

La Vista Center
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	La Vista Center
Street	4501 Bannister Rd.
City, State, Zip	Fair Oaks CA, 95628
Phone Number	(916) 971-5221
Principal	Sherrie Marlette
E-mail Address	smarlette@sanjuan.edu
Web Site	www.sanjuan.edu/lavista
CDS Code	34-67447-3430394

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 (Most Recent Year)

Principal's Message

We are pleased to offer a wide continuum of services at La Vista Center to ensure that all students have the supports, structure and supervision needed to be academically, socially, emotionally and behaviorally successful. It is important that students have the tools and coping skills needed to stabilize and self-regulate in order to more fully access their education and engage in learning. Through the varied program structures on our campus, it is our hope that students learn to demonstrate pro-social skills, interact with peers and staff in a behaviorally appropriate way, attend regularly, and actively engage in the classroom learning environment. The low student/teacher ratios, schoolwide behavior system, frequent home/school communication, social skills groups, access to site based mental health services, individualized education planning and small class size are conducive to success for all students as we strongly believe that ALL STUDENTS CAN LEARN!!

Mission Statement

La Vista Center provides a safe, therapeutic individualized learning environment that supports students in overcoming barriers to school success and prepares them academically, socially, emotionally and behaviorally to be productive citizens.

School Profile

La Vista Center is a Special Education Center for students classified as Emotionally Disturbed, serving 6th through 12th graders using grade level standards and best practices for instruction. All students have a current Individual Education Plan (IEP), participate in state testing, and are on a diploma track. La Vista Center has three programs that operate to serve the needs of students. They include the Day Treatment, Traditional, and Self-Contained programs. There is a high staff to student ratio in order to meet intense instructional, behavioral, social, and emotional needs of our students. La Vista Center is dedicated to the education of the whole student through the development of positive social, emotional, and academic growth. Our staff is committed to addressing the growth of the individual in the school, home, and community environment. Teachers are specially trained in the areas of differentiation of instruction, social skills development and positive behavior supports in order to help our students develop and apply 21 Century skills such as problem solving, critical thinking, group collaboration, and applications of technology. All staff are trained in Therapeutic Crisis Intervention (TCI) in order to ensure a physically and psychologically safe environment for learning.

The Day Treatment program serves those students who need the therapeutic model of a trained mental health therapist working in the classroom alongside the teacher and instructional assistants. In addition, the therapist's role is to provide site based educationally related mental health services to the student as well as work with the family to support further stabilization and school success. Emotional and behavioral issues are often dealt with in a more intensive manner using the school environment to educate and emotionally regulate the student. Social skills groups promote pro-social skill development and positive peer interactions. Home-School communication is a vital part of the school day as well with parents being a major partner in the child's academic, social and emotional stabilization and success.

The Traditional program serves those students who have acquired many of the skills to begin the transition process to a regular comprehensive middle or high school campus. They are able to receive instruction and complete their assignments with minimal intervention and scaffolding, readying them to begin accessing instruction in the general education setting. Students are beginning the process to plan for their futures beyond high school and set more long term goals for a successful transition into adulthood, including college and career readiness.

The Self-Contained Classroom serves those students whose social, emotional and behavioral needs require a higher level of external controls due to a history of behavioral events which often include safety issues. Increased structure, supports and supervision are implemented to ensure greatest opportunities for focus on learning. Consistency of staff ensures for less change and transition throughout their day. Students benefit from positive behavior supports and interventions geared towards rewarding students when they chose to actively participate as part of the learning community.

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

Grade Level	Number of Students
Grade 7	2
Grade 8	16
Grade 9	18
Grade 10	23
Grade 11	14
Grade 12	30
Total Enrollment	105

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	16.2
American Indian or Alaska Native	0.0
Asian	1.9
Filipino	0.0
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	1.0
White	66.7
Two or More Races	3.8
Socioeconomically Disadvantaged	79.0
English Learners	0.0
Students with Disabilities	91.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	12	11	8	1777
Without Full Credential	2	1	3	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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 2014-15)

Year and month in which data were collected: September 23, 2014

San Juan Unified held a public hearing on September 23, 2014 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 2014 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/textbooks>.

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (EC Section 60200.7). While the suspension of adoptions ends in July 2015, at this time there is not yet a schedule established in law for the cycle of future adoptions.

However, in 2012 the Governor and State Legislature enacted AB 1246 (Brownley) which established EC Section 60207 and thereby authorized the SBE to adopt new Common Core State Standards (CCSS)-aligned K-8 instructional materials for mathematics no later than March 2014. More information about this scheduled adoption is available on the CDE Mathematics Web page.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Reinhart: Literature and Language Arts Adopted 2005 Pro-Ed, Inc.: Reading Milestones Adopted 2007	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>McDougal Littell: California Math Algebra 1 [Green Bicycle] Adopted 2008</p> <p>McDougal Littell: Algebra 2 Adopted 2008</p> <p>McDougal Littell: Geometry Adopted 2008</p> <p>Holt: California Mathematics, Course 2 – Pre Algebra Adopted 2009</p> <p>McDougal Littell: California Math Algebra 1 [Green Bicycle] Adopted 2008</p> <p>McDougal Littell: Algebra 2 Adopted 2008</p> <p>Holt: California Mathematics, Course 2 – Pre Algebra Adopted 2009</p> <p>McDougal Littell: Geometry Adopted 2008</p>	Yes	0.0
Science	<p>Prentice Hall, 2007: Biology, CA Edition Adopted 2009</p> <p>Pearson Prentice Hall, 2007: California Chemistry Adopted 2007</p> <p>Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe Adopted 2004</p> <p>Holt, 2004: Environmental Science Adopted 2009</p> <p>Prentice Hall, 2009: Conceptual Physics Adopted 2008</p> <p>Prentice Hall, 2007: Biology, CA Edition Adopted 2009</p> <p>Pearson Prentice Hall, 2007: California Chemistry Adopted 2007</p> <p>Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe Adopted 2004</p> <p>Holt, 2004: Environmental Science Adopted 2009</p> <p>Prentice Hall, 2009: Conceptual Physics Adopted 2008</p>	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Prentice Hall, 2006: Magruder's American Government Adopted 2007 Glencoe, 2005: Economics: Principles and Practices Adopted 2006 Glencoe, 2005: Economics: Today and Tomorrow Adopted 2006 Teachers' Curriculum Institute, 2006: Geography Alive! Adopted 2007 McDougal Littell, 2006: The Americans Adopted 2006 McDougal Littell, 2006: Modern World History: Patterns of Interaction Adopted 2006	Yes	0.0
Foreign Language	McDougal Littell: En Espanol!: Spanish Adopted 2002 Holt: Nuevas Vista: Spanish Adopted 2007 Prentice Hall: Realidades: Spanish Adopted 2007 McDougal Littell: French Adopted 2007 Langenscheidt: geni@1A1: German Adopted 2008 Cheng and Tsui: Japanese Adopted 2002 Prentice Hall: Russian Adopted 2008 Cheng and Tsui & Thomson Learning: Chinese Adopted 2002 Prentice Hall: Russian Adopted 2008		0.0%
Health	Holt, 2004: Lifetime Health, California Edition Adopted 2005	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 03/03/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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 Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	12		15	60	59	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61
All Student at the School	15
Male	8
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	15
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	4	16	14	55	57	54	54	56	55
Mathematics	8	8	7	49	50	47	49	50	50
History-Social Science	0	5	6	47	49	48	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	C	C	C
Similar Schools	C	C	C

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

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-15	66	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
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.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	52.39
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	15	18	7	58	58	50	56	57	56
Mathematics		8	6	56	59	53	58	60	62

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	25	33	39	38	23
All Students at the School	93		7	94	6	
Male	92		8	93	7	
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White	91		9	91	9	
Two or More Races						
Socioeconomically Disadvantaged	100			100		
English Learners						
Students with Disabilities	93		7	94	6	
Students Receiving Migrant Education Services						

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 (Most Recent Year)

La Vista Center greatly benefits from its supportive parents who play an integral part in the academic, social, emotional, and behavioral successes of our students. The school has a strong base of parent volunteers who actively participate in the individual education plans for their students and provide support for school-wide behavioral interventions and rewards. Parents are also welcome to join the La Vista Site Council, where they can give valuable input in determining La Vista's site goals, program planning and the allocation of resources. The school is also interested in cultivating additional community partnerships.

Contact Information

Parents or community members who wish to participate in school advisory committees, assist with school activities, or become a volunteer may contact the La Vista Center principal Sherrie Marlette at 971-5221.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	22.7	61.9	43.5	11.8	10.5	10.4	14.7	13.1	11.4
Graduation Rate	54.55	9.52	39.13	79.77	80.57	80.85	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	53.57	83.08	84.56
Black or African American	25.00	66.84	75.90
American Indian or Alaska Native	100.00	80.26	77.82
Asian	0.00	92.92	92.94
Filipino	0.00	96.72	92.20
Hispanic or Latino	0.00	73.18	80.83
Native Hawaiian/Pacific Islander	0.00	77.14	84.06
White	63.16	87.72	90.15
Two or More Races	0.00	64.41	89.03
Socioeconomically Disadvantaged	52.63	80.97	82.58
English Learners	0.00	56.56	53.68
Students with Disabilities	57.69	60.78	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	31.8	23.3	11.0	9.8	8.3	7.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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 assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. 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 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 Task Force. 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. The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. La Vista's comprehensive school safety plan was most recently reviewed and approved by our School Site Council on May 5, 2014, and was reviewed with faculty on August 13, 2014.

D. Other SARC Information

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

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

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	19
Percent of Schools Currently in Program Improvement	---	79.2

Note: Cells with "---" do not require data.

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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	9.7	9	0	0	8	18			5	31		
Mathematics	7.7	6	0	0	5	19			4	19		
Science	8.3	4	0	0	7	13			5	18		
Social Science	7.5	8	0	0	4	37			4	30		

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	100
Counselor (Social/Behavioral or Career Development)	1.00	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	1.00	---
Social Worker		---
Nurse	0.20	---
Speech/Language/Hearing Specialist	0.20	---
Resource Specialist		---
Other	0.40	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$27,464	\$27,457	\$7	
District	---	---	\$5,013	\$70,990
Percent Difference: School Site and District	---	---	-99.9	
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---		

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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.

In FY 2010-11, \$211,567 was spent by Laurel Ruff & La Vista from the American Recovery and Reinvestment Act of 2009 (ARRA), Individuals with Disabilities Education Act (IDEA) Part B Special Education funds. Due to the funds ending in FY 2010-11, there would usually be a decrease in special education (restricted) expenses but there was an increase because in FY 2011-12 the district received new special education Mental Health dollars. \$457,741 of the dollars were spent by Ralph Richardson and La Vista as well as a decrease in ADA for Laurel Ruff which attributed to increased per student costs.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,889	\$41,761
Mid-Range Teacher Salary	\$69,999	\$66,895
Highest Teacher Salary	\$82,562	\$86,565
Average Principal Salary (Elementary)	\$106,107	\$108,011
Average Principal Salary (Middle)	\$112,906	\$113,058
Average Principal Salary (High)	\$124,763	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of Budget for Teacher Salaries	40	38
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 Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with “---” do not require data.

* Where there are student course enrollments.

Professional Development

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 with its major initiatives such as Writing Workshop, Disciplinary Literacy, Critical Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, K-3 Reading and Critical Literacy. Many voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher’s Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, 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 District Theory of Action. 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 (CCSS), 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 PAR/BTSA teachers.

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.