



School Descriptions, Mission and Vision

The SLVUSD Charter School is a conceptual framework, serving as an umbrella for eight unique educational programs.

SLV Charter Home School, a K-12 program utilizing community-based education for home schooling with the assistance of credentialed teachers.

White Oak High School, a 9-12 alternative high school that uses classroom-based learning and small class sizes, offering flexible credits, but requiring personal responsibility.

Boulder Creek and Fall Creek Home Schools, two site-based K-6 home school programs that are flexible and responsive to individual student's needs.

Coast Redwood High School, a 9-12 alternative home school, high school, program designed to educate students through individualized learning plans, classes, projects, and distance learning.

Coast Redwood Middle School, a 6-8 site-based home school program that focuses on the social and academic needs of middle school students.

The Nature Academy, a science-based, hands-on curriculum designed for 6-8 grade students.

Big Sur Home School, a K-12 home school program located in Big Sur.

Our programs are highly individualized and personalized. There is an environment of respect between students, parents and staff that permeates all areas of academics and extra-curricular activities. The Charter School emphasizes a strong connection to the community at-large. Our parents are extremely active in each of the Charter School programs.

Our vision is to empower students to believe in their abilities and uniqueness, recognize their strengths and weaknesses, and to ask for support. Our small class sizes and school sites allow each student to receive support from every staff member.

Collectively the instructional programs use the standards and curriculum frameworks established by the State of California. The district's core curriculum includes language arts, mathematics, science, social sciences, physical education and the fine and performing arts. Materials and methods used in each setting are appropriate to the students' needs, abilities, and language proficiencies. A broad-based staff and parent commitment supports and enriches the instructional process and the school's programs.

School Profile

The SLVUSD Charter School petition is a conceptual framework, serving as an umbrella for 8 unique educational programs: A K-12 program utilizing community-based education for home schooling with the assistance of credentialed teachers; A 9-12 grade alternative high school that utilizes classroom-based learning and small class sizes, offering flexible credits, but requiring personal responsibility; Two site-based K-6 home school programs that are flexible and responsive to individual students' needs; A science-based, hands-on curriculum designed for 6-8 grade students; A 9-12 grade alternative high school designed to educate students through individualized learning programs, classes, projects, and distance learning; A 6-8 grade site-based home school program; and, a K-12 home school program.

Our school features staff dedicated to helping students achieve academically, socially and emotionally.

SLVUSD Charter is one of 5 elementary/middle/comprehensive high schools in the San Lorenzo Valley Unified. Curriculum is focused on developing mastery of the California State Standards through a personalized teaching and learning process. The school supports cultural awareness on a daily basis through its diverse literature selections, focus on community service, and community meetings.

During the 2007-08, 344 K-6th/7th-8th/9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

Student Enrollment by Ethnic Group

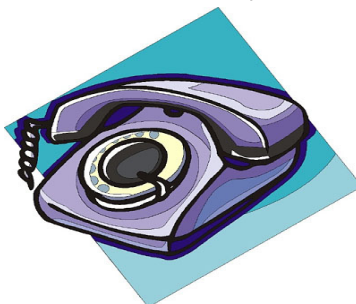
2007-08

	Percentage
African American	1.5%
American Indian	1.7%
Asian	1.5%
Caucasian	84.8%
Filipino	0.3%
Hispanic or Latino	1.7%
Pacific Islander	0.0%
Multiple or No Response	8.5%

Contact Information

Parents who are interested in supporting their child's site directly as a volunteer, participant in site level committees and/or classroom activity support should contact their school directly or the charter office at (831) 335-0932.

Parents or community members who wish to participate in district level leadership teams may contact the San Lorenzo Valley Unified at (831) 336-8852.



Parent Involvement

Our Charter school programs maintain a strong commitment to obtaining broad-based parental and student input on school policies and issues. Our intention is to honor all forms of parental communication, whether in writing, by telephone, email, or as oral expressions of interest or concern. Parents are encouraged to volunteer, visit classes and participate at their school site. In addition to participation at the school sites, parents are invited to participate in district-sponsored groups and activities.

San Lorenzo Valley Unified greatly benefits from its supportive parents who participate in district-wide committees and advisory teams. SLVUSD parents participate in the District Curriculum Council, GATE Advisory Team, District English Learner Advisory Team (DELAC), District Advisory Council, the District Arts Team, and the District Edu Tech Team. Parents are welcome to join district-wide committees as well as site-based groups to support student achievement throughout the district for our K - 12 students.

For more information on how to participate as a parent and/or community member, please contact the Instructional Services Office at (831) 336-8852.

Discipline & Climate for Learning

SLVUSD Charter students and staff are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of our discipline program is to create safe and effective learning environments for all students. All students in our programs are known well by the adults leading their educational plans. This intimacy is our most powerful plan for preventing misbehavior and building a positive culture of learning. In addition to small classes and strong student/staff rapport, students are also encouraged to participate in SLV District sports, clubs, and activities.

The district's Strategic Plan states: There will be an annual 10% reduction of recorded discipline incidents, a reduction in suspendable behaviors, and a reduction of expelled students.

Parents and students are informed of school rules and discipline policies through the Student and Parent Handbooks, which are sent home at the beginning of the school year. Families also receive updated information about the safe learning environments, as well as information on ways to support their child's behavior and learning, in regular newsletters from the sites.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	14	13	13	282	312	330
Suspension Rate	2.3%	3.7%	3.8%	7.7%	8.9%	9.3%
Expulsions	1	0	0	2	4	2
Expulsion Rate	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs are provided at each site. Please visit your child's school website to see the opportunities for student involvement. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area.

Athletic programs at the middle and high school are extensive and provide opportunities for all students to participate. Please visit the school's website to find the athletic schedule and contact information for the Athletic Directors. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements in the classroom and at school-wide recognition assemblies. Positive citizenship and leadership are also recognized during the school year.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from paraprofessionals (K - 5). The table below indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution											
Average Class Size			Classrooms Containing:								
			1-20 Students			21-32 Students			33+ Students		
06	07	08	06	07	08	06	07	08	06	07	08
19	13	13	4	2	3	-	-	-	-	-	-
17	18	7	2	2	5	-	-	-	-	-	-
16	16	15	1	1	2	-	-	-	-	-	-
Social	16	19	15	4	7	3	1	2	-	-	-

Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	53	21	18
1st	46	13	19
2nd	43	24	12
3rd	38	17	19
4th	44	14	13
5th	36	17	17
6th	44	37	42
7th	62	36	37
8th	80	35	36
9th	34	20	17
10th	33	36	35
11th	42	38	43
12th	43	41	35

Curriculum Development

All curriculum development in the San Lorenzo Valley Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Instructional Services to align with the state standards, district goals, and the statewide assessment program. During the 2007-08 school year, changes to the curriculum included: the adoption of the California Visual and Performing Arts Standards.

The SLVUSD Charter School instructional program applies the standards and curriculum frameworks established by the State of California in both home school and classroom-based programs. Materials and methods used in each setting are appropriate to the students' needs, abilities, and language proficiencies. A broad-based staff and parent commitment supports and enriches the instructional process and the school's programs.

The Charter's core curriculum includes language arts, mathematics, science, social sciences, and the fine and performing arts.

The Charter School maintains four technology labs. In the lab, the library or the classroom, students use a variety of technology to enhance their learning. Technology efforts include the purchase of additional software, classroom computers, and presentation tools. All classrooms, labs, and offices in the school have access to the local and wide area network.

The district has a Technology Plan that was approved in December, 2007 by the California Department of Education.

Instructional Materials

San Lorenzo Valley Unified held a public hearing on October 3, 2007, 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
K-12	English/ Language Arts	Houghton Mifflin/ McDougal Littell	2004	Yes	0.0%
K-12	Health	Glencoe (MacMillan/ McGraw Hill)	2004	Yes	0.0%
K-12	Mathematics	Harcourt	2004	Yes	0.0%
K-8	Mathematics	Saxon	2004	Yes	0.0%
K-12	Science	McGraw-Hill	2004	Yes	0.0%
K-12	Science Laboratory Equipment	N/A	N/A	Yes	0.0%
K-12	Social Science/ History	Houghton Mifflin/ McDougal Littell	2005	Yes	0.0%

In addition to textbooks, the charter uses a diverse selection of California Standards aligned instructional materials for home schooling and classroom instruction.

Additional Internet Access/Public Libraries

The SLVUSD Charter maintains five program-specific resource libraries and four computer labs. Our Charter also contributes to the other SLVUSD libraries, and is able to access resources at the school sites. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Felton and Boulder Creek, which contain numerous computer workstations.

School Facilities

The SLVUSD Charter School programs are located in SLVUSD district buildings and share the responsibility for maintenance and improvement of school facilities in collaboration with the district maintenance department and individual school sites. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs and work order requests necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 06/11/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/ Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year the district allocated \$115,000 for the deferred maintenance program. This represents .5% of the district's general fund budget. During the 2007-08 school year, the district's governing board approved deferred maintenance projects for the school, which included a roof project and general repairs at sites throughout the district..



Safe School Plan

Safety of students and staff is a primary concern of San Lorenzo Valley Unified. Schools in the district are in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each site works with the district and county to ensure that there is a Safety Plan at each site. All annual revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held annually. In the Spring of 2008, the Felton campus participated in a county-sponsored Code Red Drill; this experience provided some important practice and dialogue between the district and county that supports our commitment to physical safety for all students.

Students are supervised before and after school by certificated, classified and/or administrative staff. K - 5 students are supervised by classified staff at lunch; secondary students are supervised by certificated, classified and administrative staff during their lunch. There are two security support staff at the high school. At each school, there is a designated area for student drop off and pick up. Visitors are required to check in at the front office at each site.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

SLVUSD is committed to "leading the learning" and provides multiple opportunities for professional development throughout the year. Administrators, teachers and paraprofessionals participate in district wide trainings that support the use of best practices for instructional strategies, technology, content knowledge, and professional learning communities.

Each school site uses late start/early release days during the month to provide time for teacher collaboration. This time is used for a focused analysis of student achievement and collaborative planning on how best to support students who need remediation, enrichment, and more practice in specific areas of learning.

Counseling & Support Staff

It is the goal of San Lorenzo Valley Unified 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.

SLV elementary schools provide counseling services supported by categorical funds, grants and donations. The middle school provides counseling services through the California High School Exit Exam (CAHSEE) Intervention program. The focus for this program is to support academically at risk students, starting in seventh grade.

SLVHS counseling department includes two full-time counselors and a CAHSEE Intervention counselor.

The SLVUSD Charter provides academic and emotional support in collaboration with the school district. The chart below reflects district-wide support services.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	3	3.0
Counselor (7-8)	1	.5
Library Media Specialist	4	
Nurse	1	1.00

Teacher Assignment

San Lorenzo Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, SLVUSD Charter had 18 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines, and one teacher serving a second year under a university internship (who is scheduled to be fully credentialed in Fall 2008).

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	21	18	19	186
Without Full Credentials	5	2	1	5
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential, or is assigned to lead a course that is not authorized by the credential held.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. For the 2008-09 school year, the most currently available data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

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	94.0%	6.0%
District	97.3%	2.7%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.5%	3.5%

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 by 2012.

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

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	-	4	7	
Similar Schools Rank	-	1	6	
All Students				
Actual Growth	B	13	9	742
Caucasian				
Actual Growth	-	13	10	742

B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

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)

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



CAT-6

The Norm-Referenced Test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The following chart reflects the percentage of student scores at or above the national average (50th percentile) in reading and mathematics.

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
	Reading						Math					
	3			7			3			7		
	06	07	08	06	07	08	06	07	08	06	07	08
All Students												
School	45	77	67	83	86	83	34	54	45	73	94	75
District	59	68	62	69	72	72	65	68	69	69	71	64
State	37	38	38	46	47	49	55	56	56	50	51	52
Males												
School	15	*	*	74	85	79	23	*	*	74	95	71
Females												
School	69	*	*	90	88	86	44	*	*	72	93	77
Caucasian												
School	46	75	67	86	88	84	33	58	45	77	94	77

*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, and 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)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2		3		4		5		2		3		4		5		5										
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
All Students																											
School	41	63	0	31	35	45	69	45	0	51	58	0	35	69	0	26	33	25	27	36	45	16	8	0	37	33	0
District	55	60	55	51	51	56	64	65	72	66	64	67	64	70	71	61	62	72	52	57	77	59	53	71	48	59	72
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	39	*	*	15	18	*	67	*	*	50	*	*	39	*	*	23	33	*	27	*	*	28	*	*	39	*	*
District	47	59	49	48	44	55	56	65	66	62	58	66	61	73	76	73	65	71	54	64	74	68	52	76	50	61	75
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	44	*	*	44	*	*	70	*	*	50	*	*	31	*	*	29	*	*	26	*	*	0	*	*	36	*	*
District	63	60	63	54	61	58	70	64	83	70	68	68	67	66	66	51	60	73	51	50	80	52	55	65	48	59	68
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Caucasian																											
School	41	57	*	33	38	45	67	*	*	52	58	*	34	71	*	27	36	25	24	*	45	17	8	*	38	33	*
District	58	60	58	55	55	57	67	69	75	68	65	72	67	73	73	68	68	73	54	60	80	60	56	76	51	62	78
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

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

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts				Math				Science				Social Science								
	6		7		8		6		7		8		8		8						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																					
School	45	67	59	83	88	78	67	72	82	26	58	49	54	77	57	45	46	56	36	55	39
District	59	58	49	63	69	73	54	60	63	56	50	36	53	57	49	42	52	60	39	46	49
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	42	60	46	70	84	71	60	50	76	26	50	46	52	63	*	51	55	60	31	46	43
District	57	52	39	57	65	67	45	53	59	52	49	32	58	58	56	44	53	63	37	47	51
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	50	71	67	93	94	82	73	89	89	25	63	50	55	94	53	37	41	50	41	61	33
District	62	64	59	68	73	80	62	66	69	62	52	40	49	57	44	39	52	55	41	44	47
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Caucasian																					
School	48	64	57	84	88	77	75	70	84	29	53	46	55	76	56	49	42	53	40	52	38
District	62	61	51	65	71	76	57	60	66	61	51	36	55	58	53	45	52	60	42	45	50
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

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

California Standards Test (CST)																
Combined % of Students Scoring at Proficient and Advanced Levels																
	Language Arts						Social Science									
	9		10		11		10		11							
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
All Students																
School	37	64	50	43	28	52	33	42	26	10	12	27	20	22	12	
District	57	58	66	51	50	52	52	52	47	39	38	42	43	44	44	
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38	
Males																
School	26	42	*	29	30	37	18	31	28	15	9	13	19	20	24	
District	53	51	64	40	47	45	45	43	43	37	42	43	40	43	47	
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40	
Females																
School	53	85	*	60	24	69	50	53	23	7	15	46	20	*	0	
District	61	66	69	63	51	59	60	62	51	41	33	39	45	44	42	
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36	
Caucasian																
School	44	65	56	48	31	52	34	38	28	10	10	26	19	20	12	
District	60	60	67	55	52	54	54	51	50	41	40	43	45	45	47	
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51	

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

Physical Fitness

In the spring of each year, San Lorenzo Valley Unified 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). During the 2007-08 school year, 70% of the school's fifth/seventh/ninth grade students either met or exceeded state fitness standards (average) by scoring in the HFZ in 5 or more areas.

Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

	5th Grade	7th Grade	9th Grade
School			
School Overall	*	41.2%	33.3%
School (Boys)	*	41.7%	*
School (Girls)	*	40.9%	*
District			
District Overall	48.3%	45.6%	47.9%
District (Boys)	37.2%	45.7%	47.2%
District (Girls)	59.1%	45.5%	48.6%
State			
State Overall	28.5%	32.9%	35.6%
State (Boys)	25.5%	30.2%	36.7%
State (Girls)	31.6%	35.7%	34.5%

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

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	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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 district's 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.

Average Salary Information

Teachers - Principal - Superintendent

2006-07

	District	State
Beginning Teachers	\$30,934	\$37,916
Mid-Range Teachers	\$53,111	\$58,151
Highest Teachers	\$73,108	\$75,396
Elementary School Principals	\$88,845	\$91,086
Middle School Principals	\$90,146	\$95,220
High School Principals	\$99,125	\$101,661
Superintendent	\$140,126	\$136,091

Salaries as a Percentage of Total Budget

Teacher Salaries	32.0%	38.5%
Administrative Salaries	4.7%	5.8%

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 2006-07 financial statements).

Average Teacher Salaries

School & District

School	\$56,276
District	\$56,276
Percentage of Variation	0.00%

School & State

All Unified School Districts	\$59,271
Percentage of Variation	5.06%

District Expenditures

San Lorenzo Valley Unified spent an average of \$5508. to educate each student (based on 2006-07 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	\$6,805
From Restricted Sources	\$44
From Unrestricted Sources	\$6,762
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	27.59%

District Revenue Sources

In addition to general state funding, San Lorenzo Valley Unified receives state and federal funding for the following categorical funds and other support programs: Title I (K - 5 sites), Title II (Professional Development), Title V, EIA, School/Library Improvement Program, EETT (Technology), GATE, Art and Music Grant, Arts and PE Grant, Instructional Materials, ELAC (English Acquisition), School Violence/School Safety, TUPE.

Data Sources

Data within the SARC was provided by San Lorenzo Valley Unified School District, retrieved from the 2007-08 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.

School Leadership

The Charter has always endeavored to employ and retain a professional staff of the highest quality. All administrators are evaluated annually and are expected to prepare annual goals and objectives for themselves and their schools. The superintendent holds administrative staff accountable for the fulfillment of these goals.

Teacher Evaluation

The Charter administrator evaluates all probationary and temporary teachers every year. Once a teacher receives tenure, after two years of satisfactory service, he/she is evaluated every other year. All administrators who evaluate teachers receive training in observation and evaluation procedures. The District supports first and second year teachers by enrolling them in the Santa Cruz New Teacher Project. This program gives new teachers assistance in teaching methods and professional development. Teachers are encouraged to continue their professional development by taking college courses and other workshops related to their area of teaching. Teachers who take extra classes receive an increase in pay after approval by the superintendent.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law.

The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject

	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	-	-	-	-	-	-	60.0	66.2	52.9
Mathematics	-	-	-	-	-	-	45.8	59.7	51.3

CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	40.0	48.0	12.0	54.2	45.8	-
Male	53.3	33.3	13.3	53.3	46.7	-
White	43.5	43.5	13.0	50.0	50.0	-

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma.

For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or having received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

In 2007-08 the SLVUSD Charter school served 35 seniors, 33 of whom met all requirements for graduation.

Completion of High School Graduation Requirements

	School	District	State
All Students	95.5%	*	*

* Data was not available at the time of publication.

