

SLVUSD Charter, Administration

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	SLVUSD Charter, Administration
Street	325 Marion Avenue
City, State, Zip	Ben Lomond, CA 95005
Phone Number	(831) 335-0932
Principal	Rhonda Schlosser
E-mail Address	rschlosser@slvusd.org
Web Site	http://charter.slvusd.org/
CDS Code	44-69807-4430179

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)

The SLVUSD Charter School’s mission is to create and sustain unique alternatives to traditional school models within the public education system in order to support life-long learners. The Charter School programs provide a personalized, collaborative, and often thematic approach to learning aligned to the Common Core Standards. The programs within the SLVUSD Charter School are built upon: Strong academics; to encourage life-long growth. Family involvement; to help develop positive character and citizenship. Community interactions; to further integrate students’ learning. Our programs are small to encourage a strong community where students are safe, seen and supported.

SLVUSD Charter offers program options within the public school setting of SLVUSD for parents who want to stand alongside our teachers and participate in the educational process of their children. We have programs that offer tiered levels of classroom support, each with a variety of ways that parents can volunteer to help; either in the classrooms or alongside their own child. We offer a variety of school programs that support consistent educational pedagogy. Each Charter School program delivers holistic, student-centered education through a choice of three educational delivery models: Classroom Setting, Independent Home Study, and Partnership Home Study/Classroom-based setting. All programs share resources, staff, common educational materials, School Wide Outcomes (SWOs) and Learning Goals (LGs). Tutoring sessions are open to all students.

Students are educated in small learning communities where their social-emotional learning, life-skills, academic skills, collaboration, and individual needs can best be supported. SLVUSD Charter operates on the philosophy that all students have different learning styles, abilities, and background experiences. As important as ‘what’ students learn is ‘how’ they learn. Our various programs are designed to support how students’ learn best. Families may choose what learning format and program works best for them. The teaching staff works in collaboration with each other in grade level and program specific cohorts to ensure that students’ learning is consistently monitored in order to ensure student involvement and success.

Students in grades 9-12 participate in concurrent enrollment such as online courses, community college courses, and may also take up to two courses within the district’s traditional high school, based on space availability. In this way, students have a greater access to AP and CTE course options. The SLVUSD Charter petition was approved May 18, 2016, for an additional five years. SLVUSD Charter is WASC accredited.

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

Grade Level	Number of Students
Kindergarten	10
Grade 1	8
Grade 2	15
Grade 3	12
Grade 4	13
Grade 5	9
Grade 6	40
Grade 7	53
Grade 8	41
Grade 9	16
Grade 10	18
Grade 11	15
Grade 12	15
Total Enrollment	265

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.0
Asian	0.8
Filipino	0.0
Hispanic or Latino	6.4
Native Hawaiian or Pacific Islander	0.0
White	80.0
Socioeconomically Disadvantaged	20.4
English Learners	0.4
Students with Disabilities	9.8
Foster Youth	0.4

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	11.8	11.8	12.7	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/McDougal Littell Adoption year 2004	Yes	0.0%
Mathematics	Math Teachers Press: K-8 Foundations: Adoption Year 2014 Pearson: 6-8 Digits: Adoption Year 2014 Pearson 9-12: Adoption Year 2015	Yes	0.0%
Science	McGraw-Hill Adoption Year 2004	Yes	0.0%
History-Social Science	Houghton Mifflin/McDougal Littell Adoption; 2005 National Geographic Adoption: 2017	Yes	0.0%
Foreign Language	Vista Higher Learning: Panorama	Yes	0.0
Health	Glencoe (MacMillan/McGraw Hill) Adoption Year 2004	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A		0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The SLVUSD Charter School programs are located in SLVUSD District buildings and share the responsibility for maintenance and improvement of school facilities in collaboration with the district maintenance department and individual school sites. 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.

(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)	56.0	66.0	57.0	56.0	48.0	50.0
Mathematics (grades 3-8 and 11)	32.0	32.0	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	191	179	93.72	66.48
Male	94	85	90.43	65.88
Female	97	94	96.91	67.02
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	11	10	90.91	70.00
White	158	148	93.67	65.54
Two or More Races	18	17	94.44	64.71
Socioeconomically Disadvantaged	44	43	97.73	65.12
English Learners	--	--	--	--
Students with Disabilities	18	14	77.78	35.71
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	191	180	94.24	31.67
Male	94	86	91.49	37.21
Female	97	94	96.91	26.6
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	11	11	100	27.27
White	158	148	93.67	31.76
Two or More Races	18	17	94.44	35.29
Socioeconomically Disadvantaged	44	42	95.45	19.05
English Learners	--	--	--	--
Students with Disabilities	18	15	83.33	26.67
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)

The SLVUSD Charter School supports students in achieving their Career and Education goals by providing the following:

- * Individualized course planning that includes the option of concurrent enrollment for ROP and CTE courses available at the neighboring high school and other high schools in the county. On average, 30% of our students take advantage of this opportunity
- * Academic Counselor helps the supervising teachers in all students 4-year planning throughout the year
- * Student support with information about scholarships, financial aid, internships, community service, work experience and directions toward careers.
- * We have added courses in our Environmental Horticulture pathway, and many students take advantage of our Work Education Experience course

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	14
% 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	0

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	24.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	27.8

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
5	**	**	**
7	9.6	30.8	50.0
9		29.4	70.6

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)

SLVUSD Charter offers program options within the public school setting of SLVUSD for parents who want to stand alongside our teachers and participate in the educational process of their children. We have programs that offer tiered levels of classroom support, each with a variety of ways that parents can volunteer to help; either in the classrooms or alongside their own child. Our Charter School programs maintain a strong commitment to obtaining broad-based parental and student input regarding educational interests and/or concerns. Parents are encouraged to be involved in our school through active involvement in our Parent Booster Clubs. Our various programs have Booster Clubs that support the classroom offerings and Field Trips. Parents are also invited to participate in our Parent Advisory Committee that meets monthly with the Administration to learn about and give feedback on the Charter's operations, as well as District sponsored committees. Each program has monthly parent meetings that carry strong attendance, and parents are often involved in classroom support and other program activities. We honor all forms of communication; written, email or oral correspondence. An annual school survey substantiates our average of 94% parent satisfaction rates in communication, students' academic and social-emotional growth, as well as the physical and emotional safety in our school. Of those who responded to the survey; 97% are aware of the Charter expectations for parent participation. 93% participate in monthly parent meetings. 78% volunteer in their child's classroom. A parent representative for each program attends the Parent Advisory Committee meetings. To volunteer for any opportunities contact Rhonda Schlosser at rschlosser@slvusd.org and/or (831) 335-0932.

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	0.0	0.0	0.0	1.2	2.1	10.7	9.7	9.1
Graduation Rate	95.2	100.0	90.0	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	94.7	96.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	0.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	95.0	92.1
Two or More Races	0.0	94.1	91.2
Socioeconomically Disadvantaged	0.0	100.0	88.6
English Learners	0.0	100.0	56.7
Students with Disabilities	80.0	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	1.3	0.3	0.3	1.5	2.2	1.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	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 Charter. In our annual Parent Survey, 90% of SLVUSD parents responded that they are confident our schools are physically and emotionally safe for their children. 89% of our parents responded that they are confident each site is prepared to meet emergencies effectively. Schools in the district are in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each site works with the district and county to ensure that there is an updated Safety Plan at each site. The 2018-19 Safety Plan was reviewed by the School site committee and our SRO in January 2019 and Board approved in February 2019. The school's disaster preparedness plan includes steps for ensuring student and staff safety during various disasters. Fire and Earthquake drills are conducted on a regular basis throughout the school year. Lockdown and Code Red drills are held annually. Students are supervised before and after school by certificated, classified and/or administrative staff. K - 5 students are supervised by their parents or staff at lunch and breaks; secondary students are supervised by certificated, classified and administrative staff during their lunch and break. 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. The Charter programs also share the services of a Safety Resource Officer from the Santa Cruz County Sheriff's Department with the rest of the school sites in the district.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2	2		26		1		24		2	
5									5	1		
6	23	1	5		26		6		26		6	
Other	21		1		15	3	1		12	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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	12.0	9		1	14.0	8		1	11.0	9		1
Mathematics	9.0	4			8.0	8		1	10.0	8	1	
Science	9.0	7		1	12.0	7	1	1	15.0	5		1
Social Science	13.0	6		1	19.0	5	1	1	13.0	7		1

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	0.4	64
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0.8	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	\$8606	\$8606	\$0	\$69218
District	N/A	N/A	\$5274	\$69,006
Percent Difference: School Site and District	N/A	N/A	-200.0	-2.0
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-200.0	-3.1

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)

The SLVUSD Charter School is funded through a block grant and does not receive state and federal funding under specific program titles. Our school supports the various academic, college and career, and mental health needs of all students through our block fund.

Data within the SARC was provided by San Lorenzo Valley Unified School District, retrieved from the 2017-18 SARC template, and/or located in CALPADS reports and on Data quest (<http://data.cde.ca.gov/dataquest>). Dataquest is a search engine maintained by the California Department of Education(CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics staffing, and student misconduct/intervention.

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	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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 on 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.

