

San Lorenzo Valley High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians 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 at <http://dq.cde.ca.gov/dataquest/> 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., 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	San Lorenzo Valley High School
Street	7105 Highway 9
City, State, Zip	Felton, CA 95018
Phone Number	(831) 335-4425
Principal	Karen van Putten
E-mail Address	kvanputten@slvusd.org
Web Site	http://hs.slvusd.org/
Grades Served	9-12
CDS Code	44-69807-4436754

District Contact Information	
District Name	San Lorenzo Valley Unified School District
Phone Number	(831) 336-5194
Superintendent	Dr. Laurie Bruton
E-mail Address	lbruton@slvusd.org
Web Site	www.slvusd.org

School Description and Mission Statement (Most Recent Year)

The mission of San Lorenzo Valley High School, in cooperation with our community, is to prepare all students to be self-directed, active participants in society who recognize diversity as a strength and who meet the challenges and opportunities of a changing world.

San Lorenzo Valley High School (SLVHS) is a WASC-accredited four-year comprehensive public high school located in the redwoods of the Santa Cruz Mountains above the Monterey Bay. The area served by the school is one of mountains adjacent to the San Lorenzo River, which meanders through our valley. The three small but distinct towns of Felton, Ben Lomond, and Boulder Creek consist of small businesses surrounded by residential areas. While education, tourism and construction provide some jobs, many of our parents commute from San Lorenzo Valley to Santa Cruz or over the mountain to the technical and engineering industries of Silicon Valley. Our test scores rank us among the top performing schools in the state of California.

SLVHS offers an academically diverse and challenging curriculum. Classes meet for 120 minutes every other day in a modified block schedule for 180 instructional days. We provide a range of extracurricular activities open to all students. Two semesters comprise the academic year, and five units are awarded for each 18-week semester. Students may take up to six classes per year with an option to take a seventh “zero” period class. Final grades and credits are assigned in December and June.

Unique features of SLVHS include:

- An Environmental Science program focusing on research and monitoring projects with local scientists which has produced top awards for students in the County, State, and International Science Fairs;
- A Regional Occupation Program (ROP) with CTE courses, including Construction, Green Tech, Aquaculture, Video Production, and Graphic Design;
- Interdisciplinary Team-taught courses in World Literature and World History;
- An award-winning Journalism / Yearbook program;
- Outstanding visual and performing arts programs: Art Awareness, Ceramics and Digital Photography; Choir and Band; Drama and multiple performances, which include student-directed shows, in a new, state-of-the-art Performing Arts Center;
- An athletic program which includes 16 sports over three seasons, beginning with Football and Water Polo and including Cheer, Competitive Surfing, Mountain Biking and nationally recognized cross-country and track teams. The Athletic Boosters Club makes it possible to maintain a “no pay to play” program;
- Over 20 student clubs, including National Honor Society, CA Scholarship Federation, Speech Club, Fashion Club, Interact, Key Club, TED Club, Model UN Club, National Coalition Building Institute (NCBI), Queer Straight Alliance (QSA), and other programs highlighting our school’s diversity;
- Pathways in the Information, Communication and Technology (ICT) industry (focus on Games & Simulation) and the Agriculture & Natural Resources Industry (focus on Agriscience/ Enviro Science, utilizing our new 1,800 sf Aquaponics Greenhouse Learning Lab);
- Successful completion of a Senior Exit Portfolio (many with Honors).

SLVHS offers twelve Advanced Placement Courses. Students have open access to AP courses. Approximately 30% take an AP course before they graduate.

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|--|---|
| <ul style="list-style-type: none"> • AP Biology • AP Calculus AB • AP English Language & Comp • AP English Literature & Comp • AP Environmental Science • AP French Language • AP Physics | <ul style="list-style-type: none"> • AP Spanish Language • AP Studio Art • AP U.S. Statistics • AP U.S. Government & Politics • AP U. S. History |
|--|---|

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	209
Grade 10	212
Grade 11	166
Grade 12	170
Total Enrollment	757

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	1.5
Filipino	0.7
Hispanic or Latino	9.8
Native Hawaiian or Pacific Islander	0.4
White	79.8
Two or More Races	5.5
Socioeconomically Disadvantaged	17.4
English Learners	1.1
Students with Disabilities	8.9
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	35	30.8	33.6	117.3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: June, 2015

San Lorenzo Valley Unified held a public hearing on October 7, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell Adoption 2002	Yes	0.0%
Mathematics	Pearson: Integrated Math I, II and III Adoption 2014	Yes	0.0%
Science	Pearson/Prentice Hall Adoption 2007/2008	Yes	0.0%
History-Social Science	McDougal Littell Pearson/Prentice Hall Adoption 2007	Yes	0.0%
Visual and Performing Arts	N/A Adoption 2002	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

San Lorenzo Valley Unified High School was originally constructed in 1955 and is comprised of 52 classrooms, 1 gym, 2 multipurpose rooms/cafeteria, 1 library, 1 staff lounge, and 2 computer labs. The Assistant Principal works daily with the custodial staff of 4 to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. An online work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Deferred Maintenance Budget: The repeal of Education Code (EC) 17584 in May, 2014, relating to the former Sate School Deferred Maintenance Program contribution created unintended consequences for location educational agencies (LEAs) who chose to continue contribution the required 3% to the fund. Our 2014-15 Restricted Expenditures in Resource 8150 reflected \$677,566.00 and Unrestricted Expenditures in Resource 0825 reflected \$155,778.21. Total Expenditures were \$833,355.21. This total amount includes expenditures for our maintenance department, as well as maintaining all sites/buildings.

The Facility Inspection Tool (FIT) was completed in March 2015.

(Please note that all actions have been completed by the district maintenance office. The district has developed a plan to address the areas of need. All facilities are in compliance with Williams requirements and are safe for student, staff and community use.)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Science classrooms have been cleaned. Classrooms have been painted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	68	55	44
Mathematics	37	44	33

Note: Percentages are not calculated 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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	151	142	94.0	9	23	32	36
Male	11		87	57.6	10	23	33	33
Female	11		55	36.4	7	22	31	40
Black or African American	11		3	2.0	--	--	--	--
American Indian or Alaska Native	11		1	0.7	--	--	--	--
Asian	11		4	2.6	--	--	--	--
Hispanic or Latino	11		17	11.3	12	29	41	18
Native Hawaiian or Pacific Islander	11		2	1.3	--	--	--	--
White	11		109	72.2	9	21	31	39
Two or More Races	11		6	4.0	--	--	--	--
Socioeconomically Disadvantaged	11		21	13.9	29	29	24	19
English Learners	11		2	1.3	--	--	--	--
Students with Disabilities	11		18	11.9	44	44	6	6
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	151	142	94.0	32	31	27	11
Male	11		87	57.6	29	29	30	13
Female	11		55	36.4	36	35	22	7
Black or African American	11		3	2.0	--	--	--	--
American Indian or Alaska Native	11		1	0.7	--	--	--	--
Asian	11		4	2.6	--	--	--	--
Hispanic or Latino	11		17	11.3	41	47	12	0
Native Hawaiian or Pacific Islander	11		2	1.3	--	--	--	--
White	11		109	72.2	31	30	28	11
Two or More Races	11		6	4.0	--	--	--	--
Socioeconomically Disadvantaged	11		21	13.9	57	19	10	14
English Learners	11		2	1.3	--	--	--	--
Students with Disabilities	11		18	11.9	89	6	6	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	76	75	75	73	75	71	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	71
All Students at the School	75
Male	72
Female	81
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	56
White	78
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	71
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

We have 244 students enrolled in 12 CTE / ROP courses at SLVHS and other participating school sites in Santa Cruz County. We offer seven courses on our campus: Aquaculture, Green Technology, Construction Technology, Engineering Design, Graphic Design 1 and 2, and Video Productions. Each year all ROP teachers and the ROP counselor participate in staff development that focuses on providing students with transferable skills. We meet with an Advisory Board comprised of community members to ensure that CTE skills are integrating core curriculum in math and English and aligning with employability needs of businesses. We have held panel discussions with community members reviewing tips for hiring, resumes, job applications, to enrich teacher’s instruction for their students as they guide their students in creating a Career Portfolio. Each year members of the community serve on the interview panel for evaluating the top portfolios in each pathway at the high school prior to the county wide Portfolio Showcase.

We are currently developing two College and Career Pathways: one in Information, Communication & Technology with a Games and Simulation path and one in Agriculture / Natural Resources based on our existing ROP courses in Aquaculture, Green Engineering, and Construction Technology as well as our Core Classes in English, Math, Science and World Languages. Our teachers have built strong relationships with local businesses and industries. Donations of materials as well as time in the classroom have contributed to the success of the program. Cabrillo has provided college student aides in the classroom to serve as project assistants. Our Biology and A.P. Environmental Science teacher has built relationships with a variety of community members, including the Water Dept., Coastal Watershed Council, Save our Shores, etc. and brings them together with students for an Annual Science Night during which students interview community members about their careers and research. At the end of the year after the local, state, and international science fairs, students share their research (i.e. beach profiling, bird population, water quality, etc.) with their parents and the community in an annual Science Symposium. ROP also sponsors a work experience program whereby students earn credit for working in a field related to their pathway.

Students apply problem-solving in designing and implementing their projects, whether using geometry to design a work shed, or calculate statistical significance in research data. Students work collaboratively in teams and in some cases with their community mentor. Students learn presentation skills. In addition, all ROP students create a Career Portfolio of work samples, a resume, and cover letter. These are assessed per class, with follow up interviews with community members for class winner. An Annual Portfolio Showcase awards students who produced the top portfolios in their career sector and portfolios are on display for parents, students, ROP staff, and community members.

At SLVHS all graduating senior produce a Senior Exit Portfolio highlighting exemplary work that students link to their college and career goals. For example, a student seeking employment in the field of wildlife studies might include sample work (artifacts) from a biology, environmental science, and aquaculture class and then explain where they are intending to go to college to pursue their chosen career sector. Guidance Counselor Noreen Nolan is the representative of the CTE advisory committee and provides an annual presentation to all ROP courses focusing on employability skills. She can be reached at nnolan@slvusd.org; (831) 335-4425 x113. Principal Karen van Putten can be contacted about the two Pathways in ICT and Ag/Natural Resources: kvanputen@slvusd.org; (831) 335-4425,104.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	244
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	58%

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.51
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	95

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	64	62	71	67	67	72	57	56	58
Mathematics	65	62	71	62	62	66	60	62	59

Note: Percentages are not calculated 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	28	27	44	34	42	24
All Students at the School	29	26	45	29	44	27
Male	38	27	35	31	46	23
Female	18	24	58	27	42	31
Hispanic or Latino	50	31	19	50	44	6
White	25	27	47	28	43	29
Socioeconomically Disadvantaged	36	14	50	41	34	24
Students with Disabilities	55	36	9	82	18	

Note: Percentages are not calculated 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	2.50	26.00	65.50

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

San Lorenzo Valley High School encourages all parents to become involved in their child's education. Parent organizations include SLVHS Arts Boosters, Drama Boosters, Music Boosters, Athletic Boosters, Grad Night Committee, Cougar Hospitality and Cougar Club Parent groups. In addition, the District GATE program has developed over the last two years with a K-12 focus in supporting students who have been identified as gifted and talented. These organizations raise funds and provide volunteer and financial support to our students in various co-curricular activities, enrichment and intervention programs, as well as classroom supplies for our staff. The Cougar Club provides support in many ways including financing Chromebook laptops for support classes, AVID team-building activities, College site visits, and underwriting SAT Prep courses and funding special student and staff needs. Parents are also encouraged to participate in the decision making process of the school by participating on the SLVHS School Site Council. In a small, but tight-knit community that serves three distinct towns and a large unincorporated geographical area in the Santa Cruz Mountains, we depend on the support of our parent clubs and boosters--we could not run the school and the many extra-curricular activities without their help and involvement. The contact person for any of these organizations is the school Principal, Karen van Putten, (831) 332-4425 X104.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.00	2.30	1.20	0.60	3.00	1.60	13.10	11.40	11.50
Graduation Rate	99.32	96.05	96.95	96.34	94.42	96.76	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	93.57	95.37	84.6
Black or African American	100	100	76
American Indian or Alaska Native		100	78.07
Asian	100	100	92.62
Filipino	100	75	96.49
Hispanic or Latino	92.31	90.63	81.28
Native Hawaiian/Pacific Islander			83.58
White	93.71	94.44	89.93
Two or More Races	100	120	82.8
Socioeconomically Disadvantaged	70	72	61.28
English Learners		25	50.76
Students with Disabilities	100	87.76	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.16	5.69	4.84	1.92	2.27	2.17	5.07	4.36	3.80
Expulsions	0.00	0.00	0.47	0.00	0.00	0.08	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of San Lorenzo Valley Unified . In our annual Parent Survey, approximately 87% of SLVUSD parents responded that they are confident our schools are physically and emotionally safe for their children. 94% of our parents responded that they are confident each site is prepared to meet emergencies effectively. Schools in the district are in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each site works with the district and county to ensure that there is a Safety Plan at each site. During the fall semester of the new school year all annual revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held annually. At SLVHS, we conduct an annual Earthquake drill once a year (October 2014), two fire drills (October 2014, February 2015), and a Lockdown/Intruder on Campus Drill (March 2015) ensuring students and staff are prepared for emergency situations. Staff is trained the month of or prior to the drill and we debrief immediately following the drills at staff meetings.

Students are supervised before and after school by certificated, classified and/or administrative staff. K - 5 students are supervised by classified staff at lunch; secondary students are supervised by certificated, classified and administrative staff during their lunch. There are two security support staff at the high school. At each school, there is a designated area for student drop off and pick up. Visitors are required to check in at the front office at each site.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	2
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	27	4	14	10	27	4	19	7	28	6	13	9
Mathematics	29	3	13	9	26	4	21	1	27	4	17	5
Science	29	3	14	5	28	3	16	3	29	2	14	6
Social Science	30	1	12	8	28	1	16	5	30	2	9	8

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1.01	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	2.3	N/A
Other	0	N/A

Note: Cells 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,444	\$879	\$6,565	\$69,113
District	N/A	N/A	\$5,449	\$63,744
Percent Difference: School Site and District	N/A	N/A	20.5	4.4
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, San Lorenzo Valley Unified receives state and federal funding for the following categorical funds and other support programs: Title I (K - 5 sites), Title II (Professional Development).

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,636	\$40,379
Mid-Range Teacher Salary	\$59,339	\$62,323
Highest Teacher Salary	\$81,681	\$81,127
Average Principal Salary (Elementary)	\$96,017	\$99,192
Average Principal Salary (Middle)	\$97,399	\$91,287
Average Principal Salary (High)	\$107,102	\$112,088
Superintendent Salary	\$158,287	\$159,821
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	4	N/A
All courses	15	1.7

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

SLVUSD is committed to "leading the learning" and provides multiple opportunities for professional development throughout the year. We believe that the best professional development occurs when educators spend significant time collaborating around four essential questions:

1. What do we want all students to learn?
2. How do we know if students learned?
3. How do we systematically respond when students don't learn?
4. How do we systematically respond when students already know the learning goals?

Because we have aligned our vision on professional learning, SLVUSD teachers and staff meet for an hour each week for grade level and/or department collaboration. Educators analyze the results from student work and then determine instruction that will best meet the needs and strengths of students. Sites use collaboration time to focus on their own professional learning as well. Each site has a focus area for instructional improvement that is developed with the administrator and presented in the site plan and in teacher/administrator goals.

Throughout the year, the district also provides professional development in a variety of avenues. Administrators meet regularly as an Administrative Council to learn with their colleagues about collaboration, instructional strategies and research and leadership. Teacher leaders participate in district teams that focus on technology, instructional strategies, assessment, English learners, gifted education and other key issues that improve classroom and schoolwide learning for all students. SLVUSD staff participates in professional development days at the beginning of the school year and throughout the school year. During 3 days in the fall (2 at the beginning of the school year and 1 in October), teachers and administrators learn together, using research-based information to improve their instructional program and align their curriculum. There is a final professional development day in January for educators to reflect on their current instructional program and develop a plan for the second semester.

SLVHS Focus: This has been the second year of an AVID focus at the high school. There are now two AVID classes, grades 9 and 10. The whole school has participated in professional development to support AVID strategies school wide. In addition, the secondary sites are now participating in a BYOD (Bring Your Own Device) program in which students bring their own laptops or devices to school each day. Teachers are being trained in the use of instructional technology in the classroom to support students achievement. Last, there is a strong college and career focus at the high school, and new career pathways are being developed to support student success post-secondary.