

La Vista Center

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (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
Grades Served	6-12
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!!

Additionally, we are excited to report that in June 2015, La Vista was granted an initial accreditation status of three years by the Western Association of Schools and Colleges (WASC), effective July 1, 2015 through June 30, 2018. Three years is the longest possible time period which can be granted on an initial visit. This is quite an accomplishment for a small school, and we are very proud to have earned it!

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 curriculum aligned to common core and best practices for instruction. La Vista students have a current Individual Education Plan (IEP), participate in Smarter Balanced assessments, and are on a diploma track. La Vista Center has two programs that operate to serve the needs of students. They include the Day Treatment program and the Traditional program. 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 skills. Our staff is committed to addressing the growth of the individual in the school, home, and community environments. 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 parents partner with school staff to support their child's academic, social and emotional stabilization and success.

The Traditional program serves those students who are working to acquire the skills needed to begin the transition process to a regular comprehensive middle or high school campus. Increased structure, supports and supervision are implemented to ensure the greatest opportunities for focus on learning. Students benefit from positive behavior supports and interventions geared towards rewarding students when they chose to actively participate as part of the learning community. Students are also 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	5
Grade 8	7
Grade 9	17
Grade 10	15
Grade 11	17
Grade 12	23
Total Enrollment	84

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	16.7
American Indian or Alaska Native	2.4
Hispanic or Latino	13.1
White	65.5
Two or More Races	2.4
Socioeconomically Disadvantaged	86.9
Students with Disabilities	90.5
Foster Youth	29.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	8	11	1840
Without Full Credential	1	3	0	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	46

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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 2015-16)

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 specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). 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%20Pilot%20adoption%20Schedule.pdf>.

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)

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in November 2015 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/23/2015				
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)

Year and month in which data were collected: 11/23/2015				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	8	42	44
Mathematics	4	32	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	6	5	83.3	--	--	--	--
	8	11	7	63.6	--	--	--	--
	11	22	13	59.1	38	8	8	8
Male	7	6	4	66.7	--	--	--	--
	8	11	7	63.6	--	--	--	--
	11	22	12	54.5	42	8	8	8
Female	7	6	1	16.7	--	--	--	--
	8	11	0	0.0	--	--	--	--
	11	22	1	4.5	--	--	--	--
Black or African American	8	11	0	0.0	--	--	--	--
	11	22	2	9.1	--	--	--	--
American Indian or Alaska Native	7	6	1	16.7	--	--	--	--
	8	11	1	9.1	--	--	--	--
Hispanic or Latino	7	6	1	16.7	--	--	--	--
	8	11	2	18.2	--	--	--	--
	11	22	3	13.6	--	--	--	--
White	7	6	3	50.0	--	--	--	--
	8	11	4	36.4	--	--	--	--
	11	22	8	36.4	--	--	--	--
Socioeconomically Disadvantaged	7	6	4	66.7	--	--	--	--
	8	11	3	27.3	--	--	--	--
	11	22	9	40.9	--	--	--	--
Students with Disabilities	7	6	5	83.3	--	--	--	--
	8	11	7	63.6	--	--	--	--
	11	22	13	59.1	38	8	8	8
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	6	5	83.3	--	--	--	--
	8	11	9	81.8	--	--	--	--
	11	22	13	59.1	38	8	0	8
Male	7	6	3	50.0	--	--	--	--
	8	11	8	72.7	--	--	--	--
	11	22	11	50.0	45	9	0	9
Female	7	6	2	33.3	--	--	--	--
	8	11	1	9.1	--	--	--	--
	11	22	2	9.1	--	--	--	--
Black or African American	8	11	0	0.0	--	--	--	--
	11	22	2	9.1	--	--	--	--
American Indian or Alaska Native	7	6	1	16.7	--	--	--	--
	8	11	1	9.1	--	--	--	--
Hispanic or Latino	7	6	0	0.0	--	--	--	--
	8	11	2	18.2	--	--	--	--
	11	22	4	18.2	--	--	--	--
White	7	6	4	66.7	--	--	--	--
	8	11	6	54.5	--	--	--	--
	11	22	7	31.8	--	--	--	--
Socioeconomically Disadvantaged	7	6	3	50.0	--	--	--	--
	8	11	5	45.5	--	--	--	--
	11	22	9	40.9	--	--	--	--
Students with Disabilities	7	6	5	83.3	--	--	--	--
	8	11	9	81.8	--	--	--	--
	11	22	13	59.1	38	8	0	8
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	7	59	61	57	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	7
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	7
English Learners	--
Students with Disabilities	--
Foster Youth	--

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 2014-15)

Career Technical Education Participation (School Year 2014-15)

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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	85.56
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	18	7	6	58	50	52	57	56	58
Mathematics	8	6		59	53	50	60	62	59

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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	24	35	44	37	20
All Students at the School	94	6		100		
Male	100					
Socioeconomically Disadvantaged	92	8		100		
Students with Disabilities	94	6		100		

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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	37.50	25.00	

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 and guardians who play an integral part in the academic, social, emotional, and behavioral successes of our students. The school has a strong base of engaged parents and guardians who actively participate in the individual education plans for their students and provide support for school-wide behavioral interventions and rewards. Parents and guardians 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, guardians or community members who wish to participate in school advisory committees, assist with school activities, provide additional resources or become a volunteer may contact the La Vista Center principal, Sherrie Marlette, at 916-971-5221.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	61.90	43.50	46.20	10.50	10.40	9.60	13.10	11.40	11.50
Graduation Rate	9.52	39.13	26.92	80.57	80.85	81.60	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	56.67	81.69	84.6
Black or African American	71.43	69.75	76
American Indian or Alaska Native		77.05	78.07
Asian	100	90.76	92.62
Filipino		94.83	96.49
Hispanic or Latino	100	69.75	81.28
Native Hawaiian/Pacific Islander		74.47	83.58
White	45	85.91	89.93
Two or More Races		77.65	82.8
Socioeconomically Disadvantaged	62.5	63.8	61.28
English Learners		53.9	50.76
Students with Disabilities	59.09	72.7	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	23.30	10.98	9.49	8.28	7.37	5.71	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.09	0.04	0.07	0.13	0.10	0.09

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 or CHPD officer. The Deputy Sheriffs are assigned to a 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. 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 by March 1st of every year. The plan 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. This school meets or exceeds the Education Code requirements for fire drills and lock down drills.

La Vista's Comprehensive School Safety Plan was last updated in May 2015 and was reviewed and approved by the La Vista School Site Council on May 18, 2015. The Comprehensive School Safety Plan was recently reviewed by La Vista staff on October 8, 2015. Additionally, all staff are trained in Therapeutic Crisis Intervention (through Cornell University) by onsite trainers in order to maintain safety should a student become a danger to themselves or others. Staff are required to take this training when they are initially hired at La Vista and re-train extensively every two years. Staff also receive quarterly TCI refreshers to remain current on de-escalation skills and crisis intervention.

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 2014-15)

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

Federal Intervention Program (School Year 2015-16)

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	N/A	17
Percent of Schools Currently in Program Improvement	N/A	68.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	8	18			5	31			4	28		
Mathematics	5	19			4	19			4	17		
Science	7	13			5	18			6	12		
Social Science	4	37			4	30			4	29		

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 2014-15)

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	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.00	N/A
Social Worker		N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	0.20	N/A
Resource Specialist		N/A
Other	0.40	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	27072	26934	138	
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-97.2	
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$43,165
Mid-Range Teacher Salary	\$70,764	\$68,574
Highest Teacher Salary	\$83,465	\$89,146
Average Principal Salary (Elementary)	\$102,900	\$111,129
Average Principal Salary (Middle)	\$112,906	\$116,569
Average Principal Salary (High)	\$126,182	\$127,448
Superintendent Salary	\$225,000	\$234,382
Percent of Budget for Teacher Salaries	39%	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 (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

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 and mathematics, and the ELA/ELD Framework. Specific professional development initiatives include: Critical Literacy, K-1 Reading, Making Meaning Through Close Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions (EMITS), Math to the Core, Expository Reading and Writing Course (ERWC), 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 (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 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.