

# Executive Summary School Accountability Report Card Reported for School Year 2006-07

*Published During 2007-08*

## Charter School At Bell Hill

Address:	342 South School Street, Grass Valley, CA 95945	Phone:	(530) 273-8723
Principal	Brian Martinez (2007/08 School Year)	Grade Span:	K-8

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, except the School Finances and School Completion data that are reported for the 2005-06 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

The Grass Valley Charter School offers a pre-kindergarten through eighth grade Charter School, which follows in the Expeditionary Learning Model of instruction. Any child may register. Grass Valley Charter School, which began in 1993, offers two types of programs. The Core Academics program is a classroom option, and the Discovery Studies program is a home schooling option. The Core Academics program is a pre-kindergarten through eighth grade classroom option with small classrooms where parental participation is welcomed. The Discovery Studies program offers expert guidance and enrichment classes with curriculum styles that may be tailored to individual needs. Home school students may choose to participate in a variety of small group classes including arts, dance, science, and more.

Student Enrollment	
Number of students	216
African American	0.46 %
American Indian or Alaska Native	4.17 %
Asian	0.0 %
Filipino	0.46 %
Hispanic or Latino	11.57 %
Pacific Islander	0.46 %
White (not Hispanic)	80.56 %
Multiple or No Response	2.31 %
Socioeconomically Disadvantaged	20 %
English Learners	4 %
Students with Disabilities	5 %

Teachers	
Indicator	Teachers
Teachers with full credential	13
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

# Executive Summary (continued) School Accountability Report Card Reported for School Year 2006-07

*Published During 2007-08*

## School Facilities

### 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	✓			

## 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	0%
Health	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,428
District	\$8,090
State	\$7,521

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	69%
Mathematics	69%
Science	51%

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	845
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	N/A

## Grass Valley Elementary School District

# Charter School

## 2006-2007 School Accountability Report Card

Published During 2007/2008

342 South School Street  
Grass Valley, CA 95945  
(530) 273-8723

Pre-Kindergarten through Eighth Grade

Steve Burns, Principal 2006/2007  
Brian Martinez, Principal 2007/2008

### Governing Board

Bonnie Taylor, President  
Paula Roediger, Clerk  
Frank Bennallack, Trustee  
Russell "Pat" Ingram, Trustee  
Thomas J. Pettitt, Trustee

### Administration

Jon C. Byerrum  
Superintendent  
Susan Clarabut  
Assistant Superintendent

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### Principal's Message

Grass Valley Charter School offers an innovative and exciting curriculum designed to ignite each child's innate passion for learning. Students' academic, emotional, physical and social needs are met in a cooperative and supportive environment. Class sizes, capped at 20 in the lower grades and 26 in upper grades, remain small. A warm family atmosphere prevails as students in older grades interact with younger students in the classroom and on the playground

Established in 1993, our school serves over 200 students and is part of a network of outstanding schools throughout the United States that have become Expeditionary Learning Outward Bound® Schools.

Expeditionary Learning Schools capture the power of *Outward Bound*® principles and utilize current national research about best teaching practices, combining them in the classroom to promote high academic achievement and character development. Expeditionary Learning harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge and courage needed to imagine a better world and to work toward realizing it. We emphasize active learning, collaboration, literacy, adventure, and teamwork. California state standards are embedded in rich curriculum, and ongoing high test scores are one measure of the success of this academic approach.

At GVCS our motto is "We Are Crew, Not Passengers." Students solve problems and surpass expectations when they know their work will benefit others. Service is at the heart of much of our learning. In the classroom, students quickly discover that each of us is both a learner and a teacher, and we can serve one another by sharing our knowledge and skills. The community built in the classroom spills over into school wide culture, and students in different grades cheerfully support other learners through shared lessons, demonstrations, and cross-age tutoring.

Learning expeditions often evolve into community service projects. A physical fitness expedition led to students raising funds for a local child whose health was threatened. The study of local watersheds directed students to work with experts and community leaders in an effort to clean up and preserve a neighborhood creek. Students taking part in the coyote expedition raised funds for a new wolf habitat at a local zoo.

On any given day, our students' learning explorations may take them outside the school grounds to do research in natural or historic areas, conduct interviews in local businesses, observe art displays and theatrical performances, collect data, or carry out a range of other fieldwork assignments. These fieldwork experiences differ from traditional field trips in that the expectation is that the fieldwork is directly connected to classroom learning. Fieldwork is preceded by, and followed with, rich history, science, writing, and art lessons.

Our service work, academic success, and adventures outside the classroom are all dependent on parent involvement. Our parents help us in the classroom, provide community expertise, act as chaperones during fieldwork, and help us in a myriad of ways. Parents of Grass Valley Charter School students are asked to join our learning community, and they love it!

## Principal's Message (continued)

The Grass Valley community is located in Nevada County, nestled among the flourishing forests that make an excellent outdoor recreation community. Just fifty miles northeast of Sacramento, Grass Valley is home to both the historic Empire Mine and was once California's richest gold mining town. Grass Valley's residents value its rich history, which includes exploration by the legendary Mark Twain and Lola Montez. The local economy is supported through technological corporations, home-based businesses, and light manufacturing. Grass Valley Charter School (GVCS) is in the heart of Grass Valley. A major gold mining town of the mid-nineteenth century, Grass Valley is Nevada County's largest city. We view our primary purpose as teaching the basic skills in a culture that values and nurtures quality and consequential service to others.

Grass Valley School District is home to four schools, serving students grades kindergarten through eight. The District is dedicated to academic excellence and a positive educational environment for over 1,850 students. Success of the District can be attributed to meeting the needs of both students and parents.

"There are many good reasons for a school community to commit to infusing service into curriculum and culture, but the most compelling is that service calls upon our better selves. It is the surest route to fostering character development."...from *Service at the Heart of Learning*, by: Emily Cousins.

GVCS is home to 216 children in two program options: Discovery Studies (K-8) and multi-age Core Academic (pre-K-8). On a typical day, you would encounter a warm, friendly, family feeling here. At the charter office we can see the secretary greet children and parents by name. Our resource center offers thousands of books and instructional materials. The resource center is also used by parents and teachers to work together, going over lesson plans and discussing the next best learning step for their children. On the walls there is an abundance of creative art and writing. A bulletin board displaying the latest small group instructional classes, student photos, fieldwork, community resources, and a pending Awards Night catches the eye. Students respectfully call adults by their first names. The basketball team is practicing and hot chocolate is being served on this cold winter day. This open relaxed atmosphere extends into the classrooms as the bell rings and siblings wave good-bye.

Staff in these multi-aged classrooms work closely with families and students employing in-depth, hands-on learning experiences. As we go from room to room, teachers are taking running records, instructing in small groups, and organizing trips to Stillwater Cove or Marin Headlands. Students are preparing science fair projects and reflecting on their service projects. Extensive fieldwork, service opportunities, and authentic application of the basic skills pervade every classroom.

## District Mission Statement

The Grass Valley School District is a multi-faceted community passionately committed to developing personal excellence and preparing each individual for the future through a strong academic program enhanced by a wide range of innovative choices in a responsive and safe environment.

District goals are ~

1. We will acknowledge, project, and communicate our strengths and values throughout the community to enhance public image.
2. We will actively involve families, schools, businesses, senior citizens, and the community at large to create a cooperative partnership that is enriching and mutually beneficial.
3. We will create a cohesive and supportive school community.
4. We will aggressively seek alternative funding sources for the Grass Valley School District.
5. We will provide an articulated, quality educational program that defines what students should learn, know, and be able to do, with outcomes, which can be effectively assessed and reported.
6. We will seek ways and means to increase the use of instructional technology as a learning and productivity tool.
7. We will create an educational environment that addresses the social, emotional, and physical needs of our students.

# 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	
School Name	Grass Valley Charter at Bell Hill	District Name	Grass Valley Elementary
Street	342 South School St.	Phone Number	(530) 273-4483
City, State, Zip	Grass Valley, CA 95945	Web Site	www.gvsd.k12.ca.us
Phone Number	(530) 273-8723	Superintendent	Jon Byerrum
Principal	Brian Martinez (2007/08)	E-mail Address	jbyerrum@gvsd.k12.ca.us
E-mail Address	bmartine@gvsd.k12.ca.us	CDS Code	29-66332-6111140

### ◆ School Description and Mission Statement

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

The mission of Grass Valley Charter School is to inspire students to achieve high standards, create quality work and embrace lifelong learning and service through Expeditionary Learning.

The Grass Valley Charter School offers a pre-kindergarten through eighth grade Charter School, which follows in the Expeditionary Learning Model of instruction. Any child may register. Grass Valley Charter School, which began in 1993, offers two types of programs. The Core Academics program is a classroom option, and the Discovery Studies program is a home schooling option. The Core Academics program is a pre-kindergarten through eighth grade classroom option with small classrooms where parental participation is welcomed. The Discovery Studies program offers expert guidance and enrichment classes with curriculum styles that may be tailored to individual needs. Home school students may choose to participate in a variety of small group classes including arts, dance, science, and more.

If your child is ready to go to school and did not meet the cutoff date for kindergarten, Grass Valley Charter School offers a pre-kindergarten/kindergarten class designed for children four and five years of age. Tuition for all of the Grass Valley Charter School options is free.

### ◆ Opportunities for Parental Involvement

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

The school community is connected through a variety of activities. Parents play an integral role in the school. They volunteer in classrooms, help supervise fieldwork, participate in service projects (Jamie Parrot Walk About, garden work days, etc.), fundraising efforts, and provide feedback and make decisions regarding school issues through our Parent and Charter Council meetings. At monthly community meetings, students celebrate the Design Principles, display learning, sing, dance, and honor accomplishments as parents look on. Our school community comes together to learn (informational nights, project presentations from expeditions), play (family dances, musicals, student plays) and laugh together. Parents state on the annual evaluation survey: "The teaching staff is wonderful." "They are qualified, caring and respectful of the children." "They get to know the whole child." Myriad connections provide a strong sense of community among teachers, parents and students of various ages.

The GVCS annual parent surveys indicated a 99% level of satisfaction. Families are eager to enroll their students. GVCS has waiting lists at almost every grade level, and the rate of returning families has been over 90 percent for every year of our operation. GVCS enrollment has increased for each of the past nine years while district-wide enrollment is declining.

Parents are encouraged to participate and be involved at GVCS. Parents attend "all parent" meetings three times a year to get information and give feedback. The District also realizes that parents should be given the opportunity be involved some district-wide opportunities are:

- Parent Teacher Club (PTC)
- Parent Council
- Grass Valley Schools Foundation for Arts and Science

## ◆ 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	29	Grade 8	0
Grade 1	23	Ungraded Elementary	0
Grade 2	35	Grade 9	0
Grade 3	19	Grade 10	0
Grade 4	25	Grade 11	0
Grade 5	26	Grade 12	0
Grade 6	24	Ungraded Secondary	0
Grade 7	22	Total Enrollment	216
Grade 8	13		

## ◆ 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	0.46%	White (not Hispanic)	80.56%
American Indian or Alaska Native	4.17%	Multiple or No Response	2.31%
Asian	%	Socioeconomically Disadvantaged	20%
Filipino	0.46%	English Learners	4%
Hispanic or Latino	11.57%	Students with Disabilities	5%
Pacific Islander	0.46%	N/A	

## ◆ 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		
		21-32	33+	1-20		21-32	33+	1-20		21-32	33+	1-20
K	14.0	1			15.0	1			13.0	1		
1												
2												
3												
4									25.0		1	
5									25.0		1	
6												
K-3	17.3	4			20.0	4			20.0	4		
3-4	20.0	1			20.0	1						
4-8	22.7	1	2		24.3		3		23.5	1	1	
Other												

## ◆ Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## II. School Climate

### ◆ School Safety Plan

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

The Grass Valley School District Comprehensive Crisis Management Plan describes the roles of key personnel according to the nature, scope, and intensity of any crisis. Crisis events will be divided into three levels depending on the impact of the event. Thus, a minor, localized crisis would involve only school site personnel while a major crisis or catastrophe might activate personnel at the school site plus additional district and community resources.

The Comprehensive School Safety Plan was implemented in October 2000 and is updated annually in the fall by administrators and the Crisis Team. The 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. The following are just some of the carefully articulated sections in the Safety Plan:

- Crisis Management Plan
- Emergency Actions
- School Maps
- Emergency Drill Report

Students are supervised during morning recess by yard-duty aides. During lunch yard duty aides supervise the students. There is a designated area for student drop off or pick up at the school. There is one adult on duty every morning for student drop off and the entire teaching staff on duty when its time to pick up the students. Visitors are welcome on campus at anytime, visitors cannot visit a specific student.

### ◆ School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Grass Valley Charter School has found that teaching children social skills with a focus on the Design Principles is a solid foundation on which to build an effective school. The Goal of Grass Valley Charter School's discipline program is to provide students with opportunities to learn the Design Principles. GVCS follows the district's preschool through eighth grade rules. District rules:

- Follow the Golden Rule – "Treat others the way you want them to treat you."
- Be kind.
- Be Safe.
- Be respectful of people and property.
- Be truthful and honest.
- Do your job.

These rules are posted in every room and students discuss them at the beginning of, and periodically throughout, the year. Parents are informed of rules and policies at Back to School Night and in the parent-student handbook. We have no schools identified as persistently dangerous as defined by No Child Left Behind legislation.

GVCS has not expelled any students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table illustrates total incidents for this past year. Suspension and expulsion rate is the number of incidents divided by the number of students enrolled in the school.

### ◆ 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
Suspensions	0.5	4.3	5.6	20.9	17.5	18.7
Expulsions	0.0	0.0	0.0	0.1	0.2	0.0

### III. School Facilities

#### ◆ School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

GVCS School provides a safe, clean environment for students, staff, and volunteers. School facilities provide adequate space for students and staff. The custodian ensures classrooms, restrooms, and campus grounds are kept clean and safe.

Safety of students and staff is primary concern of GVCS. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards

#### ◆ 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	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

#### ◆ 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	✓			

### 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	12	12	13	96
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

#### ◆ 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	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

## ◆ Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Generally, the school does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, instruction is provided either by the principal or other certificated staff.

## ◆ Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria. In accordance with District policy, principals evaluate new and probationary teachers annually; permanent and tenured teachers are evaluated every other year. Evaluations are conducted by the administrator who has been trained and certified for competency to perform evaluations. Evaluation criteria include: engage and support all students in learning, create and maintain effective environments for student learning, plan instruction and design learning experiences for all students, assess student learning, and develop as a professional educator.

The evaluation results are given to the teacher and a copy is placed in the employees personnel file.

Training opportunities are provided at both the district and site level through workshops, conferences, and in-service training. Curriculum training programs and activities included:

- Harcourt Math
- English Language Learner Techniques
- Six Traits Writing
- Accelerated Reader Program
- Dealing with Difficult Students
- Grade Level Meetings
- Portfolios
- Expeditions
- Literacy Techniques

Teachers in the Grass Valley School District may utilize the Peer Assistance and Review (PAR) program, which uses exemplary teachers to assist permanent and beginning teacher in the areas of subject matter knowledge and teaching strategies. Faculty members may also participate in the Beginning teacher Support and Assessment (BTSA) program, in which a facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

## 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	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	.5	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist (non-teaching)	1	N/A
Other (Adventure Coordinator)	1	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	100%	0%
Mathematics	100%	0%
Science	100%	0%
History-Social Science	100%	0%
Foreign Language	100%	0%
Health	100%	0%

## 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
School Site	\$8,428			\$48,257
District	\$8,090			\$58,886
Percent Difference – School Site and District	4.18%			-18.05%
State	\$7,521			\$58,519
Percent Difference – School Site and State	12.060%			-17.536%

## ◆ 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.

It is the goal of Grass Valley Charter School to assist students in their social and personal development as well as academics. Special attention is given to students who experience achievement problems, difficulty coping with personal and family problems, or trouble with decision making. The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis.

Students with special needs who qualify for special education services receive instruction designed to meet their individual needs. A Resource Specialist Program, literacy groups, and one-to-one assistance are available to all students. Read Naturally is available to students in grades two through eight.

English Language Learner (ELL) students are few and in the regular classrooms and receive support from the ELL coordinator.

In addition, Healthy Families information is available. Parents can call the school office to learn more.

## ◆ Teacher and Administrative Salaries (Fiscal Year 2005-06)

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	\$38364	\$38159
Mid-Range Teacher Salary	\$52341	\$59148
Highest Teacher Salary	\$65697	\$73514
Average Principal Salary (Elementary)	\$80930	\$91903
Average Principal Salary (Middle)	\$84554	\$95855
Average Principal Salary (High)		
Superintendent Salary	\$110113	\$132994
Percent of Budget for Teacher Salaries	42.14%	41.61%
Percent of Budget for Administrative Salaries	5.929%	5.91%

## 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	65	71	69	53	56	55	40	42	43
Mathematics	60	70	69	52	54	53	38	40	40
Science	25	42	51	34	37	45	27	35	38
History-Social Science	50	38	38	34	34	36	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	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino	*	*		
Hispanic or Latino	63	58	*	*
Pacific Islander	*	*	*	
White (not Hispanic)	71	70	64	*
Male	62	64	53	*
Female	74	72	50	*
Economically Disadvantaged	55	55	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services				

### ◆ 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	76	77	74	56	59	59	41	42	42
Mathematics	71	79	55	67	59	59	52	53	53

### ◆ 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		
American Indian or Alaska Native	*	*
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	74	57
Male	71	48
Female	76	62
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

## ◆ 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	23.10
7	

## 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	2003-04	2004-05	2005-06
Statewide	8	8	9
Similar Schools	3	7	7

### ◆ 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	32	25	-12	845
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	32	34	-10	856
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

### ◆ State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A
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## ◆ 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
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	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. 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
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	
Program Improvement Status		Not In PI

## X. Instructional Planning and Scheduling

### ◆ School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school’s leadership team.

Grass Valley Charter School teachers are all fully qualified and credentialed, with the exception of our Resource Specialist who is on an emergency credential while taking coursework to complete her special education credential. Using a collaborative and inclusive decision-making process, the school’s principal and teachers often share leadership roles.

Grass Valley Charter School’s teachers use a variety of state approved and adopted curriculum materials as well as methodology suggested by Expeditionary learning school designers. Teachers integrate state standards into their classroom expeditions, bringing the standards to life by providing meaning and context for learning the material.

### ◆ Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Grass Valley Charter School supports efforts made by teachers and other certificated staff in attaining additional education and training through local colleges and universities for their personal growth, as well as for the benefit of the school. During the 2006-07 year, certificated staff consisted of 13 employees with 100% having credentials. Grass Valley Charter School’s school staff has received various forms of recognition by local, county, and state agencies for their long-standing tradition of excellence and dedication.

## ◆ Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	38,940	36,000
1	53,800	50,400
2	53,800	50,400
3	53,800	50,400
4	54,340	54,000
5	54,340	54,000
6	54,340	54,000
7	54,340	54,000
8	54,340	54,000

## ◆ Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

For the 2005-06 school year, Grass Valley Charter School offered 180 days of instruction comprised of 178 regular days and two minimum days. The California Education Code requires that students in kindergarten receive a minimum of 36,000 minutes, first through third grades receive a minimum of 50,400 minutes, and fourth through eighth grades receive a minimum of 54,000 minutes of instructional time.