

# Silicon Valley Flex Academy

## Jean Southland

Principal, Silicon Valley Flex Academy

### About Our School

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Dear Silicon Valley Flex Community:

Students and Families of Silicon Valley Flex have partnered with a team of knowledgeable and experienced educators. Highly qualified, California-credentialed teachers provide professional insight, instruction, and support to students with face to face instruction and the use of an award winning online curriculum. Experienced Academic Coaches support students with just in time help and serve as mentors. The SV Flex staff is committed to the success of every child within our program. Our goal to help all our students thrive in middle school, high school, and beyond. We are excited about the future of this innovative school and welcome all students and families interested in educational excellence to join us on this journey.

We know that choosing the right educational setting for your child is decision not to be taken lightly. Thank you for entrusting us with your child's academic development. Our dedicated staff is here to assist you as we Collaboratively engage in this exciting endeavor.

On behalf of all of us here at Silicon Valley Flex, we thank you for your continued support of your child and our program.

Sincerely,

Jean Southland  
Head of School

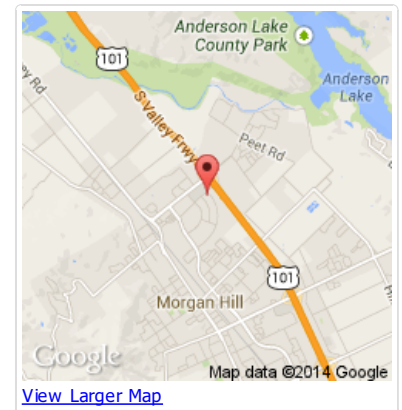
### Contact

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610 Jarvis Dr.  
Morgan Hill, CA  
95037-4530

Phone: 408-659-8088

E-mail: [jsouthland@svflex.org](mailto:jsouthland@svflex.org)



## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Silicon Valley Flex Academy
<b>Street</b>	610 Jarvis Dr.
<b>City, State, Zip</b>	Morgan Hill, Ca, 95037-4530
<b>Phone Number</b>	408-659-8088
<b>Principal</b>	Jean Southland
<b>E-mail Address</b>	<a href="mailto:jsouthland@svflex.org">jsouthland@svflex.org</a>
<b>County-District-School (CDS) Code</b>	43104390121780

District	
<b>District Name</b>	Santa Clara County Office of Education
<b>Phone Number</b>	(408) 453-6500
<b>Web Site</b>	<a href="http://www.sccoe.org">http://www.sccoe.org</a>
<b>Superintendent First Name</b>	Xavier
<b>Superintendent Last Name</b>	De La Torre
<b>E-mail Address</b>	<a href="mailto:xavier_delatorre@sccoe.org">xavier_delatorre@sccoe.org</a>

*Last updated: 2/1/2014*

### School Description and Mission Statement (School Year 2012-13)

**Mission Statement:** Silicon Valley Flex Academy students will be prepared to be successful in college, a career, and beyond.

Silicon Valley Flex Academy (SV FLEX) is a public charter school held by Flex Public Schools and authorized by the Santa Clara County Office of Education. SV Flex is located in the southern part of Santa Clara County in Morgan Hill. Students from all over Santa Clara County can attend SV Flex. We serve students in grades 6-12.

Silicon Valley Flex Academy uses an innovative model of instruction that combines the best of traditional face to face instruction with a rigorous online curriculum. The instructional program is data driven and adaptive to students needs. The learning environment at SV Flex is ideally adapted to meet the needs of middle and high schools students, with opportunities for after-school enrichment through clubs, recreational sports, community service and traditional events such as school dances. The pedagogical design supports the many types of learners and their developmental needs for support, as well as, fostering their growing independence. The staff meets weekly to examine data in order to identify areas of student success and to provide targeted instruction.

Face to face instruction facilitates critical thinking, collaboration, targeted interventions and deeper learner. The online curriculum is aligned to State content standards. In addition to State testing, SV Flex uses a variety of benchmark assessment to monitor student progress and identify areas of need to fill foundational gaps.

All of our teachers are highly qualified and credentialed. Our academic coaches are experienced professionals who support our students with just in time help in our Flex centers. We employ a full-time guidance counselor who supports the academic and social-emotional needs of our middle and high school students. The counselor works with each high school student to develop a graduation plan to ensure that all A-G requirements are met. Our goal is to ensure that all SV Flex graduates are college eligible. A college and career center is available to students to explore colleges and opportunities beyond high school. A formalized advisory program is in place for our high school student which helps them to develop a 10-year plan.

We have an educational specialist and full-time para-professionals who work with our special education students. We belong to the El Dorado County Charter SELPA and contract with service providers for services such as SLP, OT, school psychologists and health screenings.

Our English Learners are supported through annual CELDT testing, benchmark assessments using LAS links and targeted instructional time to support and develop English language skills.

Staff are dedicated to providing an outstanding educational experience that not only develops the academic potential of each student, but also, supports their

social and emotional development to prepare them for the years beyond high school.

*Last updated: 2/1/2014*

## Opportunities for Parental Involvement (School Year 2012-13)

Silicon Valley Flex Academy is proud to have such a committed and involved group of parents. We have a Parent Teacher Organization (PTO) who meet bi-monthly to support school events, plan fund raising and to fill the volunteer needs at the school. Parents volunteer daily to help with carpool, serve hot lunches, work with students and to provide support to staff in a variety of ways. Our PTO hosts monthly family events to build a foundation of support and community within our school.

All parents are invite to attend our Back to School night so that they can learn how to use the online curriculum parent portals, as well as, obtain important information to help support the academic success of their child. Fall parent-teacher conferences are held for all students in grades 6-12. Additional opportunities for parents include: Freshman Parent Night, Getting Ready for College Financial Aid Night, Spring Open House, and a host of other informational evenings to support parents on their journey with their teens. Spanish translation is available as needed at our school events.

Parents are welcome to attend the Flex Public School meetings. We have a Flex parent serving on the school board. Parent are also welcome to participated with the CAC group facilitated by our charter SELPA.

We look forward to continuing to expand the ways in which parents can be involved in the SV Flex community.

*Last updated: 2/1/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

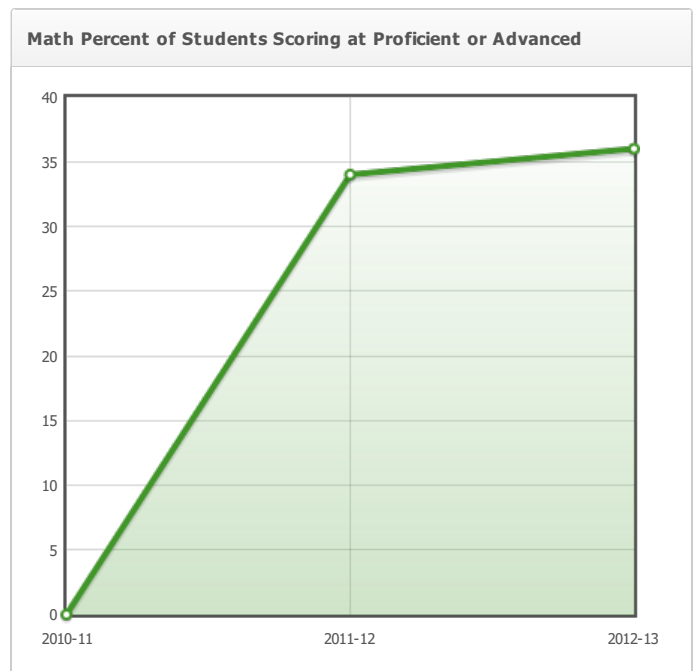
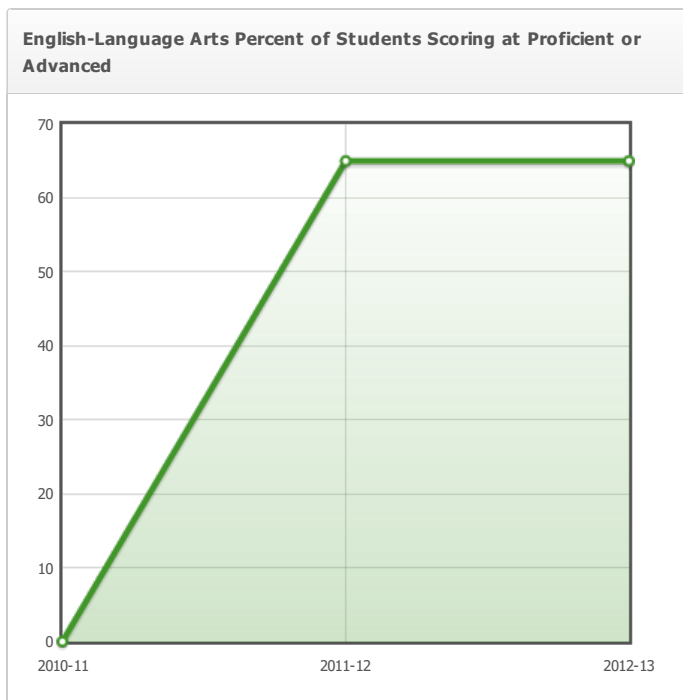
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

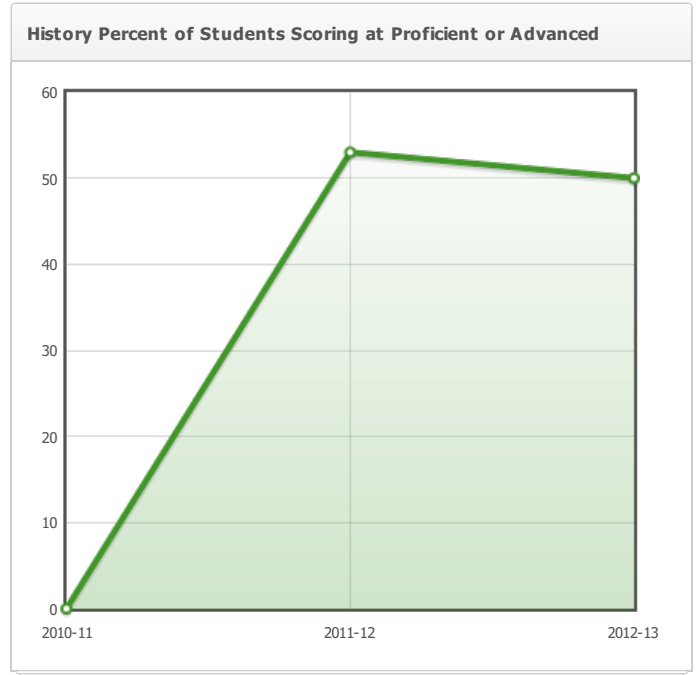
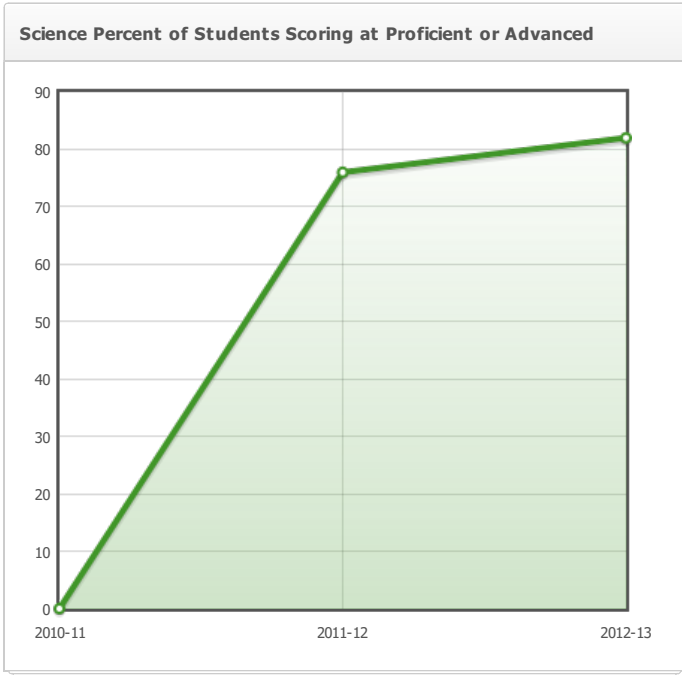
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	65%	65%	55%	58%	57%	54%	56%	55%
Mathematics	N/A	34%	36%	55%	57%	58%	49%	50%	50%
Science	N/A	76%	82%	51%	65%	63%	57%	60%	59%
History-Social Science	N/A	53%	50%	30%	46%	44%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





Last updated: 2/1/2014

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	58%	61%	44%
All Students at the School	65%	36%	82%	50%
Male	64%	43%	74%	54%
Female	66%	25%	92%	45%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	77%	50%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	53%	29%	N/A	50%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	68%	36%	88%	50%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	48%	27%	73%	21%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	67%	50%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

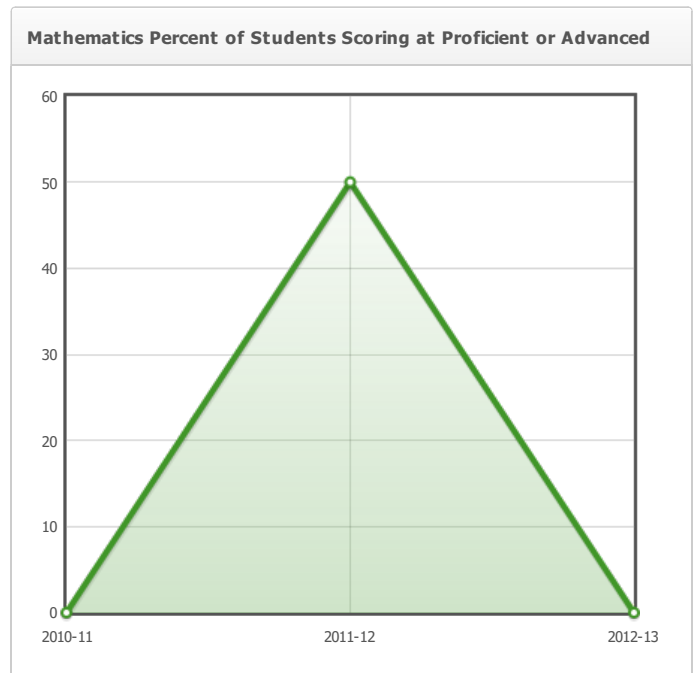
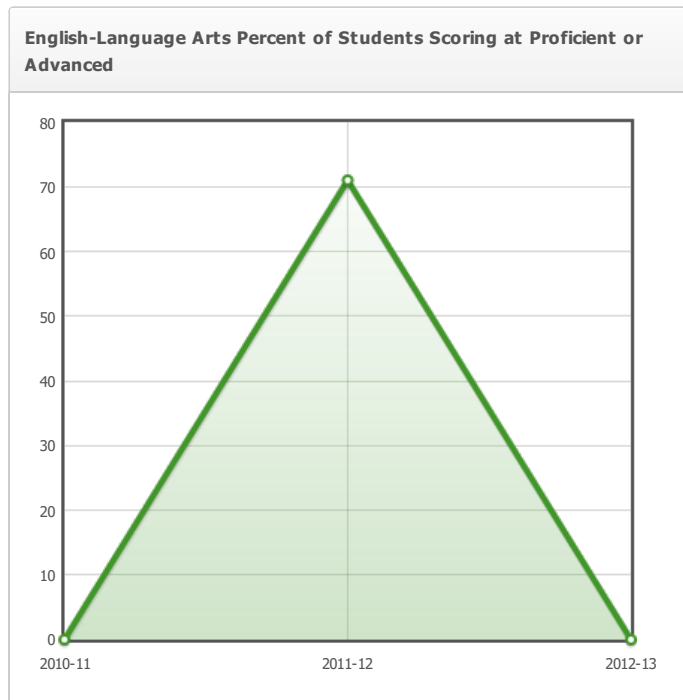
Last updated: 2/1/2014

# California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	71%	N/A	37%	39%	45%	59%	56%	57%
Mathematics	N/A	50%	N/A	32%	40%	47%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 2/1/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	22%	23%	53%	29%	17%
All Students at the School	0%	0%	0%	0%	0%	0%
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/1/2014*



## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	9.5%	21.4%	31.0%
9	14.3%	10.7%	14.3%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/1/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010-11	2011-12	2012-13
Statewide			5
Similar Schools			5

*Last updated: 2/1/2014*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School		B	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			15
Native Hawaiian or Pacific Islander			
White			-9
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			33
Students with Disabilities			137

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 2/1/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	164	789			4,655,989	790
Black or African American	3				296,463	708
American Indian or Alaska Native	1				30,394	743
Asian	15	880			406,527	906
Filipino	2				121,054	867
Hispanic or Latino	37	751			2,438,951	744
Native Hawaiian or Pacific Islander	0				25,351	774
White	106	792			1,200,127	853
Two or More Races	0				125,025	824
Socioeconomically Disadvantaged	46	727			2,774,640	743
English Learners	27	783			1,482,316	721
Students with Disabilities	23	717			527,476	615

Last updated: 2/1/2014

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

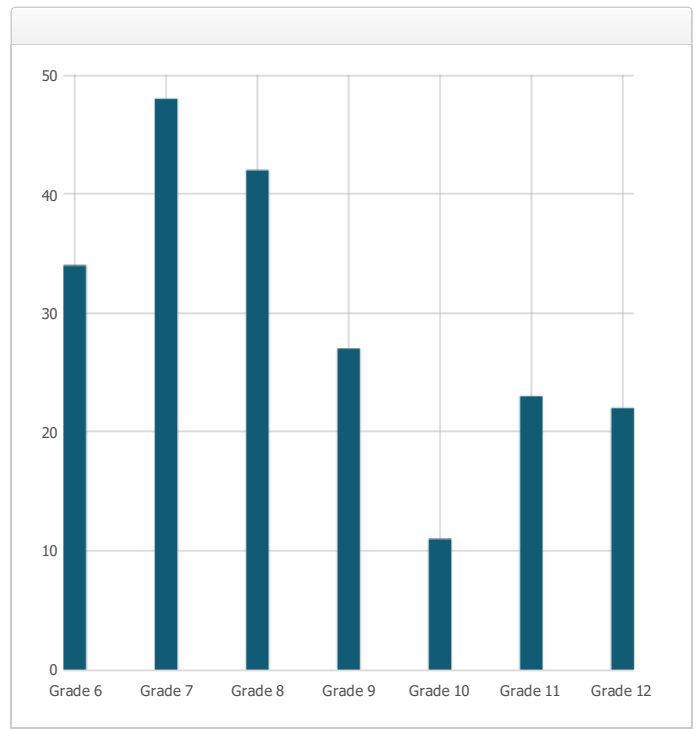
AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	N/A	N/A

Last updated: 2/1/2014

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

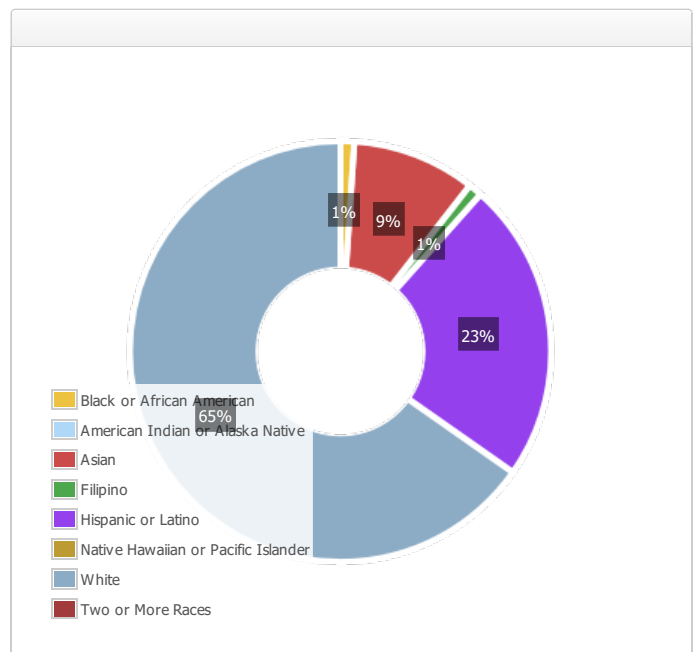
Grade Level	Number of Students
Grade 6	34
Grade 7	48
Grade 8	42
Grade 9	27
Grade 10	11
Grade 11	23
Grade 12	22
<b>Total Enrollment</b>	<b>207</b>



Last updated: 2/1/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	9.2
Filipino	1.0
Hispanic or Latino	22.7
Native Hawaiian or Pacific Islander	0.0
White	62.3
Two or More Races	0.0
Socioeconomically Disadvantaged	25.1
English Learners	15.5
Students with Disabilities	12.6



Last updated: 2/1/2014

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

2010-11	2011-12	2012-13
<b>Number of Classes *</b>	<b>Number of Classes *</b>	<b>Number of Classes *</b>

Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English					11.4	11	3	0	10.0	11	1	1
Mathematics					11.6	8	1	1	10.0	14	2	1
Science					15.9	4	3	0	20.0	5		3
Social Science					11.0	7	2	0	14.0	10	1	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 2/1/2014*

## School Safety Plan (School Year 2012-13)

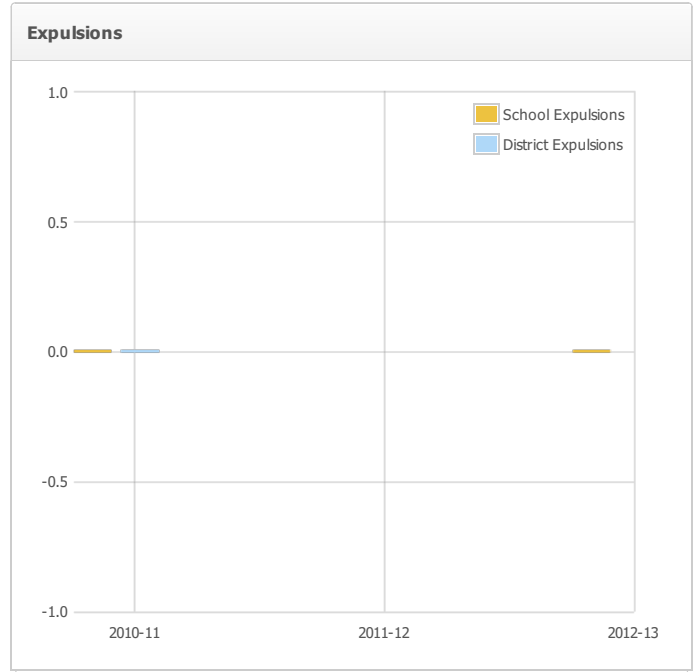
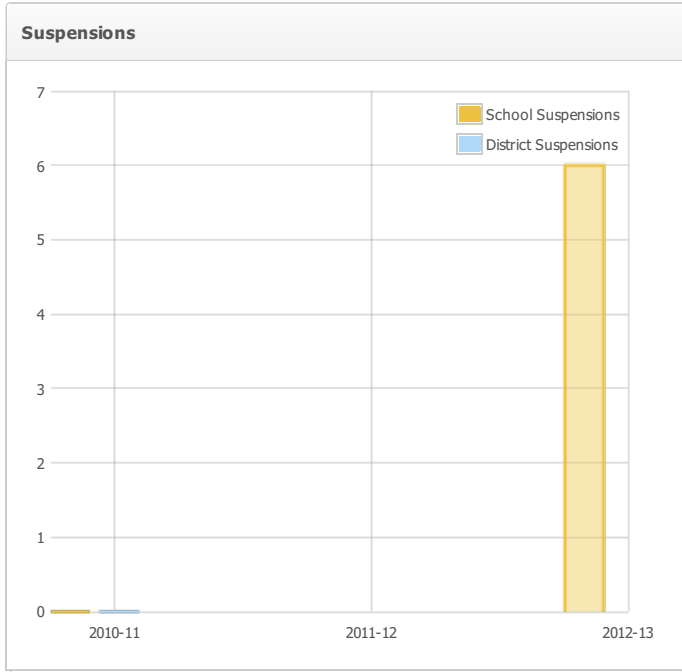
A formal school safety plan is in place at Silicon Valley Flex Academy. This plan is reviewed with staff members and updated as needed. The plan includes procedures for a variety of emergencies, included natural disasters, lock-down, shelter in place, exit routes, and identified emergency team members and roles. Fire and earthquake drills are held as required by law. All staff have CPR certification. An automated messaging system is in place to notify parents of urgent information.

*Last updated: 2/1/2014*

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions			6.00			
Expulsions			0.00			

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 2/1/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

The SV Flex campus is located in a beautiful commercial building. The facility provides a spacious and well lit learning environment for both students and staff. The school facilities are in good condition. Prior to occupancy the landlord brought all walkways and parking areas to ADA standards. A dedicated property manager is assigned to our facility to ensure that any needed repairs are completed in a timely manner. The building has met all inspection and permitting requirements of the City of Morgan Hill and the local Fire Department.

The Flex centers feature individual student workstations, collaborative spaces and small libraries. Classrooms were designed to support the small group learning that occurs at SV Flex. Each teacher has ample space to deliver their instruction. All of the classrooms and lab spaces feature larger white boards. The learning labs and lobby utilize large, flat screen monitors to keep students and staff informed of the daily schedule.

Administrative office space is adequate and dedicated space for Special Education services is available. The grounds, and exteriors are maintained by our landlord. Our HVAC system was balanced to ensure appropriate heating and cooling throughout the building. A security system, which includes video surveillance has been installed to increase school safety.

Future improvement include the construction of additional classroom space and student workstations.

*Last updated: 2/1/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rate (School Year 2012-13)

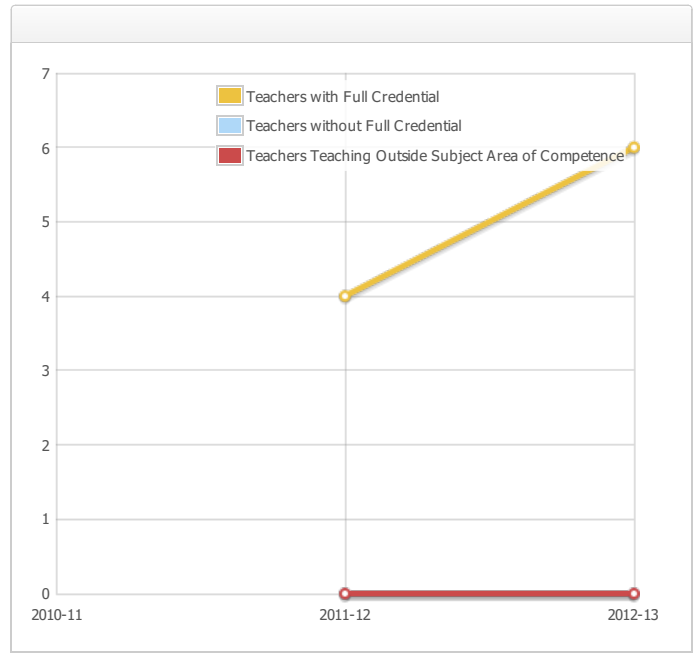
Overall Rating	Good
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*Last updated: 2/1/2014*

# Teachers

## Teacher Credentials

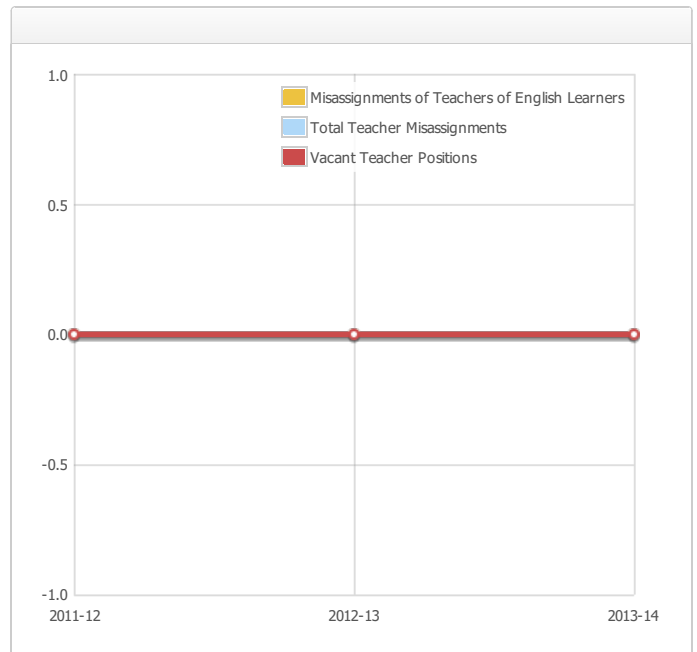
Teachers	School		District
	2010-11	2011-12	2012-13
With Full Credential		4	6
Without Full Credential		0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0



Last updated: 2/1/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2014



## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100	0
All Schools in District		
High-Poverty Schools in District	0	
Low-Poverty Schools in District	0	

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 2/1/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.5	207.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker	0.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	6.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

*Last updated: 2/1/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Silicon Valley Flex Academy utilizes the K12 Curriculum.	Yes	0.0
Mathematics	Silicon Valley Flex Academy utilizes the K12 Curriculum.	Yes	0.0
Science	Silicon Valley Flex Academy utilizes the K12 Curriculum.	Yes	0.0
History-Social Science	Silicon Valley Flex Academy utilizes the K12 Curriculum.	Yes	0.0
Foreign Language	Silicon Valley Flex Academy utilizes the K12 Curriculum from Middlebury College.	Yes	0.0
Health	Silicon Valley Flex Academy utilizes the K12 Curriculum.	Yes	0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)	Silicon Valley Flex Academy utilizes the K12 Curriculum. Students complete physical wet labs onsite.	Yes	0.0

*Last updated: 2/1/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,878	\$2,322	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	1.00%	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 2/1/2014*

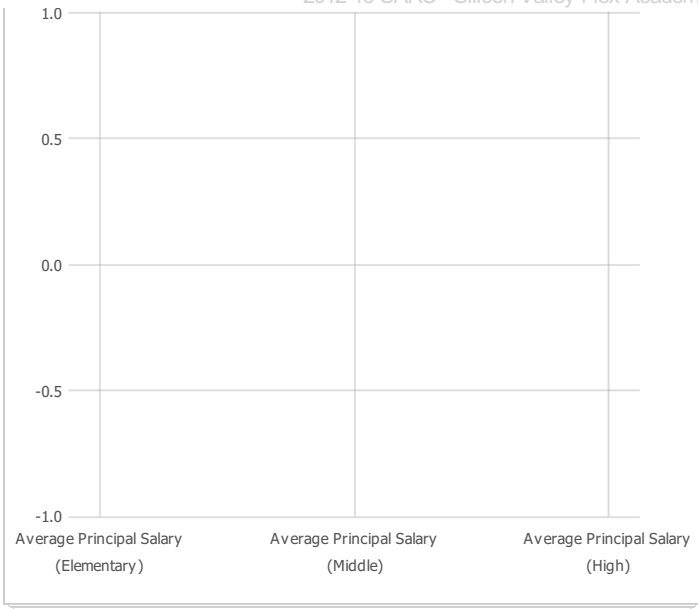
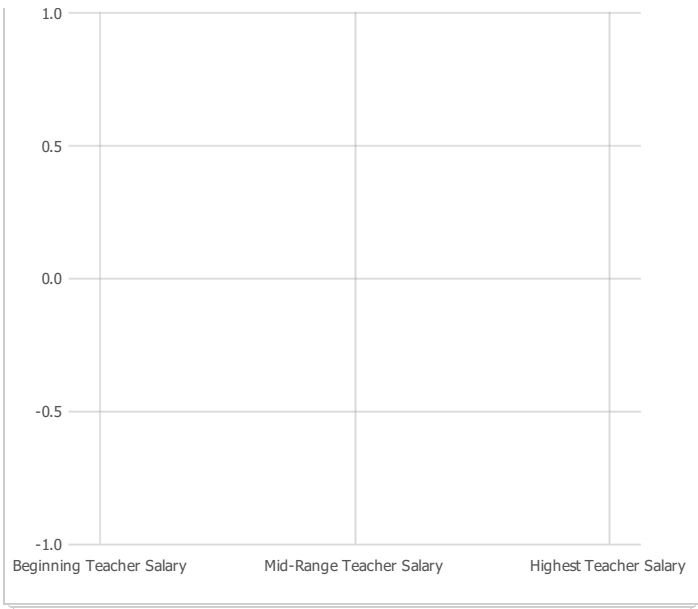
### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	33.6%	%
Percent of Budget for Administrative Salaries	7.0%	%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 2/1/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

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

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

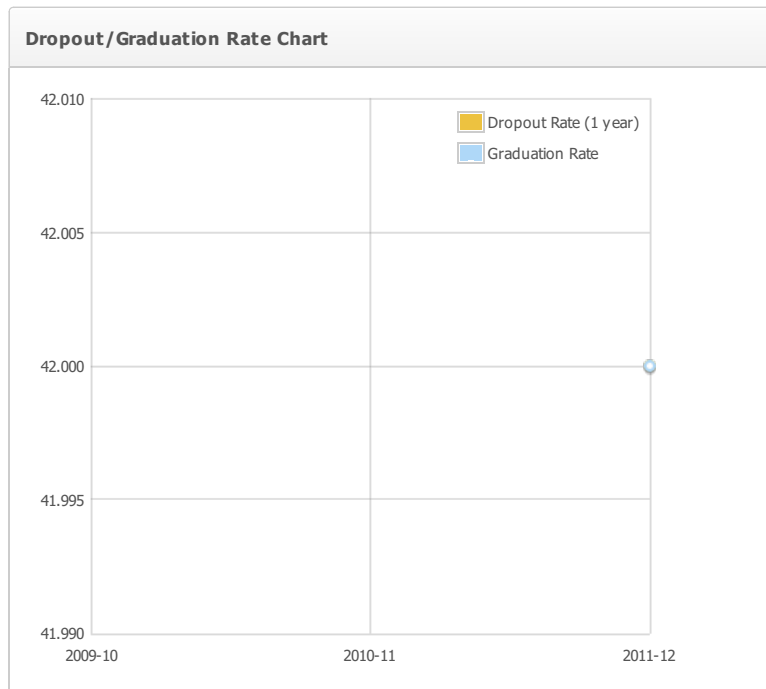
Eligibility for admission to the California State University (CSU) is determined by three factors:

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

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

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate			42.9			12.2	16.6	14.7	13.1
Graduation Rate			42.86				74.72	77.14	78.73



Last updated: 2/1/2014

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	5	160	418,598
Black or African American		6	28,078
American Indian or Alaska Native		1	3,123
Asian	1	21	41,700
Filipino		11	12,745
Hispanic or Latino	1	95	193,516
Native Hawaiian or Pacific Islander			2,585
White	3	24	127,801
Two or More Races		1	6,790
Socioeconomically Disadvantaged	2	102	217,915
English Learners		56	93,297
Students with Disabilities	1	30	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 2/1/2014

## Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 2/1/2014

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	42.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 2/1/2014

## Advanced Placement Courses (School Year 2012-13)

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Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	8	0.5

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 2/1/2014*



# Instructional Planning and Scheduling

## Professional Development

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

Silicon Valley Flex Academy's professional development is designed to be relevant to the staff's needs and is focused on enhancing student achievement and student learning experiences. A variety of staff development opportunities are provided to increase skill development, expertise, instructional strategies and leadership skills.

SV Flex has developed a Balanced Scorecard that provides the foundation to drive professional development needs. Staff development includes:

- VNTT Training - to help staff develop skills needed to be proficient in a blended learning environment.
- Special education - working with students with ASD, executive functioning, behavior management, CPI training
- Instructional Practice - UBD, differentiation, utilizing data to drive instruction
- Subject specific professional development
- Administrative team - fiscal management and State compliance, leadership training

Staff completes an annual survey to help administrative team gain a deeper understanding of the needs of staff and students. Student achievement data and staff evaluations are also reviewed to identify needs. The staff at SV take an active role in the development and delivery of our well-rounded professional development offerings.

*Last updated: 2/1/2014*