

# Executive Summary School Accountability Report Card, 2006-07

## *Boulder Creek Elementary School*

**Address:** 400 Lomond St., Boulder Creek, CA 95006  
**Principal:** Lynn Chappell

**Phone:** 831 338 6413  
**Grade Span:** K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

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Boulder Creek Elementary (K-5) is located in the heart of Boulder Creek in the Santa Cruz Mountains. The total student population is 467. The campus also houses a Home School Program that serves an additional 30 students and their families. Students come to BCE from the communities of Boulder Creek, Brookdale, and Ben Lomond. The student population is predominately Caucasian (82%), and also includes students from varied ethnic backgrounds such as Hispanic, Asian, African American, American Indian, and Pacific Islander.

The Mission of Boulder Creek Elementary School is to provide students with a nurturing and intellectually stimulating and challenging environment that ensures students' success throughout their future.

BCE will:

- \* Build a solid academic foundation for all students and promote a love of learning
- \* Create a caring community which honors diversity
- \* Prepare students for success by developing Lifeskills: confidence, self-esteem, responsibility, self-reliance, creativity, critical thinking, effective communication, and personal best

BCE teachers view all students as capable, creative learners. We recognize and acknowledge that all students are individuals who develop at different rates. Our teachers meet each student at his/her level and provide the scaffolding to support and encourage that child's intellectual and emotional growth. We structure our classroom environments to create experiences that foster children's natural curiosity and love of learning in a safe stimulating learning community. Our curriculum is balanced, integrated, and linked to prior knowledge and State standards.

### Student Enrollment

<b>Group</b>	<b>Enrollment</b>
Number of students	467
African American	1.1%
American Indian or Alaska Native	1.1%
Asian	.9%
Filipino	.2%
Hispanic or Latino	6.2%
Pacific Islander	0%
White (not Hispanic)	82.2%
Multiple or No Response	8.4%
Socioeconomically Disadvantaged	22.5%
English Learners	2.8%
Students with Disabilities	18%

### Teachers

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	26
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	2
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	3

## School Facilities

### Summary of Most Recent Site Inspection

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Construction of 6 new classrooms was completed in 2006. Additionally, 2 bathrooms were renovated and 2 classrooms were remodeled into a library with all new furniture. All classrooms in the main building received new carpeting, paint, and sinks. A new septic system was constructed on uppers. A new play structure was added to the upper playground in 2007.

All buildings meet Field Act standards. The fire department and District Safety Inspector inspect the facilities annually. There are 20 classrooms dedicated to regular education. There are additional rooms for the RSP, SDC, LSH, Reading Specialist, Computer and science programs. The multi-purpose room has a permanent stage and a capacity for 499. The library has over 13,000 volumes in its collection. The site also houses the Home School Program and YMCA childcare. The campus has 2 tennis courts, a baseball/softball field, 2 play structures, 2 asphalt play areas, and a large grass field.

### Repairs Needed

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N/A

### Corrective Actions Taken or Planned

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N/A

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	n/a
Health	n/a
Science Laboratory Equipment (grades 9-12)	n/a

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,320
District	\$7,009
State	\$4,943

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	63%
Mathematics	68%
Science	63%
History-Social Science	43%

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	859
Statewide Rank (from 2007 API Base Report)	8
2007-08 Program Improvement Status (PI Year)	NA

# School Accountability Report Card

## Reported for School Year 2006-07

*Published During 2007-08*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Boulder Creek Elementary School	<b>District Name</b>	San Lorenzo Valley Unified School Dist.
<b>Street</b>	400 Lomond Street	<b>Phone Number</b>	831 336 5195
<b>City, State, Zip</b>	Boulder Creek, CA 95006	<b>Web Site</b>	<a href="http://www.slv.k12.ca.us">www.slv.k12.ca.us</a>
<b>Phone Number</b>	831 338 6413	<b>Superintendent</b>	Julie Haff
<b>Principal</b>	Lynn Chappell	<b>E-mail Address</b>	<a href="mailto:julie.haff@slv.k12.ca.us">julie.haff@slv.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:lynn.chappell@bce.slv.k12.ca.us">lynn.chappell@bce.slv.k12.ca.us</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Boulder Creek Elementary (K-5) is located in the heart of Boulder Creek in the Santa Cruz Mountains. The total student population is 467. The campus also houses a Home School Program that serves an additional 30 students and their families. Students come to BCE from the communities of Boulder Creek, Brookdale, and Ben Lomond. The student population is predominately Caucasian (82%), and also includes students from varied ethnic backgrounds such as Hispanic, Asian, African American, American Indian, and Pacific Islander.

The Mission of Boulder Creek Elementary School is to provide students with a nurturing and intellectually stimulating and challenging environment that ensures students' success throughout their future.

BCE will:

- \* Build a solid academic foundation for all students and promote a love of learning
- \* Create a caring community which honors diversity
- \* Prepare students for success by developing Lifeskills: confidence, self-esteem, responsibility, self-reliance, creativity, critical thinking, effective communication, and personal best

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## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name- Jean Van Ausdall  
Alissa Nolan

Contact Person Phone- 831 338 6413

**BCE Parent Club-** The mission of the BCE Parent Club is to support all staff and students in fulfilling the school's mission. The Parent Club will:

- \* Raise funds to supplement and enhance student academic enrichment
- \* Provide opportunities for social interaction between the students, families, and staff of BCE
- \* Organize events to accomplish our fund-raising and social interaction goals
- \* Raise and maintain sufficient funds to fulfill the BCE Parent Club mission
- \* Act as a forum to raise and facilitate resolution of issues through communication and cooperation
- \* Work to strengthen our academic community, building on BCE's and SLVUSD's strong foundation

The Parent Club meets on the 1<sup>st</sup> Monday of the month starting at 6:30 PM

Contact Person Name- Marilyn Robustelli

Contact Person Phone- 831 338 6413

**BCE Site Council-** The BCE Site Council is comprised of parent and staff members. The Council meets monthly to oversee the implementation of BCE's Single Site Plan for Student Achievement and accompanying funds of over \$270,000. Members of the Council participate in rewriting the Site Plan every year. All family members are invited to attend to learn more about the school's curriculum, special programs, and categorical budgets.

The Site Council meets on the 3<sup>rd</sup> Wednesday of the month starting at 3:00 PM.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	78	Grade 8	n/a
Grade 1	82	Ungraded Elementary	n/a
Grade 2	80	Grade 9	n/a
Grade 3	64	Grade 10	n/a
Grade 4	84	Grade 11	n/a
Grade 5	79	Grade 12	n/a
Grade 6	n/a	Ungraded Secondary	n/a
Grade 7	n/a	Total Enrollment	467

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.1	White (not Hispanic)	82.2
American Indian or Alaska Native	1.1	Multiple or No Response	8.4
Asian	.9	Socioeconomically Disadvantaged	22.5
Filipino	.2	English Learners	2.8
Hispanic or Latino	6.2	Students with Disabilities	18
Pacific Islander	0		

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	3			20.3	3			20.3	3		
1	18.3	3			20.0	4			20.0	4		
2	19.0	4			20.0	2			18.3	4		
3	19.7	3			19.8	4			20.3	3		
4	27.0	3			24.7		3		31.5		2	
5	22.3		4		31.0		2		32.0		2	
6	26.3	1			30.5		2					
K-3	19.3	3			20.3	3			20.0	2		
3-4												
4-8	27.5		2		31.0		1		29.0		1	
Other												

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

**Date of Last Review/Update** September, 2006      **Date Last Discussed with Staff** September, 2006

The Safety Plan covers general safety and responses to specific crises. Procedures are in place for fire, earthquake, weather, and intruder emergencies. Safety drills are practiced monthly. Staff supervises arrival and dismissal times, and all recesses. Visitors and volunteers are required to sign in at the office.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	.019	.042	.025	.058	.034	.043
<b>Expulsions</b>	0	0	0	.001	.0005	.0008

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the safety, cleanliness, adequacy of the facility, the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Construction of 6 new classrooms was completed in 2006. Additionally, 2 bathrooms were renovated and 2 classrooms were remodeled into a library with all new furniture. All classrooms in the main building received new carpeting, paint, and sinks. A new play structure was added to the upper playground in 2007.

All buildings meet Field Act standards. The fire department and District Safety Inspector inspect the facilities annually. There are 20 classrooms dedicated to regular education. There are additional rooms for the RSP, SDC, LSH, Reading Specialist, Computer and science programs. The multi-purpose room has a permanent stage and a capacity for 499. The library has over 13,000 volumes in its collection. There are over 147 computers throughout the campus with 30 housed in the student computer lab. The site also houses the Home School Program and YMCA childcare. The campus has 2 tennis courts, a baseball/softball field, 2 play structures, 2 asphalt play areas, and a large grass field.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	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			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	33	28	26	170
Without Full Credential	0	2	1	8
Teaching Outside Subject Area of Competence	n/a	n/a	2	11

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	96	4
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	1.0	n/a
Psychologist	.5	n/a
Social Worker	0	n/a
Nurse	.25	n/a
Speech/Language/Hearing Specialist	1.0	n/a
Resource Specialist (non-teaching)	0	n/a
Literacy Specialist	1.0	n/a
Math Coordinator	.5	n/a
Computer Specialist (paraprofessional)	.5	n/a

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good Condition, Current, Sufficient	0
Mathematics	Good Condition, Current, Sufficient	0
Science	Good Condition, Current, Sufficient	0
History-Social Science	Good Condition, Current, Sufficient	0
Foreign Language	NA	
Health	NA	
Science Laboratory Equipment (grades 9-12)	NA	

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$6,320	\$1,718	\$4,602	\$56,283
<b>District</b>	n/a	n/a	\$7,009	\$56,753
<b>Percent Difference – School Site and District</b>	n/a	n/a	-34.33	-0.83
<b>State</b>	n/a	n/a	\$4,943	\$56,613
<b>Percent Difference – School Site and State</b>	n/a	n/a	-6.89	-0.58

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Intervention programs are coordinated through a variety of service providers supported by Categorical funds and supplemented by other funding sources. Categorical funds provide services from the following trained staff: one Reading/Literacy Specialist; 7 Reading Recovery teachers; Computer Specialist; and Instructional Assistants. Supplemental funding supports the following services/staff: one Resource Specialist (RSP) teacher; one Special Day Class (SDC) teacher; part-time Adaptive Physical Education Specialist; Behavior Specialist; Vision Specialist; Occupational Therapy Specialist; 3 Special Education Instructional Assistants; one Language, Speech, and Hearing (LSH) therapist; and one Math Coordinator.

The Reading/Literacy Specialist in conjunction with the Resource Specialist coordinates literacy intervention services. The RSP teacher also provides math intervention support. The Math Coordinator supports the math intervention program, which provides small group support outside the regular classroom for Title I students in grades 2-5. If there is space available, the Math Coordinator also supports struggling students who are not Title I program participants.

English Language Learners (ELL) are assessed using the CELDT for language proficiency by ELD staff. The Literacy Specialist, teachers, and instructional assistants using special materials to bridge the language gap in the academic areas provide ELL students tutorial assistance.

Title I students are identified through CST test results (grades 2-5), PBA (K-1), OS (1<sup>st</sup>), QRI (3-5), DRA (K-5), and District tests (math). Students identified as Title I receive specialized instruction and materials in the regular classroom and in collaborative and pullout programs in an effort to help students meet State Content Standards. Classroom teachers, the Literacy Specialist, Math Coordinator, Resource Specialist, LSH Specialist, Reading Recovery teachers, and Instructional Assistants implement this specialized instruction. Early intervention programs such as Reading Recovery, Early Literacy Groups, and programs such as Homework Club/Tutoring, and Math Club are offered to support students.

Students with special needs receive special education services through varied programs. Students who demonstrate academic difficulties related to learning disabilities are served through the Resource Specialist Program (RSP). The RSP teacher and Instructional Assistants work collaboratively in classrooms (grade levels K-5) and in pullout programs. For students with more intensive needs, a Special Day Class provides a learning environment for more than 50% of the school day. A Full-Inclusion model is also provided for students diagnosed with autism. The LSH Specialist serves students with language/speech difficulties. The LSH Specialist provides communication and language labs, and small group and individual therapy services. A School Psychologist provides service to the school 3 days per week.

All classrooms have 40 minutes of instructional assistant time per day. The assistants provide small group instruction in language arts and mathematics. The classroom teacher provides guidance to the assistant in order to ensure the appropriate support for individual students.

The Computer Specialist provides additional support to students in grades 2-5. In addition to word processing, the lab supports programs in reading, math, and research skills.

A five-week remedial summer school program is available to students identified as at-risk of retention and students whose IEP's include the additional support of summer school.

A School Projects Coordinator provides technical assistance in the implementation of all state and federal projects at the school site and performs a variety of maintenance activities required for program implementation.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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 a 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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,786	\$36,572
Mid-Range Teacher Salary	\$51,340	\$55,815
Highest Teacher Salary	\$73,108	\$70,985
Average Principal Salary (Elementary)	\$89,486	\$86,995
Average Principal Salary (Middle)	\$86,557	\$90,820
Average Principal Salary (High)	\$99,125	\$86,447
Superintendent Salary	\$134,152	\$128,495
Percent of Budget for Teacher Salaries	42%	39.3%
Percent of Budget for Administrative Salaries	4.77%	5.8%

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	63	55	63	58	57	58	40	42	43
Mathematics	65	44	68	46	44	43	38	40	40
Science	44	52	63	45	46	52	27	35	38
History-Social Science				46	40	40	32	33	33

### CST Results by Student Group – Most Recent Year

This 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	29	29	0	n/a
American Indian or Alaska Native	50	25	100	n/a
Asian	100	100	100	n/a
Filipino	100	100	n/a	n/a
Hispanic or Latino	35	47	0	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	65	71	64	n/a
Male	56	67	63	n/a
Female	70	70	63	n/a
Economically Disadvantaged	48	52	40	n/a
English Learners	0	43	0	n/a
Students with Disabilities	23	26	40	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

### **Norm-Referenced Test**

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 in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	62	64	62	60	59	68	36	37	38
Mathematics	71	78	75	64	65	68	54	55	56

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	0	0
American Indian or Alaska Native	0	0
Asian	n/a	n/a
Filipino	n/a	n/a
Hispanic or Latino	0	0
Pacific Islander	n/a	n/a
White (not Hispanic)	68	80
Male	49	51
Female	83	92
Economically Disadvantaged	42	50

English Learners	0	0
Students with Disabilities	31	44
Students Receiving Migrant Education Services	n/a	n/a

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	50.6

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	9	9	8
Similar Schools	5	7	5

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	8	0	19	859
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	4	15	870
Socioeconomically Disadvantaged	n/a	.22	55	785
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	12	32	739

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	n/a	Yes

## 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	n/a	n/a
<b>First Year of Program Improvement</b>	n/a	n/a
<b>Year in Program Improvement</b>	n/a	n/a
<b>Number of Schools Currently in Program Improvement</b>	n/a	n/a
<b>Percent of Schools Currently in Program Improvement</b>	n/a	n/a

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Dropout Rate (1-year)</b>	n/a	n/a	n/a	1.3	1.2	1.6	3.2	3.1	3.5
<b>Graduation Rate</b>	n/a	n/a	n/a	93.0	93.7	93.3	85.3	85.0	83.0

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The San Lorenzo Valley Unified School District is committed to improving student achievement by supporting teaching and learning in the classroom. Teacher leaders develop comprehensive and long-range staff development, which emphasizes professional collaboration while broadening the repertoire of instructional practices of Boulder Creek Elementary teachers.

- All teachers at BCE attend regularly scheduled staff meetings and trainings. These activities include large group meetings, grade level meetings, workshops, classroom observations and conferences. There are 20 staff meetings, 10 grade level, and 9 early out days per year. Additionally, there are 3 Professional Development and 3 teacher workdays per year. Professional development focuses on Site Plan identified academic goals of math, writing, and reading comprehension.
- The Literacy Specialist provides trainings in writing and reading strategies to teachers and paraprofessionals.
- Teachers attend outside workshops in small groups and then share new information with colleagues at meetings. Some of these outside workshops/trainings include: Silicon Valley Math Initiative (Noyce), Step-Up-To-Writing, District Standards and Assessment Summit, Rebecca Sitton Spelling, Data Director, CTAP, Literacy Centers, Reading Recovery Ongoing Training, and Small Group Reading Instruction.