

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.