

San Lorenzo Valley High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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 2018-19)

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. The Next Generation Science Standards are in place with Biology and Chemistry and will be implemented in Physics in 2019-20. 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 wide 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 take 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 February of 2018, SLV High School's six-year WASC accreditation through June 2021 was re-affirmed after the three-year check-in visit, a confirmation of our continued attention to a rigorous academic program and positive school culture.

SLVHS offers eleven Advanced Placement courses for our students. We offer 10 Career Technical Education courses on our campus, as well as off-campus opportunities in these programs. In 2018-19, we are offering four on-campus college-credit courses from Cabrillo Community College. Our students also have access to courses on the Cabrillo campus if they desire enrichment opportunities not offered at SLVHS. We also offer an online credit recovery program using Edmentum, a Work Experience course, and an on-campus Alternative Education Academy. SLVUSD offers credit recovery and intervention classes in a SLVUSD Summer School program offered on our high school campus. Our 2018-19 ethnicity percentages were: 68.4% White/Caucasian, 9.6% Hispanic/Latino, 1.3% African-American, 1.3% Asian, 0.1% Pacific Islander, 0.5% Filipino, 1.0% Native American, 16.7% Unclassified, and 0.8% Declined to state.

The mission statement of San Lorenzo Valley High School:

Working together to prepare all students to meet the challenges and opportunities of an ever-changing world.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	189
Grade 10	218
Grade 11	148
Grade 12	171
Total Enrollment	726

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	0.1
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.0
White	76.4
Socioeconomically Disadvantaged	21.2
English Learners	1.5
Students with Disabilities	9.0
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	31.5	31.2	31.7	115.4
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

San Lorenzo Valley Unified held a public hearing on October 17, 2018, 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	Yes	0.0%
Health			0.0%
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 is 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 State School Deferred Maintenance Program contribution created unintended consequences for local educational agencies (LEAs) who chose to continue contributing the required 3% to the fund. Our 2016-17 contribution to Routine Restricted Maintenance (object 8150) was \$855,573.00. 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, 2018.

(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 the student, staff and community use.)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April, 2018	
Overall Rating	Exemplary

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	81.0	80.0	57.0	56.0	48.0	50.0
Mathematics (grades 3-8 and 11)	52.0	41.0	39.0	41.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	139	97.20	79.71
Male	71	70	98.59	75.36
Female	72	69	95.83	84.06
Asian	--	--	--	--
Hispanic or Latino	22	21	95.45	65.00
White	102	101	99.02	82.18
Two or More Races	11	11	100.00	81.82
Socioeconomically Disadvantaged	35	32	91.43	54.84
English Learners	--	--	--	--
Students with Disabilities	14	12	85.71	25.00
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	138	96.5	40.58
Male	71	69	97.18	42.03
Female	72	69	95.83	39.13
Asian	--	--	--	--
Hispanic or Latino	22	21	95.45	14.29
White	102	98	96.08	46.94
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	35	32	91.43	31.25
English Learners	--	--	--	--
Students with Disabilities	14	12	85.71	0
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

During 2017-18, 340 students were enrolled in 15 CTE / ROP courses at SLVHS and other participating school sites in Santa Cruz County. We offer eight courses on our campus: Aquaculture, Biology and Sustainable Agriculture, Green Engineering, Construction Technology, Exploring Computer Science, Computing with Robotics, Graphic Design 1 and Graphic Design 2. 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 2017-18, we offer two sections of Exploring Computer Science and one section of Computing with Robotics. The third course, offered in 2018-19 will be Advanced Computer Science Principles The second pathway is Agriculture and Natural Resources with an Agriscience path. Three sections of the first course, Biology and Sustainable Agriculture, are being offered in 2017-18. The second course, offered in 2018-19, will be Intermediate Sustainable Agriculture with a focus on Aquaculture.

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 Aquaculture students are part of a working greenhouse and the program partners with the SchoolGrown company that built the greenhouse for us. NASA scientists recently used our greenhouse to study how crops can be grown without soil in order to help prepare for Earth's first manned mission to Mars. We will offer a work experience program in 2018-19 whereby students earn credit for working a local job.

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, 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 seniors 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. Counselor Leslie Burns 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 lburns@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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	340
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	60.9

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.9	20.9	55.4

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

San Lorenzo Valley High School encourages all parents to become involved in their child's education. Parent organizations include SLVHS Drama Boosters, Music Boosters, Athletic Boosters, Grad Night Committee, and Cougar Club Parent groups. In addition, the District GATE program has developed over the last two years with a K-12 focus on 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 Parent Club provides support in many ways including financing classroom needs, Parent and Student Film nights, presentations from outside agencies on sexual assault and consent, LGBTQ+ issues, college site visits, underwriting SAT Prep courses, college financial and essay writing workshops 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.0	1.4	0.0	0.0	1.2	2.1	10.7	9.7	9.1
Graduation Rate	97.0	96.5	98.9	96.8	96.9	92.1	82.3	83.8	82.7

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	98.9	96.0	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	97.3	95.0	92.1
Two or More Races	100.0	94.1	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	100.0	92.0	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.7	5.4	2.0	1.5	2.2	1.4	3.7	3.7	3.5
Expulsions	0.3	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety of students and staff is a primary concern of San Lorenzo Valley Unified. In our annual Parent Survey, 96% of SLVHS parents responded that they are confident the school is physically and emotionally safe for their children. 96% felt the campus was clean. 94% cited that SLVHS promotes tolerance and a sense of community. 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 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. At SLVHS, we conduct earthquake drills twice a year, two fire drills and two 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. Staff has monthly safety trainings at staff meetings. We have a safety committee that meets throughout the school year. SLVHS has a School Resource Officer from the Sheriff's Department on campus all day, every day who works with administration and counselors to plan, protect, and support our students. He also provides safety trainings for our staff and is part of all school drills. We have a mental health counselor who works closely with students, staff, and family to provide skills, assistance, and resources for those in need.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	26.0	6	17	4	29.0	3	13	12	29.0	4	14	10
Mathematics	27.0	4	17	3	29.0	3	9	10	28.0	3	12	8
Science	27.0	5	16	2	30.0	1	13	7	27.0	5	10	2
Social Science	28.0	2	15	2	32.0		7	9	30.0	2	7	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	339
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7829	\$728	\$7101	\$73826
District	N/A	N/A	\$5274	\$69,006
Percent Difference: School Site and District	N/A	N/A	29.5	4.4
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-47.7	3.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 II (Professional Development) and Title III (English Language Learners). Professional development funds are used to support PD in the core content areas. Title III funds support our English Learner students and families, with PD and materials.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,480	\$45,681
Mid-Range Teacher Salary	\$64,213	\$70,601
Highest Teacher Salary	\$88,389	\$89,337
Average Principal Salary (Elementary)	\$103,331	\$110,053
Average Principal Salary (Middle)	\$110,174	\$115,224
Average Principal Salary (High)	\$124,165	\$124,876
Superintendent Salary	\$194,014	\$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	12	22.5

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, mathematics, English learners, gifted education and other key issues that improve classroom and school-wide learning for all students. SLVUSD staff participates in professional development days at the beginning of the school year and throughout the school year.

For 2018-2019, the PD focus for our district continues the theme of Social Emotional Learning (SEL) and student engagement. The district started the year with two PD days (August 15 and 16), bringing in outside experts in engaging and connecting with students. The PD day on October 19th continued this theme, and also added in work on the Next Generation Science Standards for elementary. The last PD day of the year, February 1, 2019, will focus on more NGSS work, student engagement and interdisciplinary teaming.

For 2017-2018 the PD focus for our four district PD days was social and emotional learning (SEL). We had two days in August focused around this theme (August 22 and August 23, 2017, and we had two more during the year on January 26, 2018 and March 12, 2018). These days allowed for professional speakers to come in and share resources and best practices with teachers, and we also build in time for collaboration and planning. We also held some after school sessions on SEL to support further PD for teachers.

Another PD focus for 17-18 was reviewing grading and homework practices. Our District Curriculum Council (DCC) reviewed these issues and made plans for revising policy and practice. The DCC meetings are held during the school day, so teachers do have release time for these sessions. DCC is made up of administrators and teacher leaders.

PD Days in 15-16: 8/18/15, 8/19/15, 10/30/15, 1/29/16: Focus area was Writer's Workshop, CGI Math, AVID and data driven instruction.

PD Days in 16-17: 8/16/16, 8/17/16, 10/10/16, 1/27/17: Focus area was instructional technology and data driven instruction.

Last we have district coaches who support our teachers in our areas of focus. Our two coaches this year are focused on SEL and data/assessment (PLCs, benchmark assessments, reviewing data, etc.). These coaches support teachers in and out of the classroom.