

# San Lorenzo Valley Unified School District

## SLVUSD Charter School

### 2008-2009 School Accountability Report Card

**Jay Dunlap,  
Principal**

**School Address:  
325 Marion Ave.  
Ben Lomond, CA  
95005-**

**(831) 335-0932**

**Julie Haff,  
Superintendent**

**District Address:  
325 Marion Ave.  
Ben Lomond, CA  
95005-**

**(831) 336-5194**

**www.slv.k12.  
ca.us**

#### School Descriptions, Mission and Vision

##### *Our Mission*

SLVUSD Charter School provides Choice, Community, Personalization and High Quality Educational Opportunities designed to meet every learner's needs.

##### *Our Vision*

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

SLVUSD Charter School is one of the most experienced charter schools in Santa Cruz County. We hold the 25th charter granted in the State of California (currently there are more than 800 charter schools in California). Although our program was first chartered in 1993, two of our charter programs have existed for over 20 years. We are happy that four of the original eight drafters of the charter are still working with students and families in our schools.

We serve students of all ages (K-12). Our students join us with specific needs and educational backgrounds, from highly motivated/high achieving to those who are unsuccessful or unmotivated in traditional schools. Our school employs a variety of instructional models, including traditional classroom delivery and independent studies. Our learning community is divided into eight unique programs (or Titles) working together to provide the widest range of educational opportunities available anywhere in Santa Cruz County.

We are one of the five schools in the San Lorenzo Valley Unified School District (SLVUSD) [www.slv.k12.ca.us](http://www.slv.k12.ca.us). As a district charter school, our students enjoy participating in sports, music and activities with the traditional schools in our district. Our faculty and staff are employed by the SLVUSD and participate in the San Lorenzo Valley Teacher's Association (SLVTA), the California Teacher's Association (CTA) [www.cta.org/home.aspx](http://www.cta.org/home.aspx) and the Service Employees International Union (SEIU) [www.seiu.org](http://www.seiu.org).

##### *SLV Charter 25 Homeschool Program (Title 1)*

Our community-based homeschool program:

- \*Celebrates Diversity
- \*Designs inherent win-win situations
- \*Promotes education as an "out of classroom" experience
- \*Creates alternative "in classroom" experiences
- \*Supports collaborative education
- \*Builds healthy communities
- \*Provides publicly supported opportunities for all children.

#### Student Enrollment by Ethnic Group

2008-09

|                         | Percentage |
|-------------------------|------------|
| African American        | 0.9%       |
| American Indian         | 1.3%       |
| Asian                   | 0.9%       |
| Caucasian               | 82.6%      |
| Filipino                | 0.3%       |
| Hispanic or Latino      | 3.2%       |
| Pacific Islander        | 0.3%       |
| Multiple or No Response | 10.4%      |

**White Oak High School (Title 2)**

Our alternative high school classroom program:

- \*Vision is that a school can create an environment that is rich in educational opportunities; stimulating, challenging, and flexible in response to individual needs.
- \*Hope is to create a school in which the innate love of learning will never be lost. Instead, it will be encouraged, honored and significantly enhanced; creating, thereby, lifelong learners.
- \*Education is for students and families who wish a personalized educational program, willingly take responsibility for their own education, and are interested in alternative approaches to human growth.

**Boulder Creek Homeschool (Title 3)**

Our alternative classroom-based visual and performing arts elementary homeschool program believes:

- \*Children want to do their best; they have an innate love of learning.
- \*Cultured events and the use of visual and performing arts is the best way to encourage children's interests.
- \*Teachers can be positive mentors and provide inspiration for homeschool families.

We are:

- \*Teachers who collaboratively teach and support homeschool families with children grades K-5 who want the consistent support of a 2-day a week, multi-age classroom experience.
- \*Families who have chosen diverse methods of homeschooling in the way we learn at home. In the classroom we help to build a nurturing community environment.

**Fall Creek Homeschool: Trillium Learning Collective (Title 4)**

As an alternative classroom-based elementary homeschool program, our foremost intentions are:

- \*To guide and nurture the natural unfolding of the whole child in a developmentally based learning environment.
- \*To promote experiences which allow every child to learn successfully.
- \*To recognize and respect each child as an individual with a unique learning style, disposition and intelligence.
- \*To guide each child in becoming a self-motivated lifelong learner

**Coast Redwood Middle School (Title 6)**

Our alternative classroom-based middle school homeschool:

- \*We are students who are on the path to become independent learners, and want to help support a dynamic group of friends as co-learners.
- \*We are families who want to maintain a strong, homeschool relationship with their pre-adolescent children, and who are also willing to help support a fun and active class group by participating in camping, field trips, parent-taught courses and special activities.

**Coast Redwood High School (Title 7)**

A hybrid classroom, high school, homeschool, Coast Redwood HS serves students and families in grades 9-12 who want to become independent learners.

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

SLVUSD Charter School is one of 5 elementary/middle/comprehensive high schools in the San Lorenzo Valley Unified School District. 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 2008-09, 344 K-6th/7th-8th/9th-12th grade students were enrolled, with classes arranged on a traditional schedule calendar.

**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 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 |       |       |
|                 | 06-07                    | 07-08 | 08-09 | 06-07    | 07-08 | 08-09 |
| Suspensions     | 13                       | 13    | 1     | 312      | 330   | 123   |
| Suspension Rate | 3.7%                     | 3.8%  | 0.3%  | 8.9%     | 9.3%  | 3.4%  |
| Expulsions      | 0                        | 0     | 0     | 4        | 2     | 4     |
| Expulsion Rate  | 0.0%                     | 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 contact your teacher of record to learn about 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. The Charter 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.

**Enrollment By Grade**

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

|      | Enrollment Trend by Grade Level |         |         |
|------|---------------------------------|---------|---------|
|      | 2006-07                         | 2007-08 | 2008-09 |
| K    | 21                              | 18      | 16      |
| 1st  | 13                              | 19      | 12      |
| 2nd  | 24                              | 12      | 15      |
| 3rd  | 17                              | 19      | 11      |
| 4th  | 14                              | 13      | 18      |
| 5th  | 17                              | 17      | 13      |
| 6th  | 37                              | 42      | 38      |
| 7th  | 36                              | 37      | 38      |
| 8th  | 35                              | 36      | 41      |
| 9th  | 20                              | 17      | 13      |
| 10th | 36                              | 35      | 20      |
| 11th | 38                              | 43      | 34      |
| 12th | 41                              | 35      | 47      |

## 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 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 |    |   |
| 07             | 08                      | 09 | 07 | 08                     | 09 | 07 | 08             | 09 | 07 | 08           | 09 |   |
| English        | 13                      | 13 | 11 | 2                      | 3  | 3  | -              | -  | -  | -            | -  | - |
| Mathematics    | 18                      | 7  | 14 | 2                      | 5  | 2  | -              | -  | -  | -            | -  | - |
| Science        | 16                      | 15 | 12 | 1                      | 2  | 1  | -              | -  | -  | -            | -  | - |
| Social Science | 19                      | 15 | 15 | 7                      | 3  | 2  | 1              | -  | -  | 1            | -  | - |

## 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 districtwide 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.

## 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.

## 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. The middle school and high school have maintained the counselors at each site, despite deep cuts in the state budget. The support we provide to students ranges from academic support, emotional support and college readiness. Our counselors serve as instructional leaders and support for their sites. Each site also provides counseling services through Youth Services and other local agencies. These services supplement the support students receive at the middle school and high school. Elementary schools provide counseling through these agencies as well.

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
|                                     | Number of Staff | Full Time Equivalent |
| Counselor (7-8)                     | 1               | .5                   |
| 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 100% 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       | 18                        | 19    | 17    | 185      |
| Without Full Credentials | 2                         | 1     | 1     | 5        |
| Working Outside Subject  | 0                         | 0     | 0     | 0        |

|  | 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                       | 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. SLVUSD is proud that 100% of our teachers are highly qualified for the courses and grade levels they teach. 77% of our teachers are CLAD certified in K-12 classrooms.

|                                  | NCLB Compliant Teachers                                      |  |
|----------------------------------|--|--|
|                                  | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School                           | 70.0%  | 30.0%  |
| District                         | 96.7%  | 3.3%   |
| High-Poverty Schools in District | 0.0%   | 0.0%   |
| Low-Poverty Schools in District  | 96.7%  | 3.3%   |

## 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.

## 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.

## 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.

## 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 1, 2008, 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/<br>Language Arts          | Houghton<br>Mifflin/<br>McDougal<br>Littell | 2004          | Yes        | 0.0%      |
| K-12                       | Health                             | Glencoe<br>(MacMillan/<br>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<br>Laboratory<br>Equipment | N/A   | N/A           | Yes        | 0.0%      |
| K-12                       | Social<br>Science/<br>History      | Houghton<br>Mifflin/<br>McDougal<br>Littell | 2005          | Yes        | 0.0%      |

## Additional Internet Access/Public Libraries

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.

**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 2009-10, school year the district allocated \$91,000 for deferred maintenance program. This represents .5% of the district's general fund budget. During the 2008-09 school year, the district's governing board did approve deferred maintenance projects for the school, which included roof project and general repairs at sites throughout the district.

| School Facility Conditions                                       |                                  |      |      |  |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 04/13/2009                              |                                  |      |      |  |
| 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/<br>HVAC, Sewer)                        | X                                |      |      |  |
| Interior   | X                                |      |      |  |
| Cleanliness (Overall<br>Cleanliness, Pest/Vermin<br>Infestation) | X                                |      |      |  |
| Electrical   | X                                |      |      |  |
| Restrooms/Fountains  | X                                |      |      |  |
| Safety (Fire Safety,<br>Hazardous Materials)                     | X                                |      |      |  |
| Structural (Structural<br>Damage, Roofs)                         | X                                |      |      |  |
| External (Grounds, Windows,<br>Doors, Gates, Fences)             | X                                |      |      |  |

## 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.

## 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           | 58     | 58   | 58   | 58       | 59   | 64   | 43    | 46   | 50   |
| Mathematics                     | 38     | 37   | 36   | 43       | 47   | 51   | 40    | 43   | 46   |
| Science                         | 35     | 42   | 56   | 52       | 60   | 70   | 38    | 46   | 50   |
| History/Social Science          | 30     | 27   | 34   | 40       | 43   | 49   | 33    | 36   | 41   |

| California Standards Test (CST)    |                              |             |         |                               |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups                          |                              |             |         |                               |
| Subject                            | English/<br>Language<br>Arts | Mathematics | Science | History/<br>Social<br>Science |
| African American                   | *                            | *           | *       | *                             |
| American Indian                    | *                            | *           | *       | *                             |
| Asian                              | *                            | *           | *       | *                             |
| Filipino                           | *                            | *           | *       | *                             |
| Hispanic or Latino                 | *                            | *           | *       | *                             |
| Pacific Islander                   | *                            | *           | *       | *                             |
| Caucasian                          | 58                           | 36          | 54      | 34                            |
| Males                              | 50                           | 38          | 47      | 33                            |
| Females                            | 67                           | 35          | 63      | 35                            |
| Socioeconomically<br>Disadvantaged | 39                           | 29          | *       | *                             |
| English Learners                   | *                            | *           | *       | *                             |
| Students with<br>Disabilities      | 37                           | 27          | *       | 21                            |
| 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       | 4     | 7     | 6     |                       |
| Similar Schools Rank | 1     | 6     | 2     |                       |
| All Students         |       |       |       |                       |
| Actual Growth        | 13    | 9     | 28    | 764                   |
| Caucasian            |       |       |       |                       |
| Actual Growth        | 13    | 10    | 33    | 769                   |

## Federal Intervention Program

SLVUSD receives Title I Targeted Assistance funding. The two elementary schools receive the funding to support intensive literacy programs and support for students. Each site provides intervention and remediation support in and out of the classroom.

| Federal Intervention Programs   |           |           |
|---------------------------------|-----------|-----------|
|                                 | School    | District  |
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI                | -         | -         |
| Year in PI (2009-10)            | -         | -         |
| # of Schools Currently in PI    | -         | 0         |
| % of Schools Identified for PI  | -         | 0.00%     |

## 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). Results of school and district performance are displayed in the chart.

SLVUSD has committed to reaching the goal of 100% proficiency in ELA and Math by 2011 in our Strategic Plan. This goal reflects our focus on student learning and excellence. We acknowledge that it is through collaboration, a focus on learning and ongoing analysis of assessment data that we will collectively achieve this goal.

| 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             | Yes                     | Yes         | No                      | No          |
| API School Results             | Yes                     |             | Yes                     |             |
| Graduation Rate                | No                      |             | Yes                     |             |

## 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 2008-09 school year, 85-88% 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. This reflects a growth in achievement by 10% overall from the previous year.

| Percentage of Students in Healthy Fitness Zone |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
| Grade Level                                    | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5  | -                     | -                     | -                    |
| 7  | 11.8%                 | 14.7%                 | 50.0%                |
| 9  | 29.2%                 | 20.8%                 | 8.3%                 |

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

## Advanced Placement Classes

SLVUSD Charter encourages students to continue their education past high school. SLVUSD Charter offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

AP courses include: Government and Politics; U.S. History; Biology; Environmental Science; Calculus AB; Calculus BC; Physics C; Physics B.

These courses were added in 2008-09 and will commence in 2009-2010.

| Advanced Placement Classes        |              |            |
|-----------------------------------|--------------|------------|
|                                   | # of Courses | Enrollment |
| Fine and Performing Arts          |              |            |
| Computer Science                  |              |            |
| English                           |              |            |
| Foreign Language                  |              |            |
| Mathematics                       |              |            |
| Music                             |              |            |
| Science                           |              |            |
| Social Science                    |              |            |
| Totals                            |              |            |
| Percent of Students in AP Courses |              |            |

## UC/CSU Course Completion

Students at SLVUSD Charter School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

In 2008-09 SLVUSD Charter School added the following UC/CSU approved courses to our high school programs: Algebra 1, US Government and Politics, US History, Biology, College Prep Physics, and Honors Physics.

These courses will commence in 2009-2010.

| UC/CSU Course Enrollment   |            |
|--|------------|
|  | Percentage |
| % of Student Enrollment in Courses Required for UC/CSU Admission       | -          |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | -          |

*\* Duplicated Count (one student can be enrolled in several courses).*

## 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 |         |          |       |         |          |       |         |          |       |
|-------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
|                   | 2006-07 |          |       | 2007-08 |          |       | 2008-09 |          |       |
|                   | School  | District | State | School  | District | State | School  | District | State |
| English           | -       | -        | -     | 60.0    | 66.2     | 52.9  | 66.7    | 71.1     | 52.0  |
| Mathematics       | -       | -        | -     | 45.8    | 59.7     | 51.3  | 52.9    | 64.9     | 53.3  |

| CAHSEE By Student Group |                |            |          |                |            |          |
|-------------------------|----------------|------------|----------|----------------|------------|----------|
|                         | English        |            |          | Mathematics    |            |          |
|                         | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students            | 33.3           | 33.3       | 33.3     | 47.1           | 41.2       | 11.8     |
| Caucasian               | 33.3           | 33.3       | 33.3     | 47.1           | 41.2       | 11.8     |

## Completion of High School Graduation Requirements

For students who began the 2008-09 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.

The numbers in the table below refer to students who completed all high school requirements and the CAHSEE in four years. SLVUSD Charter School enrolls many high school students who are deficient in credits and do not complete high school in four years. Credit recovery and drop out prevention are hallmarks of our high school programs.

In 2008-09 we had 32 formal graduates, 3 students passed the CHSPE, 6 received an alternative home school Certificate of Completion, 5 transferred directly into Community College, 6 remain enrolled in school for a fifth year, and three students stopped attending school and did not enroll in another school.

| Completion of High School Graduation Requirements |        |          |       |
|---|--------|----------|-------|
|   | School | District | State |
| All Students                                      | 64.7%  | 92.3%    | *     |

*\* Data was not available at the time of publication.*

## Dropout & Graduation Rates

SLVUSD Charter School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. Our programs are designed to meet the needs of students who are at risk of dropping out of school, or who learn better in an alternative environment.

Elements of our programs that have proven to be effective at retaining and graduating students include: small class sizes, close personal relationships between staff and students, both classroom-based and independent studies opportunities for credit recovery, and the policy of issuing variable credits based on attendance and satisfactory academic performance.

| Graduation & Dropout Rates |        |        |        |
|----------------------------|--------|--------|--------|
|                            | 05-06  | 06-07  | 07-08  |
| Dropout Rate               | 2.60%  | 5.90%  | 6.90%  |
| Graduation Rate            | 94.30% | 90.90% | 75.90% |

## 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](http://www.cde.ca.gov).

| Average Salary Information               |           |           |
|--|-----------|-----------|
| Teachers - Principal - Superintendent    |           |           |
| 2007-08                                  |           |           |
|  | District  | State     |
| Beginning Teachers                       | \$32,085  | \$38,941  |
| Mid-Range Teachers                       | \$55,087  | \$59,686  |
| Highest Teachers                         | \$75,828  | \$77,828  |
| Elementary School Principals             | \$93,540  | \$94,258  |
| Middle School Principals                 | \$92,234  | \$98,271  |
| High School Principals                   | \$103,615 | \$104,869 |
| Superintendent                           | \$140,796 | \$142,247 |
| Salaries as a Percentage of Total Budget |           |           |
| Teacher Salaries                         | 36.4%     | 38.2%     |
| Administrative Salaries                  | 5.6%      | 5.9%      |

## 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                       | \$52,949 |
| District                     | \$59,042 |
| Percentage of Variation      | 10.32%   |
| School & State               |          |
| All Unified School Districts | \$60,994 |
| Percentage of Variation      | 13.19%   |

## District Expenditures

San Lorenzo Valley Unified spent an average of \$5508. 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                      | \$6,821     |
| From Restricted Sources                           | \$44        |
| From Unrestricted Sources                         | \$6,777     |
| District  |             |
| From Unrestricted Sources                         | \$2,339,538 |
| Percentage of Variation between School & District | 99.71%      |
| State   |             |
| From Unrestricted Sources                         | \$5,512     |
| Percentage of Variation between School & State    | 22.95%      |

## 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.

