

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	James R. Sylla/Sunny Hills Services	District Name	Tamalpais Union High School District
Street	300 Sunny Hills Services	Phone Number	
City, State, Zip	San Anselmo, CA 94960	Web Site	
Phone Number	415-457-3200	Superintendent	
Principal	Jodie Mathison	E-mail Address	
E-mail Address	jmathison@sunnyhillsservices.org		

School Description and Mission Statement

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

The James R. Sylla School serves adolescents in treatment at Sunny Hills Services and those who live at home in the community who need a nonpublic school to succeed educationally. The goal of Sylla School is to provide each student with a quality education that builds upon each student's individual needs and interests and fundamental desire to learn and grow. Whereas the program is individualized to meet a variety of student needs, it is also standardized so that each student has the opportunity to gain access to the core curriculum. High standards are set with the expectation that the students ultimately will reintegrate into less restrictive environments in the community. The program is collaborative so that academic staff has the opportunity to work with clinical and treatment staff for the planning and coordination or instruction and behavioral management procedures. As needed, family support and case management is available.

Opportunities for Parental Involvement

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

Parents are always welcome to come to Sylla. We also have regular sports activities, music performances and events that families are always welcome to attend. We believe strongly that the more parents participate in their children's education, the more successful they are.

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		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	38

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	14%	White (not Hispanic)	30%
American Indian or Alaska Native		Multiple or No Response	23%
Asian	3%	Socioeconomically Disadvantaged	
Filipino		English Learners	
Hispanic or Latino	20%	Students with Disabilities	100%
Pacific Islander	10%		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	14	5			14	4			14	4		

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14	5			14	4			14	4		
Mathematics	14	5			14	4			14	4		
Science	14	5			14	4			14	4		
Social Science	14	5			14	4			14	4		

II. School Climate

School Safety Plan

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

We do monthly fire drills. The fire drills are led by the Fire Department in February and August. Earthquake drills are done twice a year, in April and October. Emergency keys are checked monthly. Disaster food supplies are rotated annually in September. A disaster and safety review are held for all counseling staff in June and December. The emergency preparedness plan is reviewed annually.

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.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies. The great majority of students at Sylla exhibit behaviors that impede their learning or the learning of others. Therefore, in accordance with Federal Law (IDEA), most students have individualized Functional Behavioral Assessments and Behavioral Intervention Plans incorporated into their IEPs that prescribe systematic and frequent applications of behavioral interventions. In addition, for student with pervasive maladaptive behaviors of such severity that they pose a danger to self or others and so lead to the application of physical restraints (at least 1X), there is developed a Functional Analysis Assessment and Systematic Behavioral Plan that comply with the California Hughes Statutes of 1990. In general, the procedures followed at Sylla NPS adhere to the guidelines developed by the Marin County Office of Education (MCOE) to comply with IDEA as well as the California State Education Code. These procedures and attendant forms are collected in a notebook describing the Administrative Regulations and Procedures - Marin SELPA (See this notebook for specific information).

In addition, because Sylla NPS is part of the Sunny Hills Children's Garden (SHCG) Treatment Center, the behavior management practices also adhere to the principles and practices of the general adolescent treatment program. The Sylla NPS behavior program may also implement aspects of this program within the school setting. This program is described in a notebook entitled The Sunny Hills Children's Garden Family & Children's Services Adolescent Residential Treatment Program (See this notebook for specific information).

Both the Sylla NPS and SHCG behavior management programs emphasize positive interventions. Punishment, ridicule, coercion, and threats are not used as disciplines. Therapeutic tools such as natural consequences for behavior, limit setting, de-escalation, life-space interventions, reality confrontation and re-direction are implemented by school and clinical staff as indicated for each individual student in his/her IEP and treatment plan. Other therapeutic tools include rewards for positive behaviors. Rewards and positive recognition are given for achievement of goals. This latter approach is reflected in the Sylla NPS Step System and Special Friday.

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	0	5			
Expulsions	0	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.

There is an extremely efficient process in place for the maintenance and upkeep of our school grounds. Whenever a safety issue occurs, the maintenance crew will attend to it immediately. Other requests are generally handled in 24-72 hours. There is a janitor that daily cleans the bathrooms and the school buildings.

School Facility Good Repair Status

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

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

Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			Integrated Pest Management System
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

IV. Teachers

Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	5	5	5	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence	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	5	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.

The school utilizes a relief counselor list to fill in when classroom staff are sick or unable to be at school. Included in that list of relief staff are staff that have completed their CBEST and/or substitute credential to fill in for teachers.

Teacher Evaluation Process

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

The teacher evaluation process is collaborative in nature. Teachers first evaluate themselves in a variety of areas. The principal reviews the evaluation document and then adds any additional comments that are necessary. The teacher and the principal discuss together the additional comments and also work together to set goals for the coming year.

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		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker	1	---
Nurse		---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	1	---
Other		---

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	one/student	None
Mathematics	one/student	None
Science	one/student	None
History-Social Science	one/student	None
Foreign Language	Instructional materials for each student	None
Health	Instructional materials for each student	None
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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	\$36,935			\$52,097
District	---	---		
Percent Difference – School Site and District	---	---		
State	---	---		
Percent Difference – School Site and State	---	---		

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.

Title I funding (1-1 tutoring) and Workability Grant (career preparation)

VIII. Student Performanc

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District (Special ED)			State (Special ED)		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
English-Language Arts	43	32	40	49	27	<10 stud	25	23	33
Mathematics	37	24	29	33	20	<10 stud	23	21	32

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
African American	75	25	0	100	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	75	25	0	75	25	0
Pacific Islander	0	100	0	0	100	0
White (not Hispanic)	50	33	17	50	33	17
Male	57	43	0	71	29	0
Female	62	25	13	70	20	10
Economically Disadvantaged	60	33	7	70	24	6

English Learners	100	0	0	100	0	0
Students with Disabilities	60	33	7	70	24	6
Students Receiving Migrant Education Services	0	0	0	0	0	0

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	N/A
7	N/A
9	100 (1/1)

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

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

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)									
Graduation Rate	9 kids	7 kids	2 kids						

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. *Note: "N/A" means that the student group is not numerically significant.*

Group	Graduating Class of 2007		
	School	District	State
All Students	2		
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1		
Pacific Islander			
White (not Hispanic)	1		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Sylla offers a series of classes in vocational preparation and life skills. (Money Management, Career Exploration, Employment Preparation including development of the Employment Portfolio, Computer Literacy and touch typing.) Students build a Transition Portfolio, which they take with them when they leave Sylla, from work in their various classes and work experience. Students 16 yrs and up have the opportunity to work under the WorkAbility I grant in a variety of jobs, both on and off campus. Jobs on campus and some off campus are coached by Sylla or Sunny Hills staff. Some off campus employment is independent. Field trips with school classes and outings with the residential program also afford the students 'real world' experience.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	25
Percent of pupils completing a CTE program and earning a high school diploma	2 kids

XI. 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.

1. Instruction Based on the IEP Document

A Student Implementation Report is prepared for each student that outlines the services provided to enable the student to meet IEP goals. This report is updated approximately every three weeks by the school staff. Student Implementation Reports are housed in the student's classroom.

2. Instruction Based on Curriculum Needs

The California State Standards and Frameworks guide the curriculum planning process and ensure as much as possible that students are exposed to a curriculum similar to that offered to students in the mainstream.

The Sylla staff has created a notebook in which they have outlined the scope and sequence of each subject area and correlated these with the State Frameworks. See the book Curriculum Frameworks. This notebook is divided into three main sections. The first details the coursework covered in the self-contained classrooms. Whereas the written materials in these classrooms may be at lower than grade-level readability that reflects the students' lower than grade-level reading and writing skills, the content of the materials approximates as closely as possible the sequence of topics that would be covered if the students were working at grade-level. The content of math classes in the self-contained classrooms (and sometimes in the subject classrooms), however, may reflect the students' lower skill levels and the frameworks referenced are those for lower grade levels. The second deals with coursework in the subject classrooms where the students are more likely to be working in grade-level materials. The third deals with other classes such as Art, Music, Vocational Skills, Computer Literacy, Physical Education, and Speech and Language.

With respect to State Standards, each student is evaluated frequently as to the degree with which they have met the standards in each subject area. This process interfaces with daily lesson planning. As a student meets standards, he or she moves forward through the instructional materials. Some students are working on meeting the standards for lower grades. We see these students as working to their capacity and meeting standards to the best of their ability and skill level. The hope is for students to meet the standards of their grade level eventually but if they are not able to do so, they are nevertheless given as much opportunity as possible to reach their highest possible level, that is to reach their potential.

The school leadership composes of the principal, Jodie Mathison, who has worked in the field for 9 years as both a teacher and an administrator. The school social worker has. The Lead Teacher has. The two school/residential have a combined years of experience.

Professional Development

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

Sylla School is a member of the Marin County Office of Education (MCOE) Teacher.s Learning Cooperative. Therefore all Sylla School Staff are eligible to participate in workshops conducted by this Cooperative. In addition, MCOE regularly conducts trainings to which staff of nonpublic schools is invited. This school year (03-04), MCOE presented workshops on the following topics: Writing Measurable Goals and Objectives, High-Stakes Testing, Special Education Eligibility, Promotion and Retention, and Suspensions and Expulsions. This school year (03-04), MCOE also offered a class to permit Sylla teachers to prepare for the CLAD exam. The teachers were funded by the Tamalpais District.s (the high school district in which Sylla School is located) .No Child Left Behind. (NCLB) Title II grant.

Staff may also participate in relevant professional conferences such as those of the Council for Exceptional Children, the Association for Children and Adults with Learning Disabilities, and the California Association of Private Special Education Schools. This year (03-04), staff attended a conference on ADD and Non-Verbal Learning Disorders. Staff may also attend trainings offered at other sites. This year, for example, staff attended a workshop entitled .Circle of Courage. at the Timothy Murphy School, another nonpublic school in the area. This training was funded by NCLB Title II and, in general, Sylla School and other private or nonpublic schools are eligible to apply for this training grant each year to provide training for staff of their own school as well as for staff of other private/nonpublic schools who want to be included.

Within the SHS agency as a whole, opportunities for professional growth are available via various in-service seminars that occur regularly throughout the year. Topics covered by these seminars during the 2004 calendar year include: PART Refresher, Adolescent Development, Crisis De-escalation, Day Treatment in a Residential Setting, Cultural Competence, and Back to Basics: Residential Treatment. Other topics that have been covered include: California Child Abuse Reporting Laws, Violence and Intimidation, Procedures for Administering Medications, and Ergonomics. All SHCG staff receives PART Training (16 hours), First Aid and CPR Training, and Training on How to Administer Medications.

Training also may occur during Sylla School staff meetings. Topics covered during staff meetings may include: Rules and Procedures (outings, horseplay, pool, breaks, van, library, food, incident reports, disaster preparedness, etc.), School Behavior Management Program, Residential Behavior Management Program, Health Issues and PRNs, How to Relate to Kids Therapeutically in the School Setting, Daily Lesson Plans, Implementation Reports, State Standards, PART Refreshers, How to Administer the High School Exit Exam, Food Safety and Sanitation, Illness and Injury Prevention, and IEP Issues. This school year (03-04), Miwok Stables, an organization that provides a therapeutic equestrian program for Sylla students, gave a workshop at the school.

Several Sylla teachers are still attending the university or receiving supervision to meeting credentialing or licensing requirements. During the 2003 . 2004 school year, four teachers are working under Emergency Specialist Permits or Intern Credentials and so are taking or planning to take courses to meet renewal requirements. Two are or will be working to satisfy the requirements for a Level II Specialist Credential. The speech and language therapist who is fully credentialed has been receiving CFY supervision in order to become eligible for a license. The lead teacher who has a professional clear specialist credential takes courses to meet renewal requirements.

All Sylla staff is expected to maintain a Training Log of activities related to their professional development. This log is updated regularly.

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		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6	65,258	54,000
7	65,258	54,000
8	65,258	54,000
9	65,258	64,800
10	65,258	64,800
11	65,258	64,800
12	65,258	64,800

Continuation School Instructional Days

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

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	228	180 days
10	228	180 days
11	228	180 days
12	228	180 days

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.

There were 46 minimum days during the 06-07 school year. Every Friday is a minimum day for staff development and training.