

Livermore Valley Charter Preparatory High School

“LVCPHS will provide an exemplary college preparatory high school education.”

2010-2011 School Accountability Report Card

2451 Portola Avenue • Livermore, CA 94551 • (925) 456-9000



Serving Grades
Nine through Twelve

Management Team

Bill Batchelor
Chief Operating Officer

Lauren Kelly
Principal

Julie Lassig
Director of Development

Note

As a State Board of Education (SBE) school, Livermore Valley Charter Prep High School's program, resources, and administration are run independently from the Livermore Valley Joint Unified School District. Therefore, only school data is reported.



<http://lvcp.org>

<http://www.trivalleylearning.org>

Vision Statement

The Livermore Valley Charter Preparatory High School will provide a unique and exemplary educational environment that focuses on preparing each student for the challenges of adulthood in the 21st century. Our graduates will be skilled communicators, critical thinkers, and will demonstrate a commitment to values of self-discipline, integrity and responsibility. The School will foster our students to higher achievements by creating a partnership of ardent educators, staff and families.

School Profile

Livermore Valley Charter Preparatory High is a State Board of Equalization School (SBE) that opened its doors in fall 2010. The High School provides a college preparatory education in an individualized, creative, collaborative, experiential and emotionally supportive environment that challenges every student to reach his or her potential. Class sizes are between 22 to 25 students and can never exceed an average student to teacher ratio of 27:1, according to the High School's charter.

During the 2010-11 school year, 70 ninth grade students were enrolled at the school, with classes arranged on a traditional schedule. The program will progress the first graduating class of 2014 each year, while adding an incoming freshman class. The school at capacity expects to serve 540 students.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	2.9%
Asian	8.6%
Filipino	1.4%
Hispanic or Latino	18.6%
White	48.6%
Two or More	5.7%
None Reported	14.3%

Discipline & Climate for Learning

Students at Livermore Valley Charter Preparatory High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of school's discipline program is to encourage students toward becoming socially responsible citizens. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook sent home at the beginning of the school year.

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		
	08-09	09-10	10-11
Suspensions	N/A	N/A	4
Suspension Rate	-	-	5.71%
Expulsions	N/A	N/A	0
Expulsion Rate	-	-	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include drama, Hawk-Troniks robotics team, Math Club, Model United Nations, Orchestra, Jazz Band, The Hawk's Eye Newsletter, Spanish Club, and Student Council.

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 offered on campus include football, basketball, baseball, cross country, soccer, volleyball and cheerleading.

LVCP recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements, including Honor Roll, during spring awards assemblies.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Livermore Valley Charter Preparatory High School's main office at (925) 456-9000.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years. Livermore Valley Charter Preparatory High School opened its doors during the 2010-11 school year, therefore only that year's data is available.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
9th	N/A	N/A	70

Class Size

The table indicates the average class size by 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				
09	10	11	09	10	11	09	10	11	09	10	11	
By Subject Area												
English	N/A	N/A	14	-	-	5	-	-	-	-	-	-
Mathematics	N/A	N/A	12	-	-	6	-	-	-	-	-	-
Science	N/A	N/A	14	-	-	5	-	-	-	-	-	-
Social Science	N/A	N/A	14	-	-	5	-	-	-	-	-	-

Dropout & Graduation Rates

Livermore Valley Charter Preparatory High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. **Due to the school opening in the 2010-11 school year, graduation data is not available.**

Counseling & Support Staff

It is the goal of Livermore Valley Charter Preparatory High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:70. The table lists the support service personnel available at Livermore Valley Charter Preparatory High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Psychologist	1	0.25
Resource Specialist	2	1.5
Speech/Language Specialist	1	0.35

Parent Involvement

Livermore Valley Charter Preparatory High greatly benefits from its supportive parents who volunteer at various school events and support the several athletic and extracurricular programs on campus. Parents are encouraged to attend monthly Coffee with the Principal, and joining the Parent Teacher Student Group (PTSG)

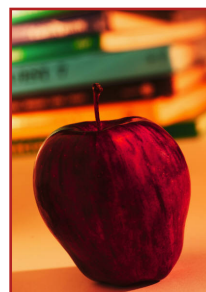
Staff Development

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. LVCP has eight staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. They also meet two hours per week for collaboration time, which they share best practices, review research and evaluate lessons and student work. They also discuss school-wide project based learning and technology integration.

Teacher Assignment

Livermore Valley Charter Preparatory High recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Livermore Valley Charter Preparatory High had seven fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status		
	School		
	08-09	09-10	10-11
Fully Credentialed	N/A	N/A	7
Without Full Credentials	N/A	N/A	0
Working Outside Subject	N/A	N/A	1



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. 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.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	N/A	0	0
Misassignments of Teachers (other)	N/A	0	0
Total Misassignments of Teachers	N/A	0	0
Vacant Teacher Positions	N/A	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 2006-07 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Instructional Materials

Livermore Valley Charter Preparatory High held a public hearing on June 24, 2010, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in January 2012 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
9th-12th	English	Prentice Hall	2010	Yes	0.0%
9th-12th	Math	Glencoe MacGraw Hill	2010	Yes	0.0%
9th-12th	Math	Holt, Rinehart, Winston	2010	Yes	0.0%
9th-12th	Science	CK-12	2010	Yes	0.0%
9th-12th	Social Studies	CK-12	2010	Yes	0.0%

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the City of Livermore, which contain numerous computer workstations.

UC/CSU Course Completion

Students at Livermore Valley Charter Preparatory High 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'.

College Entrance Info

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

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 2010-11 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 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/>. **Due to the school's opening in 2010-11 with the first freshman class, there is not data to report.**

Career Technical Education (CTE) Programs

Livermore Valley Charter Preparatory High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Livermore Valley Charter Preparatory High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Students at the school do not participate in CTE programs.

Advanced Placement Classes

Livermore Valley Charter Preparatory High encourages students to continue their education past high school. Livermore Valley Charter Preparatory High offers mid-level college courses where our students are dually enrolled in high school and college earning credit in both. Advanced Placement (AP) courses will be offered when necessary to supplement mid-level college. Mid-level college credit is recognized at the university level as college credit. For those students taking AP courses, a score of three, four, or five on the final AP exam, will qualify for college credit at most of the nation's colleges. Mid-level college and AP classes are typically offered to sophomores and above. AP classes are not yet offered at the school.

Physical Fitness

In the spring of each year, Livermore Valley Charter Preparatory High is required by the state to administer a physical fitness test to all students in grade 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).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	82.2%	-	-

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

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	98.6%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)						
Subject	School			State		
	2009	2010	2011	2009	2010	2011
English/Language Arts	N/A	N/A	73	49	52	54
Mathematics	N/A	N/A	40	46	48	50
Science	N/A	N/A	65	50	54	57
History/Social Science	N/A	N/A	59	41	44	48

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
School	73	40	65	59
Hispanic or Latino	59	14	55	55
White	82	55	67	69
Males	72	40	67	64
Females	76	40	63	50
Socioeconomically Disadvantaged	53	6	47	41

*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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. "B" means the school did not have a valid 2010 Base API and will not have any growth or target information.

The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	-	-	-
Similar Schools	-	-	-
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-	-	B

	Growth API			
	School		State	
	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	68	820	4,683,676	778
Hispanic or Latino	18	786	2,406,749	729
White	30	835	1,258,831	845
Socioeconomically Disadvantaged	14	712	2,731,843	726

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	
	English - Language Arts	Mathematics
	No	
Met AYP Criteria		
Participation Rate	Yes	Yes
Percent Proficient	Yes	No
API School Results	Yes	
Graduation Rate	N/A	

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
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2011-12)	-
# of Schools Currently in PI	-
% of Schools Identified for PI	-

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. **Due to the school's opening in 2010-11 with the first freshman class, there are no CAHSEE scores to report.**

School Facilities

Livermore Valley Charter Preparatory High was originally constructed in 1951, and was renovated in 2007. We use 26 classrooms, one multipurpose room/cafeteria, one library, one staff lounge, one computer lab, and one playground. Recent remodeling included the entire campus.

Cleaning Process:

The principal works daily with the custodial staff of one full-time and three part-time workers to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the corporate office for review.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are 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. Copies of the facility inspection are available in the corporate office.

Deferred Maintenance Budget

The State School Deferred Maintenance Program, 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. The school does not participate in the Deferred Maintenance Program.

School Facility Conditions

Date of Inspection: 05/24/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Safe School Plan

Safety of students and staff is a primary concern of Livermore Valley Charter Preparatory High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on July 1, 2011 by the School Safety Committee. All revisions were communicated to the 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 as needed. Students are supervised before and after school, and on breaks by teachers and classified staff. There is a designated area for student drop off and pick up. Visitors must sign in at the front office and wear a badge while on campus.

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov. **Due to the site opening during the 2010-11 school year, 2009-10 data is unavailable for comparison.**

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 2009-10 financial statements). **Due to the site opening during the 2010-11 school year, 2009-10 data is unavailable for comparison.**

Average Teacher Salaries	
School & District	
School	N/A
School & State	
All Similar Schools in State	N/A
Percentage of Variation	-

Expenditures & Services Funded

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. **Due to the site opening during the 2010-11 school year, 2009-10 data is unavailable for comparison.**

In addition to general state funding, Livermore Valley Charter Preparatory High School received state and federal funding for categorical, special education and support programs.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	N/A	N/A
Mid-Range Teachers	N/A	N/A
Highest Teachers	N/A	N/A
Elementary School Principals	N/A	N/A
Middle School Principals	N/A	N/A
High School Principals	N/A	N/A
Superintendent	N/A	N/A
Salaries as a Percentage of Total Budget		
Teacher Salaries	N/A	N/A
Administrative Salaries	N/A	N/A

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	N/A
From Restricted Sources	N/A
From Unrestricted Sources	N/A
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-

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