San Lorenzo Valley High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

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	Jeff Calden
E-mail Address	jcalden@slvusd.org
Web Site	http://hs.slvusd.org/
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 (School Year 2016-17)

San Lorenzo Valley High School offers an academically diverse and challenging curriculum. Instruction is focused on academic achievement in all subject areas. We have implemented the Common Core State Standards (CCSS) in Math and English. We have also begun the integration of College and Career Readiness standards in literacy and writing in all subject areas. Classes meet for 120 minutes on a three-class block schedule four days per week. The fifth day consists of six 50 minutes classes with a one-hour teacher collaboration period. SLVHS has 180 instructional days. We provide a range of extracurricular activities open to all students with 84% of the student body participating in a school-sponsored extra-curricular offering. Two semesters comprise the academic year, and five units are awarded for each semester. Students must take up to six classes per year with an option to take a seventh "0" period class. Final grades and credits are assigned in January and June. In January 2015, SLVHS was awarded a six-year WASC accreditation through June 2021, a strong confirmation of our continued attention to a rigorous academic program and positive school culture.

We offer twelve Advanced Placement courses, and we work closely with the Santa Cruz County ROP / CTE programs where we host eight ROP courses on our campus. In addition, students can attend our local community college, Cabrillo College, if they desire enrichment opportunities not offered at SLVHS. We also offer an on-line credit recovery program using Cyber High, and SLVUSD offers credit recovery and intervention summer school classes on the SLVHS campus.

San Lorenzo Valley High School (SLVHS) is located in the redwood forests of the Santa Cruz Mountains. SLVHS is the only comprehensive high school in our district, which is composed of two elementary schools, one middle school, and several charter schools. The four towns of Felton, Ben Lomond, Brookdale, and Boulder Creek that feed into the High School consist of small businesses surrounded by residential areas. We have a very close-knit and supportive community, which is apparent when attending school functions. Many parents are involved in all aspects of the school and lend an incredibly supportive hand. Their involvement in the sports boosters club, and our weekly bingo raises six figures annually for the sports programs at the high school. Because of this, we are the only high school in the county to offer a No Pay to Play sports program. Cougar Club helps provide classroom supplies for students and supports student activities such as College Bus Trips and College Essay Writing workshops. There are also parents involved in Arts, Drama and Music Boosters that help raise funds and support visual art, drama and music classes and productions. Parents regularly help at school functions such as Open House and all extracurricular events. 80.1% White / Caucasian, 8.9% Hispanic / Latino, 1.1% African-American, 2.7% Asian, 0.3% Pacific Islander, 1.3% Native American and 5.4% Unclassified. Our community is socio-economically quite diverse. In recent years there has been a significant increase in the number of students qualifying for free and reduced school lunches.

Thanks to the support of the community passage of a bond measure in February 2008, the District has constructed a 10,000 square foot, two-story library. The top floor serves SLV Middle School, while the bottom floor serves the High School, both housing a modern Apple iMac lab for both campuses. The library was officially opened in January 2012. In the summer of 2013, the old Performing Arts Center was demolished in order to make way for a new, "state of the art" Performing Arts Center for our growing performing arts programs. In February 2015, we opened the new Performing Arts Center.

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	174
Grade 10	189
Grade 11	184
Grade 12	155
Total Enrollment	702

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	0.7
Hispanic or Latino	12.4
Native Hawaiian or Pacific Islander	0.4
White	77.6
Two or More Races	5.3
Socioeconomically Disadvantaged	15
English Learners	1.6
Students with Disabilities	8.3
Foster Youth	0.4

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30.8	33.6	31.5	113.5
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	2014-15	2015-16	2016-17
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 2015-16)

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	0.0	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 2016-17)

Year and month in which data were collected: June, 2016

San Lorenzo Valley Unified held a public hearing on October 5, 2016, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Adoption 2016	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%
Foreign Language	Vista Adoption 2016		0.0%
Health			0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts			0.0%
Science Laboratory Equipment (grades 9-12)			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 contribution to Routine Restricted Maintenance (object 8150) was $710,137.63. This total amount includes expenditures for our maintenance department, as well as maintaining all sites/buildings.

The Facility Inspection Tool (FIT) was completed in April 2016.

(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 of the most recent FIT report: April 2016				
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			
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 of the most recent FIT report: April 2016				
	Exemplary	Good	Fair	Poor
Overall Rating		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	68	64	55	56	44	48
Mathematics	37	49	41	42	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	178	143	80.3	63.6
Male	11	97	83	85.6	57.8
Female	11	81	60	74.1	71.7
Hispanic or Latino	11	17	16	94.1	50.0
White	11	146	113	77.4	64.6
Socioeconomically Disadvantaged	11	27	20	74.1	60.0
Students with Disabilities	11	11	11	100.0	9.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	178	149	83.7	48.6
Male	11	97	87	89.7	47.7
Female	11	81	62	76.5	50.0
Hispanic or Latino	11	17	17	100.0	29.4
White	11	146	117	80.1	50.0
Socioeconomically Disadvantaged	11	27	23	85.2	39.1
Students with Disabilities	11	11	11	100.0	9.1

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75	75	66	75	71	66	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	179	177	98.9	65.5
Male	111	110	99.1	64.6
Female	68	67	98.5	67.2
Hispanic or Latino	20	20	100.0	50.0
White	140	139	99.3	66.9
Two or More Races	12	11	91.7	72.7
Socioeconomically Disadvantaged	25	24	96.0	41.7
Students with Disabilities	15	15	100.0	40.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

During 2015-16, 254 students were enrolled in 13 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 developing two CTE College and Career Pathways, The first is in Information Communication & Technology with a Software and Systems Development path. In 2016-17 we will offer three sections of Exploring Computer Science, the first course in this pathway. A second course in the pathway is currently being determined, with Robotics being one of the options. The second pathway is Agriculture and Natural Resources with an Agriscience path. The first course, Biology and Sustainable Agriculutre, will be offered in 2017-18. The second course, offered in 2018-19, will be our current Aquaculture course.

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 to determine a 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 Jeff Calden can be contacted about the two Pathways in ICT and Ag/Natural Resources:jcalden@slvusd.org; (831) 335-4425,104.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	254
% 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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.51
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	82.5

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	5.5	29.4	55.2

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 (School Year 2016-17)

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 Parents 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. 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,Jeff Calden, (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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.30	1.20	0.00	3.00	1.60	0.00	11.40	11.50	10.70
Graduation Rate	96.05	96.95	96.97	94.42	96.76	96.77	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	94	98	86
Black or African American	100	80	78
American Indian or Alaska Native	0	0	78
Asian	100	100	93
Filipino	0	67	93
Hispanic or Latino	92	100	83
Native Hawaiian/Pacific Islander	0	100	85
White	93	96	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	100	67	54
Students with Disabilities	96	83	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	4.8	4.6	2.3	2.2	1.5	4.4	3.8	3.7
Expulsions	5.7	0.5	0.3	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Safety of students and staff is a primary concern of San Lorenzo Valley Unified. In our annual Parent Survey, approximately 82% of SLVHS parents responded that they are confident the school is physically and emotionally safe for their children. 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, two fire drills and a Lockdown/Intruder on Campus Drill 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. A new school resource officer is based at the high school campus for the current school year.

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.

Federal Intervention Program (School Year 2016-17)

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	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	19	7	28	6	13	9	28	6	13	9
Mathematics	26	4	21	1	27	4	17	5	27	4	17	5
Science	28	3	16	3	29	2	14	6	29	2	14	6
Social Science	28	1	16	5	30	2	9	8	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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.2	319
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.06	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	2.0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,244	$725	$6,519	$72,632
District	N/A	N/A	$5,488	$67,283
Percent Difference: School Site and District	N/A	N/A	18.8	8.0
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	14.8	7.8

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$35,675	$42,063
Mid-Range Teacher Salary	$61,120	$64,823
Highest Teacher Salary	$84,132	$84,821
Average Principal Salary (Elementary)	$99,946	$101,849
Average Principal Salary (Middle)	$104,460	$107,678
Average Principal Salary (High)	$114,864	$115,589
Superintendent Salary	$170,872	$169,152
Percent of Budget for Teacher Salaries	32%	35%
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 2015-16)

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 of at least one student.

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 third year of an AVID focus at the high school. There are now two AVID classes, grades 9 and 10/11. 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. Teachers are also working on creating curriculum maps, benchmark assessments, and data review teams. 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.