

# San Juan Unified School District

## Visions In Education Charter School

### 2008-2009 School Accountability Report Card

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Executive**

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#### School Profile

Visions In Education Charter School is a non-classroom, standards-based K-12 charter school that serves two distinct student populations, K-12 home school students and 9-12 independent study secondary school students in Sacramento County and its eight contiguous counties. Visions In Education Charter School is an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction. The K-12 Home School Academy supports the right of parents/guardians to educate their children within the home while the 9-12 Independent Study Academy serves high school students seeking a non-classroom-based environment that combines learning through real life experience with standard-based academic assignments.

Visions Statement: Preparing each student to succeed in a rapidly changing world.

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

Values: Learning, Relationships, Integrity, Accountability, Innovation, Respect, Service

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Visions In Education at (916) 971-7037.

#### Parent Involvement

Parents facilitate their child's learning in the Home School Academy with the assistance of a credentialed teacher. Credentialed teachers facilitate student learning in the 9-12 Academy with assistance from the parents. Parents also participate in field trips and class offerings. Parents are also represented on the Visions In Education Charter School Advisory Board.

#### Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

#### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	5.6%
American Indian	1.1%
Asian	2.2%
Caucasian	75.1%
Filipino	2.2%
Hispanic or Latino	13.0%
Pacific Islander	0.6%
Multiple or No Response	0.3%

#### Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	60	68	92
1st	88	74	81
2nd	83	95	101
3rd	83	108	109
4th	85	89	111
5th	85	92	99
6th	86	85	117
7th	86	101	103
8th	87	100	112
9th	221	204	205
10th	423	370	363
11th	677	663	588
12th	866	952	928

## Discipline & Climate for Learning

Students at Visions In Education are guided by specific rules that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the school's parent/student handbook and the district's parent handbook, which is provided to new students when they enroll and provided to returning families at the beginning of each school year.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	11774	12199	10866
Suspension Rate	0.0%	0.0%	0.0%	24.6%	25.7%	23.0%
Expulsions	0	0	0	191	142	140
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.3%	0.3%

## Teacher Assignment

Visions In Education Charter School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Visions In Education had 143 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	149	143	138	2297
Without Full Credentials	0	0	0	48
Working Outside Subject	0	0	0	4

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions			

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2007-08 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	92.7%	7.3%
High-Poverty Schools in District	80.4%	19.6%
Low-Poverty Schools in District	94.6%	5.4%

## Counseling & Support Staff

It is the goal of Visions In Education to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:428. The table lists the support service personnel available at Visions In Education.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Counselor	7	7

## Staff Development

Professional development is a key part of the continuous improvement process for educators. Monthly teachers and site administrators participate in a variety of professional development opportunities. Staff collaboration and training is planned by site leadership teams.

Many teachers and administrators also take advantage of opportunities with SCOE, CDE, the college/university programs, state/national education organizations, and private educational institutes.

Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) school-identified goals. Professional development addresses content standards, teaching strategies with independent study students, working with home school families, curriculum, assessment, technology, and leadership. Administrator training is provided on site and through various classes offered through CDE, SCOE, colleges and universities, national and state organizations, charter school organizations, and conferences. Mentor teachers are available to support and train new teachers and struggling teachers.

## Instructional Materials

San Juan Unified School District held a public hearing on October 13, 2009, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking

## Additional Internet Access/Public Libraries

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 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.

## Physical Fitness

In the spring of each year, Visions In Education is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). The table below shows the student's performance on the fitness test in 2008-09.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.5%	37.9%	38.8%
7	15.8%	28.9%	40.4%
9	15.8%	33.7%	30.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	32	34	40	50	51	54	43	46	50
Mathematics	17	20	22	45	47	49	40	43	46
Science	19	27	33	45	52	55	38	46	50
History/Social Science	12	12	20	36	39	44	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	25	9	10	10
American Indian	44	14	*	*
Asian	38	26	22	17
Filipino	60	51	58	29
Hispanic or Latino	26	11	20	12
Pacific Islander	31	23	*	*
Caucasian	43	24	38	23
Males	38	23	39	25
Females	42	21	28	17
Socioeconomically Disadvantaged	31	13	23	15
English Learners	6	3	5	2
Students with Disabilities	22	14	15	6
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	3	3	
Similar Schools Rank	1	3	1	
All Students				
Actual Growth	2	8	34	696
Socioeconomically Disadvantaged				
Actual Growth	-15	29	35	644
Hispanic or Latino				
Actual Growth	8	14	26	642
Caucasian				
Actual Growth	3	5	35	707
English Learners				
Actual Growth	34	-8	8	608

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		No	

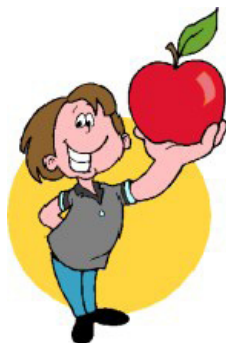
## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2009-10)	-	Year 2
# of Schools Currently in PI	-	9
% of Schools Identified for PI	-	11.69%

## Safe School Plan

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 and has a responsibility for updating our comprehensive safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures.



## School Facilities

The central program of Visions In Education Charter School occupies leased office buildings in Carmichael. The facilities are well maintained, and the facility provides adequate space for administrators and office staff members. Parking is adequate. Visions In Education Charter School also leases learning centers in Jackson, South Lake Tahoe, and Carmichael.

School Facility Conditions				
Date of Last Inspection: 12/18/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## District Expenditures

San Juan Unified spent an average of \$8161 to educate each student (based on 2007-08 FY audited financial statements). 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	-
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

## District Revenue Sources

In addition to general state funding, Visions In Education receives state and federal funding for the following categorical funds and other support programs: School Improvement Block Grant, Economic Impact Aid.



## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,336	\$42,065
Mid-Range Teachers	\$70,764	\$67,109
Highest Teachers	\$83,464	\$86,293
Elementary School Principals	\$99,066	\$107,115
Middle School Principals	\$100,744	\$112,279
High School Principals	\$118,461	\$122,532
Superintendent	\$195,305	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.2%	39.4%
Administrative Salaries	6.2%	5.5%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	-
District	\$69,097
Percentage of Variation	
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	

## Data Sources

Data within the SARC was provided by San Juan Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

