

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

2007-08 School Accountability Report Card Report (SARC)

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 [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Brook Knoll Elementary	District Name	Scotts Valley Unified
Street	151 Brook Knoll Dr.	Phone Number	831-438-1820
City, State, Zip	Santa Cruz , CA 95060-1342	Web Site	www.svusd.santacruz.k12.ca.us
Phone Number	831-423-2454	Superintendent	Susan Silver
Principal	Kathy Frandle	E-mail Address	ssilver@santacruz.k12.ca.us
E-mail Address	kfrandle@santacruz.k12.ca.us	CDS Code	44-75432-6049936

School Description and Mission Statement (School Year 2007-08)

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

The purpose of our school is to provide a high quality education for all students through a coordinated curriculum with a strong academic focus. We use a variety of teaching strategies learned through professional development to develop critical and creative thinking skills in students. We believe in student responsibility and involvement reinforced through regular assessments, consistent homework and feedback. We have high standards of expectations with recognition for student effort and achievement. We believe that development of student self-esteem, cooperative interactions, and positive problem solving skills are critical to student success. We will accomplish our mission through the collaborative efforts of the school, home and community.

Opportunities for Parental Involvement (School Year 2007-08)

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

Brook Knoll School is proud of its strong partnership with our parents and community. The combined staff and community resources have resulted in enhanced and extended educational opportunities for our students. Parent volunteers are highly respected and valued in our classrooms, playground, library, and office.

Brook Knoll has an active School Site Council composed of five parents and five staff members. This group monitors our School Based Coordinated Program. They help determine school goals and manage a coordinated budget. This year School Site Council monitored and revised The Single School Plan for Student Achievement, redesigned , distributed and analyzed the annual Parent, Teacher, and Student Surveys, budgeted funds to meet School Improvement goals, sponsored alternative programs for students during recess, reviewed and revised our School Safety Plan, monitored and funded (with support from PTA funding) a Reading Assistance Program for 1st through 5th grade and Math Assistance for 2nd through 5th grade students. School Site Council provided guidance and leadership in all areas of school improvement.

Our Parent Teacher Association supports classroom and school activities through fund raising activities and volunteer efforts. They sponsored after school science, music, art, chess, robotics , sewing, beading, bucket band and fitness programs. In addition the PTA funded in-school K-5th grade music program, K-5th grade art programs, a mileage club and special assemblies. The PTA Life Lab Committee sponsored workdays for students, parents and the community to improve our Life Labs and “beautify” our school campus. The PTA also provided evening Parent Education Programs. The Brook Knoll PTA recorded record volunteer hours during the school year. Additional contributions have included physical education and playground equipment, Life Lab upgrades, and instructional materials to supplement budget cuts and enhance classroom curriculum, playground upgrades, and facility improvements.

The Scotts Valley Educational Foundation had excellent participation by the Brook Knoll community and staff. Through community fundraising events, the SVEF provided funds for equipment and educational materials to enhance student learning and growth. In addition, the SVEF sponsored the Principals “Dollar-A-Day” campaign to support district wide programs to improve student achievement and growth. Brook Knoll was the recipient of an anonymous donation from the Community Foundation managed by SVEF. Brook Knoll was able to purchase mini-blinds for each classroom and learning/administrative area to provide safety during emergencies.

We have many parents involved with technology, providing equipment, repair, advice, in-service, and direct instruction with students and teachers.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	97
Grade 2	86
Grade 3	101
Grade 4	105
Grade 5	100
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Total Enrollment	585

III. School Climate

School Safety Plan (School Year 2007-08)

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

Brook Knoll has developed a comprehensive School Safety Plan to ensure a safe and supportive learning environment. The Site Safety Committee, full staff, and the School Site Council review this plan annually. A School wide Phone Tree has been developed to use in the case of emergency and/or school closure. Emergency procedures and communications are published in the yearly Handbook as well as periodically in bi-monthly school newsletters. Staff and students practice a minimum of 3 earthquake drills per year, minimum monthly fire drills, and at least 2 stranger drills per year. All visitors and volunteers are required to sign-in at the school office and wear an identification badge.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.7	0.0	1.1	2.0	0.6
Expulsions	0.0	0.0	0.0	0.2	0.1	0.3

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2007-08)

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.

Brook Knoll School takes pride in the safety and cleanliness of our school facility. Our students, teachers, staff and custodians participate in routine upkeep (litter pick-up, campus beautification, etc.). The custodians take pride in keeping a clean beautiful campus for all! Parents and volunteers participate in weekend "clean-up" days to add fresh paint to benches, work in our life lab, and add beauty, color and fun to our school. Brook Knoll School is Beautiful, Safe, and Clean! District Office Maintenance personnel attend to routine maintenance on a weekly basis. Any concerns with safety and/or issues outside district expertise are contracted out through a District Office web-based process.

Brook Knoll Elementary provides a safe, clean environment for learning. Our custodial staff of one daytime custodian and one night custodian performs basic cleaning and maintenance operations. Weekly support from district maintenance staff is provided for routine maintenance. Considerable effort by staff and parents has been put into the improvement of the school grounds and facility over the past several years. Volunteer workdays have greatly improved the appearance and climate of our school. The Brook Knoll modernization of permanent buildings was completed during the 2000-2001 school year. This provided beautiful, new restrooms for our students and staff, new plumbing and electrical work, upgraded and refurbished classrooms, a new computer lab, refurbished library and administrative wing, and a beautiful new look to our school. Our students, staff and parents take great pride in our beautiful school buildings and grounds. We have an active Safety Committee that reviews safety plans, procedures, and provides safety education for the staff. We have a very comprehensive Emergency Action Plan in place and drills are routinely held. Playground equipment and turf areas have been upgraded to improve our children's safety.

The district takes great efforts to ensure that Brook Knoll is clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information about the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of the School Buildings:

Brook Knoll has 32 classrooms, a library, computer lab, and administration wing. Eighteen of the classrooms are portables. One of the double-wide portables is owned and maintained by the County Office of Education to house and educate Severely Handicapped Students. Brook Knoll School was built in 1964. The permanent buildings were "modernized" during the 2000-2001 school year.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The district has adopted cleaning standards and the custodians take great pride in providing a safe and clean environment for staff and students. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program, which provides state matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Corrective Actions Taken or Planned:

All corrective actions to maintain a safe and clean campus were targeted and were either completed or are in the process of completion for the 2007-2008 school year.

School Facility Good Repair Status (School Year 2007-08)

This table displays the results of the most recently completed school site inspection performed on October 10, 2007 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		Fire panel and wiring work was in process
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 (School Year 2007-08)

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		

V. 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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	31	31	29	127
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	2006-07	2007-08	2008-09
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 (School Year 2007-08)

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 [NCLB](#) Web site.

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	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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)	.98	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist (non-teaching)	0	N/A
Other	.5	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2007-08)

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	Excellent. Houghton-Mifflin State Adopted-Excellent Condition – Adopted 9/03	0
Mathematics	Excellent: Houghton-Mifflin State Adopted - Excellent Condition – Adopted 9/02	0
Science	Excellent: K-3 Houghton Mifflin State Adopted-Excellent Condition – Adopted 9/02 4-5 McGraw Hill State Adopted – Excellent Condition – Adopted 9/02	0
History-Social Science	Excellent: K-4 Scott Foresman State Adopted Excellent Condition-Adopted 6/07 Excellent: 5 th Houghton-Mifflin State Adopted-Excellent Condition-Adopted 6/07	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6055	\$1161	\$4893	\$62147
District	\$7449	\$2281	\$5168	\$55275
Percent Difference – School Site and District	-18.7%	-49.1%	-5.3%	10.7%
State	N/A	N/A	\$5300	\$59271
Percent Difference – School Site and State	N/A	N/A	-1.0%	4.9%

Types of Services Funded (Fiscal Year 2007-08)

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

A comprehensive educational program for kindergarten through twelfth grade students, including Special Education, English Language Development and Gifted and Talented Education is provided. Federal, state and private grant funding sources are aggressively sought to supplement our educational programs. State and Federal funds are also used to educate students on the dangers of drug use. Supplemental Reading and Math Interventions are provided by a contracted, credentialed teacher and aide (funded by PTA, SLIP and private donations).

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37179	\$37916
Mid-Range Teacher Salary	\$54665	\$58151
Highest Teacher Salary	\$71678	\$75396
Average Principal Salary (Elementary)	\$93969	\$91086
Average Principal Salary (Middle)	\$91619	\$95220
Average Principal Salary (High)	\$94869	\$101661
Superintendent Salary	\$136229	\$136091
Percent of Budget for Teacher Salaries	39.9 %	38.5 %
Percent of Budget for Administrative Salaries	4.9 %	5.8 %

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	80	77	77	71	69	72	42	43	46
Mathematics	82	80	83	55	54	58	40	40	43
Science	60	75	79	48	54	65	35	38	46
History-Social Science				49	46	54	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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	10	10	*	
Filipino	*	*	*	
Hispanic or Latino	58	74	*	
Pacific Islander				
White (not Hispanic)	76	82	78	
Male	73	83	82	
Female	81	83	77	
Economically Disadvantaged	48	67	*	
English Learners	*	*	*	
Students with Disabilities	62	65	80	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	80%

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. 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 [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2005	2006	2007
Statewide	10	10	10
Similar Schools	7	8	8

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6049936

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	15	-1	3	905
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	15	0	-2	902
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2007-08)

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 [AYP](#) Web page.

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	

XII. Instructional Planning and Scheduling Professional Development

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

The district provided two staff development days through the AB 835 funding. Brook Knoll is pleased to work closely with our sister elementary school to provide quality staff development opportunities, which benefit all staff and students of the district. During the 2007-2008 school year, the two staff development days were provided. The first day occurred prior to school starting which focused on analysis of student achievement data to develop instructional strategies and curriculum to improve student learning and achievement. The second day was in October and provided district wide articulation and collaboration to align essential standards. Brook Knoll School is proud of the large number of staff members who have served or are serving as Instructional Leaders and/or Staff Development presenters. Additionally, many staff members attend excellent staff development opportunities, which come to our area and through the County Office of Education. Weekly Professional Development and Collaboration time is provided throughout the district 1st -12th grades through restructured instructional minutes, district wide. Weekly professional development focused on increasing student achievement to the standards, identification of essential standards, common assessments, and alignment of curriculum and instruction K-12th grades.