

# San Lorenzo Valley Middle 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)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | San Lorenzo Valley Middle School                          |
| <b>Street</b>                     | 7179 Hacienda Way   |
| <b>City, State, Zip</b>           | Felton, CA 95018  |
| <b>Phone Number</b>               | (831) 335-4452  |
| <b>Principal</b>                  | Shannon Calden  |
| <b>E-mail Address</b>             | scalden@slvusd.org  |
| <b>Web Site</b>                   | <a href="http://ms.slvusd.org/">http://ms.slvusd.org/</a> |
| <b>CDS Code</b>                   | 44-69807-6060644  |

| <b>District Contact Information</b> |  |
|-------------------------------------|--|
| <b>District Name</b>                | San Lorenzo Valley Unified School District |
| <b>Phone Number</b>                 | (831) 336-5193                             |
| <b>Superintendent</b>               | Dr. Laurie Bruton                          |
| <b>E-mail Address</b>               | lbruton@slvusd.org                         |
| <b>Web Site</b>                     | www.slvusd.org                             |

### **School Description and Mission Statement (School Year 2016-17)**

San Lorenzo Valley Middle School: Working Together to Ensure All Students Learn

San Lorenzo Valley Middle School is located in the beautiful redwood forests of the Santa Cruz Mountains. A school construction bond passed by the citizens of the San Lorenzo Valley enabled SLVMS to remodel the entire school in 2005, including twelve new classrooms, two new science labs, and two new restrooms. A second community bond led to the a new state-of-the-art library and computer lab, which opened in December of 2011. San Lorenzo Valley Middle School values the continued support of its community and parents.

San Lorenzo Valley Middle School is a comprehensive middle school that offers language arts, math, science, social studies and physical education at each level, grades six, seven and eight. Our students are able to take advanced courses in mathematics, language arts, French, Spanish, music and choir. In physical education, students have access to a state-of-the-art turf field, an all-weather track and an Olympic swimming pool. SLVMS offers a full range of exploratory electives, including art, band, choir, drama, Spanish, technology, speech, life skills, building and engineering, leadership, newspaper/journalism, and digital arts. In 2013-14, SLVMS incorporated an AVID program, beginning at the 8th grade level. SLVMS offers a varied Pyramid of Intervention for at-risk students. RTI is a school-wide focus. SLVMS offers intervention courses in Reading Support, ELD, Academic Support, and Directed Studies for both regular education and special education students. Team-taught Language Arts and Math courses are offered, which creates fully-mainstreamed schedules for all resources students. We offer after-school homework centers, drama productions, after-school clubs, GATE activities, and a comprehensive, cost-free school sports programs. The school supports cultural awareness through its diverse literature selections and curriculum.

SLVMS is dedicated to creating a positive, safe, and caring atmosphere in which students and staff are encouraged to reach their highest personal and educational potential. We recognize each person as unique with special needs and talents. Above all else, we foster high academic achievement, self-discipline, self-esteem, and self-knowledge.

San Lorenzo Valley Middle is the only traditional middle school that serves students in the San Lorenzo Valley Unified School District. Curriculum is focused on the Common Core standards.

During the 2015-16 school year, 510 sixth through eighth grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

In 2015, SLVMS was recognized for the second time as a California and National Model Middle School to Watch, as well as a California Gold Ribbon School.

San Lorenzo Valley Middle School is working together with the San Lorenzo Valley community to ensure that all students learn.

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

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 6</b>          | 192                       |
| <b>Grade 7</b>          | 151                       |
| <b>Grade 8</b>          | 190                       |
| <b>Total Enrollment</b> | 533                       |

### Student Enrollment by Group (School Year 2015-16)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.4                         |
| American Indian or Alaska Native    | 0.6                         |
| Asian                               | 1.1                         |
| Filipino                            | 0                           |
| Hispanic or Latino                  | 15.2                        |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 76.9                        |
| Two or More Races                   | 5.3                         |
| Socioeconomically Disadvantaged     | 20.1                        |
| English Learners                    | 2.4                         |
| Students with Disabilities          | 10.1                        |
| Foster Youth                        | 0.2                         |

## 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   | 18.4    | 21.7    | 22.4    | 113.05   |
| 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 |
| <b>This School</b>                      | 100.0  | 0.0                                     |
| <b>All Schools in District</b>          | 100.0  | 0.0                                     |
| <b>High-Poverty Schools in District</b> | 0.0  | 0.0                                     |
| <b>Low-Poverty Schools in District</b>  | 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/<br>Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|---|
| <b>Reading/Language Arts</b>  | Houghton Mifflin Harcourt<br>Adoption 2016                 | Yes                        | 0.0%  |
| <b>Mathematics</b>            | Pearson/Digits<br>Adoption 2014                            | Yes                        | 0.0%  |
| <b>Science</b>                | Holt, Rinehart & Winston<br>Adoption 2007                  | Yes                        | 0.0%  |
| <b>History-Social Science</b> | McDougal Littell<br>Adoption 2006                          | Yes                        | 0.0%  |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

San Lorenzo Valley Middle School is comprised of 25 classrooms, 1 gym, 1 cafeteria, 1 library, 1 staff lounge, 2 computer labs, a performing arts classroom, and state of the art athletic facilities including an all-weather track and turf athletic field and an Olympic swimming pool. Recent remodeling included 12 new classrooms, two new science lab classrooms, and two new restrooms, completed in 2005. A new library, complete with a modern computer lab, was opened in December of 2011.

**Cleaning Process:** School administration works daily with the custodial staff of two full-time custodians and a part-time library custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

**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 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)**

| <b>School Facility Good Repair Status (Most Recent Year)</b>            |                      |             |             |  |
|---|----------------------|-------------|-------------|--|
| <b>Year and month of the most recent FIT report: April 2016</b>         |                      |             |             |  |
| <b>System Inspected</b>   | <b>Repair Status</b> |             |             | <b>Repair Needed and Action Taken or Planned</b> |
|   | <b>Good</b>          | <b>Fair</b> | <b>Poor</b> |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X                    |             |             |  |
| <b>Interior:</b> Interior Surfaces                                      | X                    |             |             |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | X                    |             |             |  |
| <b>Electrical:</b> Electrical   | X                    |             |             |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | X                    |             |             |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X                    |             |             |  |
| <b>Structural:</b> Structural Damage, Roofs                             | X                    |             |             |  |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X                    |             |             |  |

**Overall Facility Rating (Most Recent Year)**

| <b>Year and month of the most recent FIT report: April 2016</b> |                  |             |             |             |
|---|------------------|-------------|-------------|-------------|
| <b>Overall Rating</b>   | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|   |                  |             | 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|--------------------------------|---|---------|----------|---------|---------|---------|
|                                | School  |         | District |         | State   |         |
|                                | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 57  | 54      | 55       | 56      | 44      | 48      |
| Mathematics                    | 44  | 45      | 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                    | 6     | 188                | 184    | 97.9                | 52.7                     |
|                                 | 7     | 145                | 140    | 96.5                | 62.9                     |
|                                 | 8     | 189                | 162    | 85.7                | 48.5                     |
| Male                            | 6     | 86                 | 83     | 96.5                | 44.6                     |
|                                 | 7     | 72                 | 67     | 93.1                | 55.2                     |
|                                 | 8     | 100                | 87     | 87.0                | 46.0                     |
| Female                          | 6     | 102                | 101    | 99.0                | 59.4                     |
|                                 | 7     | 73                 | 73     | 100.0               | 69.9                     |
|                                 | 8     | 89                 | 75     | 84.3                | 51.4                     |
| Hispanic or Latino              | 6     | 30                 | 29     | 96.7                | 37.9                     |
|                                 | 7     | 23                 | 22     | 95.7                | 45.5                     |
|                                 | 8     | 24                 | 20     | 83.3                | 25.0                     |
| White                           | 6     | 143                | 140    | 97.9                | 55.0                     |
|                                 | 7     | 113                | 109    | 96.5                | 67.0                     |
|                                 | 8     | 145                | 125    | 86.2                | 51.6                     |
| Two or More Races               | 8     | 12                 | 10     | 83.3                | 60.0                     |
| Socioeconomically Disadvantaged | 6     | 36                 | 35     | 97.2                | 45.7                     |
|                                 | 7     | 28                 | 28     | 100.0               | 50.0                     |

| Student Group              | Grade | Number of Students |        | Percent of Students |                          |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                            |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
|                            | 8     | 31                 | 29     | 93.5                | 25.0                     |
| Students with Disabilities | 6     | 18                 | 18     | 100.0               |                          |
|                            | 7     | 19                 | 18     | 94.7                | 16.7                     |
|                            | 8     | 17                 | 16     | 94.1                | 18.8                     |

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                    | 6     | 188                | 178    | 94.7                | 44.4                     |
|                                 | 7     | 145                | 139    | 95.9                | 47.5                     |
|                                 | 8     | 145                | 139    | 95.9                | 47.5                     |
| Male                            | 6     | 86                 | 80     | 93.0                | 46.3                     |
|                                 | 7     | 72                 | 67     | 93.1                | 55.2                     |
|                                 | 8     | 72                 | 67     | 93.1                | 55.2                     |
| Female                          | 6     | 102                | 98     | 96.1                | 42.9                     |
|                                 | 7     | 73                 | 72     | 98.6                | 40.3                     |
|                                 | 8     | 73                 | 72     | 98.6                | 40.3                     |
| Hispanic or Latino              | 6     | 30                 | 28     | 93.3                | 21.4                     |
|                                 | 7     | 23                 | 22     | 95.7                | 40.9                     |
|                                 | 8     | 23                 | 22     | 95.7                | 40.9                     |
| White                           | 6     | 143                | 135    | 94.4                | 47.4                     |
|                                 | 7     | 113                | 108    | 95.6                | 48.1                     |
|                                 | 8     | 113                | 108    | 95.6                | 48.1                     |
| Socioeconomically Disadvantaged | 6     | 36                 | 33     | 91.7                | 36.4                     |
|                                 | 7     | 28                 | 28     | 100.0               | 35.7                     |
|                                 | 8     | 28                 | 28     | 100.0               | 35.7                     |
| Students with Disabilities      | 6     | 18                 | 18     | 100.0               | 5.6                      |
|                                 | 7     | 19                 | 18     | 94.7                | 22.2                     |
|                                 | 8     | 19                 | 18     | 94.7                | 22.2                     |

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<br>(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 |
| <b>Science (grades 5, 8, and 10)</b> | 79  | 83      | 77      | 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 |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| <b>All Students</b>                    | 189              | 180                             | 95.2                            | 76.7                                 |
| <b>Male</b>                            | 100              | 96                              | 96.0                            | 78.1                                 |
| <b>Female</b>                          | 89               | 84                              | 94.4                            | 75.0                                 |
| <b>Hispanic or Latino</b>              | 24               | 23                              | 95.8                            | 56.5                                 |
| <b>White</b>                           | 145              | 140                             | 96.6                            | 81.4                                 |
| <b>Two or More Races</b>               | 12               | 11                              | 91.7                            | 63.6                                 |
| <b>Socioeconomically Disadvantaged</b> | 31               | 31                              | 100.0                           | 54.8                                 |
| <b>Students with Disabilities</b>      | 17               | 16                              | 94.1                            | 50.0                                 |

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.

### 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 |
| <b>7</b>    | 11.2  | 22.4                  | 58.7                 |

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 Unified greatly benefits from its supportive parents who participate in various ways. SLVMS parents participate in School Site Council, or volunteer to be a part of the SLVMS Panther Club, the school's parent booster club. Parents of EL students, GATE students and AVID students are invited to parent meetings during the year. SLVMS also has a Career and College Information night for parents. Back to School Night, Open House, incoming 6th grade parent night, Honor Roll assemblies, Drama productions, Music performances, and after-school athletic teams offer parents the opportunity to become involved with the school community and to volunteer their help. For more information on how to participate as a parent and/or community member, please contact the Middle School office at (831) 335-4452.

Parents or community members who wish to participate in district level leadership teams may contact the San Lorenzo Valley Unified School District at (831) 336-8852.

Parents who are interested in supporting their child's site directly as a volunteer, participant in site level committees and/or classroom activity support should contact San Lorenzo Valley Middle School at (831) 335-4452.

### 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 |
| <b>Suspensions</b> | 0.0     | 10.6    | 4.9     | 2.3      | 2.2     | 1.5     | 4.4     | 3.8     | 3.7     |
| <b>Expulsions</b>  | 10.7    | 0.0     | 0.0     | 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, 97.5% of SLVMS parents responded that they are confident our school is physically safe for their children. 94.7% responded that our school is 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 twice each year. Students are supervised before and after school by certificated, classified and/or administrative staff. There are two security support staff employees at the middle school. Visitors are required to check in at the front office and wear a visitor's badge while on campus. The District employs a School Resource Officer through the Sheriff's Office. The deputy is available to assist with students and incidents at any time.

The Comprehensive Safe School plan is reviewed and developed each year. The site Representative Council reviews the plan by soliciting information from staff, then the staff and school site council review and approve the plan.

## 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 | 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        | 22              | 3                    | 8     |     | 23              | 5                    | 12    | 2   | 23              | 5                    | 12    | 2   |
| Mathematics    | 20              | 8                    | 8     |     | 26              | 2                    | 10    | 1   | 26              | 2                    | 10    | 1   |
| Science        | 26              | 1                    | 11    |     | 28              | 1                    | 11    | 1   | 28              | 1                    | 11    | 1   |
| Social Science | 28              |                      | 11    |     | 30              |                      | 11    |     | 30              |                      | 11    |     |

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                                  | 0                                |   |
| Counselor (Social/Behavioral or Career Development) | 1.4                              | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1.0                              | N/A   |
| Psychologist  | 0.5                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0.2                              | N/A   |
| Speech/Language/Hearing Specialist                  | 0.6                              | 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/<br>Restricted | Basic/<br>Unrestricted |                        |
| School Site                                  | \$6,191                | \$1,225                     | \$4,966                | \$63,799               |
| District                                     | N/A                    | N/A                         | \$5,488                | \$67,283               |
| Percent Difference: School Site and District | N/A                    | N/A                         | -9.5                   | -5.2                   |
| State  | N/A                    | N/A                         | \$5,677                | \$67,348               |
| Percent Difference: School Site and State    | N/A                    | N/A                         | -12.5                  | -5.3                   |

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

**Types of Services Funded (Fiscal Year 2015-16)**

SLVMS receives funding through the district from Federal Title 1 funds, as well as state ADA funds.

The following services/programs are available on site to support and assist students:

1. Special Education
2. Speech and Language
3. Special Day class
4. Team taught LA and math classes
5. Academic Support classes for general education students
6. Directed studies classes for special education students
7. Mandatory After school Subject Help \*MASH)
8. After school Academic Center
9. Instructional aides in some classrooms
10. Mental health counseling
11. Academic Counseling
12. Intramural sports program
13. After school athletics

**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/>.

**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.

SLVMS Focus: With the introduction of an AVID class at the middle school in 2013-2014, teachers have received professional development in AVID strategies school wide for the last two years. The focus has been on Cornell Notes and WICOR (Writing, Inquiry, Collaboration, Organization and Reading). AVID tutors were hired and trained to support student success in the AVID elective.

In addition, SLVMS continued to focus on Response to Intervention, in order to support students who are not learning or succeeding in the classroom. Systems are in place to monitor student progress and to intervene when needed. All staff members are committed to helping support the success of all students.

ELA and math teachers worked on Common Core curriculum documents, unpacking the standards in order to guide their instruction. The middle school math department continues to work together to implement their new math adoption. The ELA department is working together on their newly adopted curriculum. Science teachers are attending workshops on the new Next Generation Science Standards. Last, social studies teachers are participating in AVID workshops that are specific to their subject area, and have been attending conferences and workshops regarding the new social studies framework.

The last focus for PD at SLVMS has been around technology integration and the BYOD (Bring Your Own Device) program.