

# La Vista Center

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

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

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

## School Description and Mission Statement (School Year 2017-18)

### 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 behavioral 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 our small school, and we are very proud to have earned it! We are also currently going through our WASC self review and will have a WASC visit this coming this spring.

### 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. There is a high staff to student ratio in order to meet the 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.

La Vista Center has two programs that operate to serve the needs of students, which include the Day Treatment program and the Traditional program. 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 in the form of both individual and group counseling 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, Workability courses and on/off campus supported employment. Each student age 16 or older also has an Individual Transition Plan as part of their IEP.

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 6	3
Grade 7	10
Grade 8	3
Grade 9	9
Grade 10	9
Grade 11	13
Grade 12	19
<b>Total Enrollment</b>	<b>66</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	27.3
American Indian or Alaska Native	3
Asian	0
Filipino	0
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0
White	53
Two or More Races	4.5
Socioeconomically Disadvantaged	83.3
English Learners	1.5
Students with Disabilities	97
Foster Youth	16.7

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	9	9	1885
Without Full Credential	0	0	0	49
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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
<b>Reading/Language Arts</b>	Holt Reinhart: Literature and Language Arts Adopted 2005 Pro-Ed, Inc.: Reading Milestones Adopted 2007	Yes	0.0
<b>Mathematics</b>	<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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<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, &amp; the Universe Adopted 2004</p> <p>Holt, 2004: Environmental Science Adopted 2009</p> <p>Prentice Hall, 2009: Conceptual Physics Adopted 2008 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, &amp; 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
<b>History-Social Science</b>	<p>Prentice Hall, 2006: Magruder's American Government Adopted 2007</p> <p>Glencoe, 2005: Economics: Principles and Practices Adopted 2006</p> <p>Glencoe, 2005: Economics: Today and Tomorrow Adopted 2006</p> <p>Teachers' Curriculum Institute, 2006: Geography Alive! Adopted 2007</p> <p>McDougal Littell, 2006: The Americans Adopted 2006</p> <p>McDougal Littell, 2006: Modern World History: Patterns of Interaction Adopted 2006</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	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%
<b>Health</b>	Holt, 2004: Lifetime Health, California Edition Adopted 2005	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>			0.00%

**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 October 2017 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/20/2017				
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: 10/20/2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	8	7	45	44	48	48
Mathematics (grades 3-8 and 11)		0	35	33	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	28	77.78	7.14
Male	26	20	76.92	5
Black or African American	11	10	90.91	0
White	19	14	73.68	7.14
Socioeconomically Disadvantaged	30	23	76.67	8.7
Students with Disabilities	31	27	87.1	7.41

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	26	20	76.92	0

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Black or African American	11	9	81.82	0
White	19	14	73.68	0
Socioeconomically Disadvantaged	30	22	73.33	0
Students with Disabilities	31	26	83.87	0

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

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	7	15	57	56	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016-17)

#### Career Technical Education Participation (School Year 2016-17)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	74.24
2015–16 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.4	15.4	

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 State priority: Parental Involvement (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 2017-18)

La Vista Center greatly benefits from its supportive parents, guardians, surrogates, and educational rights holders 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 welcome to contact our site office if they are interested in participating on our WASC team, Safety team, Technology team, or Site Council, where they have an opportunity to give valuable input in determining La Vista's site goals, program planning and the allocation of resources. La Vista works collaboratively with many community partners and is continuing to build and cultivate 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	46.2	38.1	58.8	9.6	9.2	8.8	11.5	10.7	9.7
Graduation Rate	26.92	23.81	17.65	81.6	82.65	83.79	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	38.1	84	87.11
Black or African American	42.86	69.67	79.19
American Indian or Alaska Native	0	69.23	80.17
Asian	0	91.86	94.42
Filipino	0	86.21	93.76
Hispanic or Latino	0	75.94	84.58
Native Hawaiian/Pacific Islander	0	77.78	86.57
White	41.67	85.86	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	33.33	54.14	63.9
English Learners	0	44.58	55.44
Students with Disabilities	44.44	79.01	85.45
Foster Youth	16.67	71.05	68.19

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	9.7	15.8	28.7	5.7	5.7	5.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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.

The La Vista Comprehensive School Safety Plan was recently reviewed with the entire staff on August 9, 2017 in anticipation of the start of the 2017-18 school year, and is referenced regularly in Site Leadership Meetings, Safety Meetings and Site Council Meetings.

## 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 2017-18)

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	65.4

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

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

Subject	2014-15			2015-16			2016-17					
	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	4	28			4	26			4	20		
Mathematics	4	17			6	10			4	10		
Science	6	12			7	10			6	8		
Social Science	4	29			5	18			4	24		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	90
Counselor (Social/Behavioral or Career Development)	4.00	N/A
Psychologist	0.80	N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	0.20	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	37443	37383	60	
District	N/A	N/A	\$5,013	\$75,808
Percent Difference: School Site and District	N/A	N/A	-98.8	
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-98.9	

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

**Types of Services Funded (Fiscal Year 2016-17)**

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>.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,600	\$47,808
Mid-Range Teacher Salary	\$76,351	\$73,555
Highest Teacher Salary	\$90,055	\$95,850
Average Principal Salary (Elementary)	\$111,903	\$120,448
Average Principal Salary (Middle)	\$114,058	\$125,592
Average Principal Salary (High)	\$138,454	\$138,175
Superintendent Salary	\$263,176	\$264,457
Percent of Budget for Teacher Salaries	37%	35%
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/>.

## Professional Development (Most Recent Three Years)

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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.