



## SAN JACINTO VALLEY ACADEMY

480 N. San Jacinto Avenue  
San Jacinto, CA 92583

PH 951-654-6113 FAX 951-654-5457  
[www.sjvawolves.com](http://www.sjvawolves.com)

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To: Juan Penaloza, Principal on Special Assignment, San Jacinto Unified School District  
From: Penny Harrison, CEO, San Jacinto Valley Academy  
Subject: San Jacinto Valley Academy Charter Renewal Executive Letter

Dear Mr. Penaloza,

Thank you for our continuous collaboration together. Both in past years and now through the charter renewal application process. Enclosed is an executive summary highlighting examples of student services and programs and student achievements SJVA has earned, experienced, and provided on behalf of the students, families, and our community. Since our prior renewal, SJVA has transformed its past student performance levels and programs to even greater heights. Based on the totality of the information provided we are requesting SJUSD's renewal of SJVA's charter.

### **San Jacinto Valley Academy Charter Renewal**

SJVA's Charter Renewal application addresses the 15 elements of California's Education Code: 1) Educational Program; 2) Measurable Pupil Outcomes; 3) Methods by Which Student Outcomes Will be Measured; 4) Governance; 5) Employee Qualifications; 6) Health and Safety; 7) Racial and Ethnic Balance; 8) Admissions Requirements; 9) Annual Financial Audit Process; 10) Suspension and Expulsion Policies; 11) Employee Benefits; 12) Attendance Alternatives; 13) Return Rights of Employees; 14) Dispute Resolution Procedures; and 15) Procedures for Closing.

Additional information regarding SJVA's progress is in the annual School Accountability Report Card (SARC), the school's California School Dashboard, and SJVA's Western Association of Schools and Colleges (WASC) report resulting in a full 6-year accreditation.

We look forward to your review of the information and are pleased with the past years' gains and academic progress. SJVA continues to focus on further improvement and multi-year goals as indicated in the Local Control and Accountability Plan (LCAP).



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### Overview

Since the last charter renewal, 5 years ago SJVA has continued its progress in academic growth through its Learning Partnership Agreement (LPA), a joint and collaborative effort between students, parent(s)/guardian(s), families, schools, and the local, and global communities. Understanding the potential opportunities and vision for the future ahead, SJVA's Board, staff, students and families work collectively to create a positive school culture.

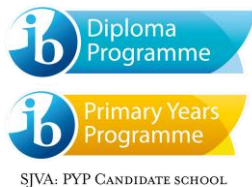
SJVA has rallied the momentum of transformation that accompanied the further development of the high school and student achievement in the IB Diploma Program. SJVA is now implementing a carefully constructed, strategic LCAP action plan designed to encompass the diverse needs of the SJVA school community. The implementation process of the IB Diploma Program at SJVA marked a dramatic paradigm shift and elevation of academic standards, expectations, learning, and achievement. Given the comprehensive, rigorous IB Diploma requirements, SJVA undertook a tremendous challenge to overhaul our school program offerings to facilitate student engagement and elevate students' academic preparation. Every year, as more SJVA students earn IB Diplomas, IB Subject Area Certificates, Biliteracy Diplomas, Gold State Awards, while experiencing a life-changing course of academic preparation and personal development, earning valuable university credits, and saving families college tuition money, the tone is set that these goals aren't just lofty academic dreams, but, rather the new SJVA academic reality of students, friends, their families as well as the local and global community.

In the charter application the story of SJVA is shared; the growth, development, dedication to goals, SJVA's community, and commitment to all students through continued program refinement.

SJVA is providing high-quality, research-based approaches to teaching and learning which have empowered students academic foundation and growth to actually make progress towards and achieve at the highest levels of internationally IB Diploma Programme authorized curriculum standards in tandem with California State Standards and goals. This successful growth has not just been in number, size, and/or quantity, but most importantly, recognized growth in overall quality. SJVA's accomplishments are clearly rooted in the caring community of students, families, and educators dedicated to making SJVA a place



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where we will work collaboratively through the LPA to strategically support student learning. SJVA's focus is to continue to be effective and engage in instruction at all levels, with the singular focus of supporting the development of our students and for the benefit of our local and global communities.

### **International Baccalaureate Diploma (IB 2011) and Primary Years Programme (PYP 2019)**

The last 5 plus years, San Jacinto Valley Academy has been developing and implementing the International Baccalaureate Diploma Programme and IB Primary Years Programme with great success. Those familiar with IB language and vision will observe the striking parallels between content of an Academy as described by Plato and SJVA's unique identity and vision for the IB diploma and Primary Years Programme: the spirit of student-driven inquiry and priority of knowledge-based questions, the idea of the development of whole human persons as members of global community, the encouragement of scholarly discipline and rigor across a wide spectrum of different areas of knowledge.

An IB Programme has the potential of becoming a secondary, elite, or auxiliary part of SJVA's high school learning community—something different or added on top of what the school is all about. But, the word “Academy” in the school's name says a great deal and stands for an important truth. Those unique, interesting, and most challenging aspects of the IB program, from TOK to CAS hours and “academic writing,” represent the core, the heart and soul of what the whole school is about. In other words, IB helps us put the “Academy” in the San Jacinto Valley.

### **International Baccalaureate (IB) Diploma Programme**

SJVA's IB Diploma Programme has continued to expand and improve. The current IB Diploma Program curriculum offered includes: Group 1 Language A-Literature HL, Group 2 Language B-Spanish SL, Group 3 History of the Americas HL, Group 4 Biology SL, Group 5 Math Studies SL, and Group 6-Theater HL. SJVA provides the Core Components of the Diploma Program: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and Extended Essay (EE) by IB Diploma trained teachers. All courses employ the most current curriculum required by International Baccalaureate Organization (IBO), with teachers utilizing official resources from the Online Curriculum Center (OCC), Program Resource Center (PRC) and Oxford Course Companions. Administration and all IB teachers have attended at least



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1 IB training within the last 5 years; however, most have attended multiple category trainings, as well as workshops and conferences. This significant investment in professional development reflects SJVA's commitment to ensure that our IB Diploma Program implementation is current and utilizing the most effective strategies and resources to deliver curriculum instruction.

All students are offered access, and many participate in the IB Diploma Program. The SJVA School Board, administration, and staff promote the IB Diploma Program as being "inclusive." All SJVA students are encouraged to enroll and participate as either a full "IB Diploma Candidate" or as "IB Course Candidate." Since many students would be unable to afford the cost of IB assessment fees, SJVA has taken the extraordinary effort to sponsor the testing fees for all students. The IB Diploma Program and its courses are recognized by most colleges and universities. SJVA students receive university credit at various levels depending on their college, major, and exam scores.

### **International Baccalaureate (IB) Primary Years Programme**

From being an IB Diploma school, in the 2016-2017 school year, SJVA moved to further its IB academic program and committed to become a fully authorized IB Primary Years Programme (IB PYP) to serve elementary students. In the 2017-2018 school year, SJVA became an IB PYP Candidate School which is a three-year authorization process. The IB PYP curriculum model is dependent on a commitment and belief about how children learn; encapsulated most clearly in the constructivist and inquiry-based approach. The central philosophy to the IB PYP program is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. The IB PYP curriculum is concept-driven based on these eight key concept units: What is it like? How does it work? Why is it like it is? How is it changing? How is it connected to other things? What are the points of view? What is our responsibility? and How do we know? These key Concepts shape the extended, structured inquiry (Units of Inquiry) and these units are taught throughout the year at all grade levels by all teachers.



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In the 2017-2018 school year, a full-time IB PYP Coordinator was added to serve as a pedagogical leader, act as a liaison between teaching staff and the IB organization, ensure proper implementation of the PYP, and manage the curriculum review and development. During this same year, to continue to meet and support staff needs and interests, a part time co-coordinator was designated as 50% IB PYP and 50% in the classroom to assist with IB PYP trainings and teacher support. For the 2018-2019 school year, both the IB PYP Candidate School Programme Coordinator and the IB PYP Co-Coordinators are full-time positions.

### **K-12 Music Program: For Credit and Extracurricular Classes/Clubs**

The San Jacinto Valley Academy music program is comprised of both during school (for credit music classes) and after school (extracurricular music classes). San Jacinto Valley Academy offers instrumental music, choir, musical theater, and band to all students in grades K-12. All the music programs at San Jacinto Valley Academy are free to students. Instruments are often provided. The for-credit portion of the San Jacinto Valley Academy Music Program consists of band, choir, strings, and elementary music.

San Jacinto Valley Academy Music Program consists of guitar, strings, piano, choir, musical theater, percussion ensemble, jazz ensemble, rock band, audio engineering and digital music production, music theory, and music composition. Since 2014, SJVA has continued to further develop the music program in to what it is today: a complete music education experience which combines for-credit classes during the school day with free co-curricular applied music classes after-school. Regardless of grade or skill level, SJVA students can access music education and apply their learning to live performances and studio recording sessions.

### **Parent Engagement**

Over the years we actively involve and seek input from parents/guardians in school decision making by appointing representatives to our governing board and advisory committees. We currently have three parent representatives on our governing school board. The parent representatives attend all



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school board meetings and provide effective and meaningful input in the decision-making process. We also have parent representatives on both our Site Advisory Committee (SAC) and Parent Advisory Committee (PAC). These representatives provide input and feedback on multiple subjects, including effective school-to-home communication processes, school website and calendar, upcoming events, and updates on the LCAP goals and metrics. In addition, parents participate at special schoolwide events such as the Harvest Festival and Cultural Night. Parent representatives are appointed each school year to both the school board and advisory committees through an application and interview process. We believe the active involvement of parent(s)/guardian(s) is valuable to students and school wide achievement. Parents are also very valuable, contributing members of the SJVA school board, PAC, SAC, and ELAC committees and give important feedback to support the Learning Partnership Agreement, through the annual LCAP survey.

### **Smarter Balanced Assessment Consortium (SBAC): Following CA Department of Education Lead**

SJVA has been in alignment with the State direction for testing, curriculum, data, and achievement goals for grades TK-12. SJVA has focused on implementing the summative state testing for Grades 3-8 and 11<sup>th</sup> Grade. SJVA has implemented strategies and provided support to prepare students for growth and success. Curriculum aligned with state standards was purchased and implemented in all grade levels. SJVA has made a commitment to providing ongoing professional development from multiple agencies to support teachers and faculty with the alignment of local assessments, instruction, and classes to meet the rigorous demands of both state standards and adaptive, computer-based exams. SJVA's results have consistently been at over above the state and local school levels. SJVA's academic results on SBAC have consistently been at achievement levels that have exceeded those of state and local area schools.

### **A-G Course and Graduation: Expansion of College and Career Readiness Focus**

Each year, since 2014, San Jacinto Valley Academy counselors have maintained a 100% rate of high school seniors enrolled in UC/CSU and/or A-G approved courses. In order to achieve this, it is essential for each student, counselor, parent/guardian to develop his/her own graduation and post-



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secondary plan (4+ Year Plan). This Four Year Plus Plan addresses each student's individual needs, interests, and assures each student is meeting the A-G requirements for timely graduation. Through the Four Year Plus Plan, students are informed and provided updates about UC/CSU timelines, admissions criteria, scholarships, applications, approved IB and Ap courses for college credit. Counselors continuously follow up with students on their progress and offer alternative options and strategies for Four Year Plus Plan success. Counselors, Teacher Advisors, Deans, and Teachers all play a key role in the success and growing percentage of students completing courses required for UC/CSU admission.

### **Strong, Successful Focus on Average Daily Attendance (ADA): 98%+**

SJVA has set a goal of maintaining 98% attendance schoolwide. For past years, SJVA has achieved a schoolwide average daily attendance percentage of 98% plus! SJVA achieved ADA of 98.8% for the school year 2017-18. When circumstances arise that require a student to be absent, students can utilize the Independent Study Program to recover ADA by completing teacher assigned course work. The ongoing achievement of the ADA goal is a school wide pride point!

### **SJVA's Focus on Achievement, Assessment, and Accountability Continues with Additional Technology and Data Program Support**

SJVA student and school wide progress is a team approach! SJVA student progress towards achieving academic standards and multiple schoolwide learner goals are communicated to the community, ie. Local/global, school board, staff, parent(s)/guardian(s) groups, and students in a variety of ways throughout the school year to support the Learning Partnership Agreement and to recognize progress and achievement made together. Benchmark results and assessment analysis are reviewed by the Board Members, School Leadership Team (SLT), and SJVA staff to actively engage together in the schoolwide planning, support, assessment, and monitoring process. Feedback and critical analysis help guide instruction, curriculum, and reflection in improving the success of all student progress. At SJVA, parents and students are involved in the monitoring of academic progress with their respective teachers throughout the year using bi-monthly progress reports, report cards, student-parent conferences, Google Classroom, Remind, emails, and Aeries portal access. Student results for SBAC, California Physical Fitness, and attendance results are included in the Aeries Parent Portal. SJVA strongly believes that providing students



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and parent(s)/guardian(s) a variety of convenient opportunities to be continuously well-informed reinforces monitoring student progress together which improves the student review process and quickly identifies areas of academic progress, strength, need, and/or interests. For example, SBAC results, MAPS testing, and Achieve3000 Lexile level and data analysis are jointly communicated on each student's report for all parties for each student to identify and guide support in areas of reading, writing, and mathematics. SBAC results for other core areas are also provided and included in each student's Aeries portal. CELDT/ELPAC testing is also reviewed by staff and Student Leadership Team to identify and support all English Language Learners.

SJVA utilizes a variety of assessments to determine student academic growth, performance levels, and progress towards achieving the academic standards and schoolwide learner outcomes. Assessments such as quizzes, tests, writing assignments, and other assessments teachers administer throughout the year directly relate to classroom and LCAP instructional goals. Using assessment results, teachers identify and support areas of student comprehension by re-evaluating curricular objectives and instructional approaches. In addition to our benchmark assessments, SJVA teachers in all grade levels utilize a variety of assessment strategies E/LA, math, and other core subjects to best fit the academic needs of students, addressing the strengths and needs of students in sub groups concurrently. Schoolwide incorporation of technology, online assessments, and additional instructional support resources have improved instruction and increased academic progress monitoring of all students. Technology access and online support resources assist English Language Learners in the classroom. Students (ELLs) are provided with additional instructional support in reading comprehension, writing, and mathematics skills. SJVA teachers incorporate project-based instructional strategies and assessments which emphasize real life performance-based tasks that give students an opportunity to share what they have learned and reflect on a higher-level of thinking. Electronic portfolios capture significant learning progress and are maintained throughout the year by students, Grades 6-12. Using a variety of well-aligned assessments to curriculum, State core standards, SBAC, MAP, and instructional materials, teachers can better achieve academic standards and schoolwide learner outcomes for all students.



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The School Leadership Team and School Board provides leadership, recognition, support, and overall stewardship of the schoolwide goals, LCAP, LCFF, to ensure annual LCAP goals, focus, maintenance, and achievement for all students is central for all staff.

SJVA, with the support of the local, regional, state, and global communities, uses multiple performance indicators and assessments to promote and monitor student progress and achievement. These indicators provide data reports which are used to inform, assess, and guide next steps for continuously increasing achievement of academic standards and goals, the college and career readiness focus, and the schoolwide learner outcomes. Assessment analysis by the Schoolwide Leadership Team (SLT) helps to continually improve, plan, allocate LCFF resources to effectively meet students' goals for increasing performance, expand program and Response to Intervention services through the LCAP, student and program results, grow in professional leadership, and allocate staffing resources to effectively meet student strengths, interests, and needs. As a result of the assessment review process, new curriculums and resources have been implemented to focus on reinforcing further student achievement of academic standards and schoolwide learner outcomes. In grades TK-8, ELA and math curriculums have been modified to further individualize student's learning and adopted to improve student learning, reading comprehension, writing, and math skills. In Grades 9-12, SJVA has allocated resources to support the Achieve 3000 program for reading comprehension and writing support. In addition, two additional programs for all students have been acquired, Math XL and Khan Academy, as online assessments to provide additional instruction, multiple modalities for teaching and learning, use of technology, immediate learning and assessment feedback, instruction, practice, and reinforcement of mathematics skills. Analysis of assessment results have identified areas of weakness for English Language Learners and IEP students which have facilitated the allocation of technology and instructional support resources, such as subject area tutors, to support these students. Stakeholders, such as Board Members, teachers administrators, staff, parent(s) / guardian(s), and students, continue to support SJVA's results-driven continuous planning



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process in order to best meet the academic needs of all students.

### *Educators Assessment Data Management System (EADMS)*

San Jacinto Valley Academy (SJVA) uses an electronic collection program, “Educator’s Assessment Data Management System” (EADMS) to create, collect, disaggregate, and analyze Benchmark Tests. Students are administered Benchmark Tests every 12 weeks throughout the school year. EADMS was implemented at the beginning of the 2013 academic school year as a progress monitoring assessment tool. SJVA has found it to be extremely effective in both the collection and analysis of data and in the development of standards-based assessments to address subject area progress.

### *NWEA Measure of Academic Progress (MAP)*

In 2015-2016 school year SJVA also incorporated the MAP electronic collections program. MAP replaced the EADMS benchmarks for English / Language Arts and mathematics. MAP closely aligns with student performance results on SBAC. MAP data serves as an early indicator of the Spring SBAC results. Using both MAP and EADMS helps to address and improve learning for all students.

### *The Smarter Balanced Assessment Consortium (SBAC): CA Departments of Education’s Assessment Program*

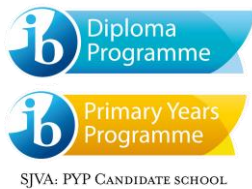
SBAC test is given to Grades 3-12 each spring to assess the progress of student learning levels statewide in the areas of mathematics and English / Language Arts. Staff analyses and reflects on the results to inform and drive instructional practices, provide intervention and acceleration opportunities.

### *History, Science, Spanish, Benchmark Testing: Important Core Subjects*

Pre, post, and benchmark testing show student progress and growth on a 12-week basis. SJVA has committed to an additional communication report for students and their families by expanding progress reports which are distributed every two weeks with required parent/guardian review and signature. Every two week progress report is used to determine sports eligibility, enrichment, and extended enrichment.



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SJAV has revised its CIF sports eligibility to exceed the minimum requirement from 2.0 GPA to 2.2 GPA for participation. This transformation is aligned with the concept of the Learning Partnership Agreement and is supported by parent(s) / guardian(s). The assessment data gathered from these assessments is broken down into different strands of information including standards mastered, standards not yet mastered, student proficiency levels, and overall whole class growth.

### ThinkCentral

Grades 1-5 utilize the online technology program ThinkCentral – Houghton Mifflin for English language-arts trimester assessments. This program is similar to EADMS, but it is directly aligned with our curriculum and state standards. It allows the teachers to analyze student progress on each standard and offers reteach strategies to help those that did not meet the standard. The students take the test on a computer and it gives teachers, students, and families immediate feedback which is very helpful in recognizing student programs. In addition, for Transitional Kindergarten and Kindergarten Raz Kids and Smarty Ants boost literacy and learning in English / Language Arts.

### Achieve 3000

Grades K-12 use Achieve 3000 to assess individual Lexile levels to support reading comprehension and writing skills. Achieve 3000 aligns with the MAP and SBAC assessments. Teachers, students, parents, and school leadership team structure on going weekly use of Achieve 3000 across the grade level to promote students learning progress for levels of response of intervention in both acceleration and remediation.

### Organizational Structure & Leveraging Teacher and Parent Leadership Capacity

SJVA expanded the School Leadership Team (SLT) in the 2015-2016 school year with additional teachers serving as Learning Community Coordinators (LCCs). They provide additional support to all grade level teachers. There is currently one Elementary LCC, two Middle School LCCs, and one High School LCC who are also members of the School Leadership Team which meets weekly. They are liaisons and help ensure ongoing and open communication and collaboration between school leadership classroom teachers, students, families, and the community.



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Starting in the 2016-2017 school year to the present, SJVA's organizational framework was restructured to include the designation and assignment of Deans for elementary, middle school, high school, Administration, International Baccalaureate (IB), Visual and Performing Arts program, and secondary education. There are currently three elementary Deans, two middle school Deans, two high school Deans, and two Secondary Education Deans who work with sixth-twelfth grade students, staff, and administration. The Deans are leaders among administration and liaisons between administration and faculty and serve as coordinators in the Student Success Team process, facilitate for teachers and LCC's in discipline issues, assist with data analysis, reporting, planning, and providers of general support for SJVA's students, families, teachers, and school programs.

### **Fiscal Management Continues to Be Sound**

SJVA has administration, a certified public accountant firm and staff assisting with fiscal operations, budgets, and management with administration and School Board on an ongoing basis. Budget reports are timely and Interim Reports are completed as required for local and State agencies.

SJVA School Board has selected recognized, experienced, and certified public accounting firms for external audit purposes and for collaboration on fiscal management systems and procedures throughout the year. The annual audit reports from the external accounting firm's reports that SJVA complies with audit procedures and criteria and has in place appropriate systems for fiscal operations, oversight, and fiscal management procedures.

SJVA has received annual audit reports from the highly qualified CPA firm, experienced with charter school auditing requirements and has been notified annually that the audit reports indicate that there are no findings or significant deficiencies in the past 5 years.

SJVA and SJUSD have been timely and collaborative with agreed upon communication and timelines regarding budgets, interim reports, and audits.

SJVA administration and business staff participates in ongoing professional development trainings from many well-recognized organizations for fiscal and program management such as CASBO, Charter School Development Center, CA Charter School Association, Riverside County Office of Education,



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Aeries, and other agencies to promote collaboration/communication with SJUSD administration and comply with County and State for continue sound fiscal sound management.

While we have highlighted here some of SJVA's progress and achievement, attached you have been provided a more detailed and lengthy report focusing on the charter renewal elements and student and program performance and achievements to support the cheater renewal application for an additional five year renewal for San Jacinto Valley Academy, established in 1997.

Sincerely,

Penny Harrison



Fully Accredited by the Schools Commission of  
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