

San Lorenzo 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 High School
Street	50 East Lewelling Blvd.
City, State, Zip	San Lorenzo, CA 94580
Phone Number	(510) 317-3100
Principal	Allison Silvestri
E-mail Address	asilvestri@slzusd.org
Web Site	www.sanlorenzousd.k12.ca.us
CDS Code	01-61309-0137810

District Contact Information	
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4600
Superintendent	Barbara DeBarger (Temporary)
E-mail Address	bdebarger@slzusd.org
Web Site	www.sanlorenzousd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Mission

The San Lorenzo Unified School District teachers and staff will collaborate with families and the community to cultivate safe learning environments and ensure equitable opportunities and outcomes for all students. All students will become engaged community members contributing to, and becoming good stewards of, our changing world. All students will reach their highest potential as creative and critical thinkers, prepared for college, career and life-long learning.

Vision

Students will become creative, collaborative, compassionate, resilient, well-informed and socially responsible advocates for equity and social justice as a result of their education.

As a member school of San Lorenzo Unified School District, San Lorenzo High School, known affectionately as SLz, opened in 1951 and is one of three comprehensive high schools in the San Lorenzo Unified School District. The school is situated on the east side of the unincorporated community of San Lorenzo, a culturally diverse, semi-urban, working class community in the East San Francisco Bay area in northern California. San Lorenzo High School, like many high schools in our nation, have undergone recent changes to respond to an achievement gap that persists to this day. All students in grades nine through twelfth are enrolled in one of three Smaller Learning Communities: Law, Leadership, and Culture (LLC), Green Engineering and Technology (Green), and Bay Area Digital Arts (BADA), the latter is a California Partnership Academy (CPA) program. This change has enabled us to leverage the strong positive teacher-student relationships for which the school is known for to build rigor, close the achievement gap, and provide equitable learning outcomes for all so that each and every student graduates on time college, career, life ready.

San Lorenzo High School continues the important work of aligning all curriculum and instruction to the California Common Core State Standards using an approach that values increasing academic and instructional rigor and academic discourse in order to bolster student learning and mastery of grade level skills. Through examining the key instructional shifts in the standards, discussing the implications of such shifts for both core content and electives courses, considering changes in instruction and assessment, and most recently, evaluating the levels of rigor currently offered in curriculum and assessments, teachers continue to create a strong foundation by which to meet the demands of the new standards. In the past few years, we have transitioned to an integrated math pathway and course sequence as well as continue to implement the Next Generation Science Standards (NGSS) and align with the new Social Studies Framework. We are also working to adopt new instructional materials and curriculum. Professional development has taken place using a variety of resources and tools, including group readings of peer-reviewed major publications, county level professional development, site level professional development, department chair-led activities, whole staff activities, and individual reflections.

Our school plan acknowledges the school wide areas of strength and addresses the school wide areas of concern that the WASC team suggested from our most recent year. The English Language Development (ELD) department at San Lorenzo High School is dedicated to ensuring that English Language Learners (ELLs) acquire English as quickly as possible in order to attain English proficiency. The Leadership class trains Student Body officers and commissioners in the essentials of leadership while serving the school via participation in a wide variety of projects, activities and events throughout their year of office. The school newspaper continues to thrive as one of our school's primary communication tools for students. Articles are relevant, timely, and interesting. Going Green -- We have several green efforts on campus including our native garden, a very active Druids Club, weekly recycling, and our Green academy. We collaborate with an on-site health clinic to provide services to community and students on campus.

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

Grade Level	Number of Students
Grade 9	378
Grade 10	333
Grade 11	357
Grade 12	333
Ungraded Secondary	11
Total Enrollment	1,412

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	15.3
American Indian or Alaska Native	0.1
Asian	8.6
Filipino	5.4
Hispanic or Latino	60.8
Native Hawaiian or Pacific Islander	1.9
White	6.2
Socioeconomically Disadvantaged	72.0
English Learners	18.7
Students with Disabilities	11.6
Foster Youth	0.2

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	62	64	69	485
Without Full Credential	1		2	18
Teaching Outside Subject Area of Competence (with full credential)	2	3	1	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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 2015

Schools in the San Lorenzo Unified School District (SLZUSD) are supplied with the instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the State curriculum adoption cycle. The SLZUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee certifies that the District’s instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

The IMTC brings all high school core and elective texts and materials to the Board of Education for approval after a review of the evaluation process. All high school students have access to core texts and instructional materials to use in the classroom and at home for homework. All high school adoptions are cataloged and referenced on a District list available in the Instructional Materials Technology Center and provided on the District’s Web site, www.slzusd.org.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reader’s Choice, California, Course 4 & 5, Glencoe, 2002 (9-10) Adopted in 2008 Literature: World Masterpieces, Prentice Hall, 2004 (9-10) Adopted in 2008	Yes	0%
Mathematics	California Algebra 1, Concepts, Skills, and Problem Solving, Glencoe, 2008 Adopted in 2008 Calculus of a Single Variable, Houghton Mifflin, 2006 Adopted 2008 Precalculus with Trigonometry, Key Curriculum Press, 2012 Adopted 2013 Math & You, Larson Texts, Inc. 2013 Adopted 2013	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Conceptual Physical Science Exploration, Addison Wesley, 2003 Adopted in 2008</p> <p>Essentials of Anatomy and Physiology, McGraw-Hill, 2006 Adopted in 2008</p> <p>Holt Physics, Holt, Rinehart & Winston, 2002 Adopted in 2008</p> <p>Biology: Exploring Life, Prentice Hall, 2006 Adopted in 2008</p> <p>Chemistry, Houghton Mifflin, 2000 Adopted in 2008</p> <p>Holt Environmental Science, Holt, 2000 Adopted in 2008</p> <p>Introductory Chemistry, Houghton Mifflin, 2000 Adopted in 2008</p>	Yes	0%
History-Social Science	<p>American Government: Continuity and Change, Pearson-Longman, 2004 Adopted in 2008</p> <p>MacGruder's American Government, Prentice Hall, 2002 Adopted in 2008</p> <p>American Pageant, Houghton Mifflin, 2003 Adopted in 2008</p> <p>Modern World History: Patterns of Interaction, McDougal Littell, 2003 Adopted in 2008</p> <p>Economic Principle and Practices, Glencoe McGraw-Hill, 1999 Adopted in 2008</p> <p>The Americans, McDougal Littell, 1998 Adopted 2008</p>	Yes	0%
Foreign Language	<p>French: Encore Tricolore 1 and Encore Tricolore 2, Honor, Pub. Nelson Thornes Adopted in 2001</p> <p>Spanish: Realidades, Boyles, Met, Sayers, Prentice-Hall Adopted in 2004</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Lifetime Health -- Holt, Rinehart, Winston, 2004 Adopted in 2008	Yes	0%
Science Laboratory Equipment (grades 9-12)	All equipment needed for courses is provided for students	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

San Lorenzo High School's main buildings date back to the early days of the school in the 1950s. The school has five main older buildings and two new building (with monies from Measure E,) two gymnasiums, a football field, a track, three baseball/softball fields, two soccer fields, a dance studio, a weight room, and large open areas. All classrooms and bathrooms meet Americans with Disabilities Act (ADA) standards and all buildings are wheelchair accessible. Measure O, passed in 2008, has provided us a state-of-the-art football and track, baseball and softball fields, as well as two new science rooms and a video production facility. In addition, the newly created "BADA Building" is open, serving students with a multimedia an design educational experience.

The entire school has wireless Internet access. The school has an e-Learning partnership with Dell computers. Most students have access to laptops in addition to four computer labs and multiple computer stations in the library.

San Lorenzo High School custodial and maintenance staff keep the school clean and well maintained. The school has an approved Safety Plan of action for dealing with earthquakes, fires, lockdowns, intruders, and other emergency situations. Staff supervisors monitor students during school-sponsored nutrition breaks, lunch, or other assigned outdoor activities.

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: 01/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The tile in the girls locker room has become a safety hazard. There are multiple rooms with loose ceiling tiles.
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: 01/2019	
Overall Rating	Fair

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)	25.0	41.0	35.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	15.0	16.0	26.0	27.0	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	338	322	95.27	41.43
Male	156	147	94.23	45.58
Female	182	175	96.15	37.93
Black or African American	52	49	94.23	30.61
Asian	29	29	100.00	41.38
Filipino	18	18	100.00	66.67
Hispanic or Latino	205	196	95.61	41.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	18	81.82	44.44
Two or More Races	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	246	235	95.53	38.30
English Learners	89	81	91.01	11.11
Students with Disabilities	32	29	90.63	17.24
Students Receiving Migrant Education Services	--	--	--	--

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	338	318	94.08	16.14
Male	156	145	92.95	15.97
Female	182	173	95.05	16.28
Black or African American	52	50	96.15	4.08
Asian	29	29	100	51.72
Filipino	18	18	100	55.56
Hispanic or Latino	205	190	92.68	10.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	20	90.91	15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	246	229	93.09	16.23
English Learners	89	79	88.76	11.39
Students with Disabilities	32	29	90.63	0
Students Receiving Migrant Education Services	--	--	--	--

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)

Our emerging career themed Smaller Learning Communities (SLC) have developed four year plans that provide all students with college and career preparation opportunities in high school. Currently Bay Area Digital Arts (BADA) SLC is the only California Partnership Academy on campus. These students complete a sequential course of study in our arts, communication, and technology pathway, which includes a partnership with a local Cineplex and/ or Ohlone College.

Course Sequences:

- Multi Media/Web Design (Introduction)
- Video/TV Production (ROP) (Concentration)
- Video Production, Advanced (ROP) (Concentration)
- Media Arts (ROP) (Capstone)

Detailed annual reports are required, prepared, and provided to the State and include data regarding GPAs, NWEA standardized tests, interim and end-of-course exams, graduation rates on each individual student, and D/F lists. This data is compared with students in the traditional program.

Over 10% of our students attend the Eden Area ROP program. They take half of their classes during either their Junior or Senior years in areas including Forensics, Culinary Arts, Automotive Repair, Construction, Graphic Design, Criminal Justice, and more. Some of these courses offer students the ability to satisfy graduation requirements in Science or Math.

A number of students in our Special Day Class work on campus on a daily basis, earning money and learning about what it's like to be an employee. Other students with special needs have joined the Merchandising program at ROP. The focus of this program is to prepare students for living on their own with lessons involving all aspects of independent living.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	880
% of pupils completing a CTE program and earning a high school diploma	65%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	61%

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	96.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	36.5

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	27.7	13.4	33.9

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)

Parents may become involved at San Lorenzo High School via Parent-Teacher-Student Association (PTSA), School Site Council (SSC), Site English Language Acquisition Committee (SELAC), District English Language Advisory Committee (DELAC) or our Special Education Parent Group. We also have unique programs where parent involvement is necessary, including the Health Center and EAOP (Early Academic Outreach Program), in partnership with the University of California Berkeley.

The school sponsors a series of annual parent nights to inform and engage parents. These include: a District College Night, Financial Aid Nights, Report Card Nights, Incoming Ninth Grade Parent Night, Poetry Slam Evenings, ELAC Family Night, Parent-to-School, Music Concerts, and Student Recognition Nights. Parents who wish to volunteer some time instead of serving on a committee can chaperone school activities, serve as tutors, or assist in the library or offices.

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	4.7	7.3	5.0	7.2	8.5	4.8	10.7	9.7	9.1
Graduation Rate	91.8	88.0	89.6	89.3	87.7	90.2	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	87.4	92.5	88.7
Black or African American	88.6	93.4	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	96.3	98.5	94.9
Filipino	100.0	97.7	93.5
Hispanic or Latino	86.9	91.4	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	70.4	83.9	92.1
Two or More Races	66.7	88.9	91.2
Socioeconomically Disadvantaged	86.8	94.7	88.6
English Learners	55.8	55.8	56.7
Students with Disabilities	75.6	76.4	67.1
Foster Youth	33.3	40.0	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	12.0	9.8	11.8	4.8	4.5	4.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

School safety is a priority at San Lorenzo High School. Our four administrators, three full-time and one part-time campus supervisors, and one part-time campus supervisor work collaboratively to ensure that all students feel physically and emotionally safe at all times while at school and while participating in school activities. Positive, caring teacher and student relationships are a hallmark of the school. Teachers spend many hours outside class time providing needed support and encouragement to students.

Site administration creates a school calendar with a multitude of activities to promote school safety and create a strong, positive, healthy environment on campus. These activities include: The Bear Necessities 9th Grade Student and Parent Orientation, Welcome/Expectations Assembly, Back-to-School Night, Senior Parent Meeting, Homecoming and Spirit Weeks. School clubs provide opportunities for students to take leadership in school safety and positive school climate.

School counselors and community agencies, such as La Clinica and Project Eden, provide individual and small group counseling for students in need.

Our safety plan addresses preparedness and response to earthquake, fire, intruders, bomb threats/explosions, fallen aircraft, hazardous materials, severe weather, utility failure, and helping students cope with disaster. Practice drills are held per an established schedule. Our school safety plan was last updated before the 2018-19 school year and presented to staff with ongoing professional time to review and train staff. The Safety Committee meets on a quarterly basis to provide feedback and to review the plan.

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	24.0	27	40	4	23.0	21	47	1	25.0	18	46	4
Mathematics	27.0	10	27	11	26.0	14	26	9	26.0	10	30	9
Science	29.0	6	20	15	29.0	6	23	12	28.0	6	27	11
Social Science	27.0	6	23	8	27.0	7	23	8	26.0	7	26	6

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	4.0	400
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1	N/A
Social Worker	1.5	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		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	\$6,376	\$218	\$6,158	\$78,821
District	N/A	N/A	\$8,535	\$82,317
Percent Difference: School Site and District	N/A	N/A	-32.4	-4.3
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-14.6	-1.1

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)

San Lorenzo High School offers the following supplemental programs to help students graduate on time - college, career, life ready:

21st Century grant funds our extended day learning program which offers academic help and enrichment programs (for example arts, dance, leadership) before and after school hours.

SLC funds provide teacher leaders the time needed to create inclusive career themed communities/academies which support our college/career preparedness. California Partnership Academy (CPA) monies provide release time for a teacher to develop mentoring and internship opportunities for students and connections/collaboration with community colleges in an effort to provide our high school students with college coursework their junior and senior years in high school.

We receive federal and state monies to provide our newcomer and English Learner students additional support while they are acquiring academic English language. Funds from these programs also support teacher training, as well as services specifically targeting our students that are socio-economically disadvantaged.

Federal monies provide small group instruction and case management for our identified Special Ed students.

State monies provide our newer teachers training and assistance throughout their first two years of credentialed experience.

Student achievement data is reviewed regularly; results from these conversations help our School Site Council (SSC) create the annual plans and activities described above.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,512
Mid-Range Teacher Salary	\$76,562	\$77,880
Highest Teacher Salary	\$103,173	\$96,387
Average Principal Salary (Elementary)	\$124,834	\$123,139
Average Principal Salary (Middle)	\$131,390	\$129,919
Average Principal Salary (High)	\$141,012	\$140,111
Superintendent Salary	\$290,238	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	7.0	5.0

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	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	14	17.3

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)

San Lorenzo Unified School District promotes the development and maintenance of Professional Learning Communities (PLC) as an entire staff, within departments and Smaller Learning Communities. Common Planning Time (CPT) takes place on the San Lorenzo campus every Wednesday afternoon. CPT includes opportunities for ELD and SPED integration and strategies to teach these student populations. Additionally, these teacher-led groups meet regularly to review student achievement data, collaboratively plan and revise instruction so that all students have every opportunity to meet and exceed course standards and meet district goals. The district has provided opportunities for many teachers, especially those that teach English, Math, and Science to be trained in the Common Core. Ongoing collaboration is facilitated by site, district, and outside entities to further support the development of curriculum and new strategies for Common Core implementation. Further, we have a strong secondary focus on Academic Discourse as a gateway to better success in CCSS.

In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college courses, workshops, online learning, and workshops offered by the County Office of Education. Categorical funds provide opportunities to attend professional conferences aligned to district goals.

Since the integration of technology is important to student success, teachers also have access to technology integration workshops at the District's training center; these workshops are offered monthly and also during the summer. The District regularly offers the Intel: The Essentials course that provides 32 hours of professional development on how to integrate technology to support standards and learning as well as professional collaboration.