

# SLVUSD Charter

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	SLVUSD Charter
<b>Street</b>	325 Marion Avenue
<b>City, State, Zip</b>	Ben Lomond, CA 95005
<b>Phone Number</b>	(831) 335-0932
<b>Principal</b>	Rhonda Schlosser
<b>E-mail Address</b>	rschlosser@slvusd.org
<b>Web Site</b>	<a href="http://charter.slvusd.org/">http://charter.slvusd.org/</a>
<b>CDS Code</b>	44-69807-4430179

<b>District Contact Information</b>	
<b>District Name</b>	San Lorenzo Valley Unified School District
<b>Phone Number</b>	(831) 336-5194
<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 2017-18)**

The SLVUSD Charter School is organized to provide educational alternatives delivered through a variety of school programs that support consistent educational pedagogy. Each Charter School program delivers holistic, student-centered education through a unique mix of three educational delivery models: Classroom Setting, Independent Home Study, and Partnership Home Study/Classroom-based setting. Students attending the Charter enroll in one Charter School program but may attend classes and activities in other Charter School programs which support the same delivery model and grade level, with the consent of the program's staff or by consent of the Charter School Administrator. Parent participation is an important element to the success of all the programs.

All Charter School programs share resources, staff, common educational materials, School Wide Outcomes (SWOs) and Learning Goals (LGs). Tutoring sessions are open to all students. Students in grades 9-12 may 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. The SLVUSD Charter petition was approved May 18, 2016, for an additional five years. SLVUSD Charter is WASC accredited.

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 and collaborative approach to teaching Common Core Curriculum and are designed to develop educated individuals who thrive and are well prepared for the future within a global community. 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.

Students are educated in small learning communities where their social-emotional learning, 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, where they receive support from a team of staff members and mentors. 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.

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	9
Grade 1	13
Grade 2	13
Grade 3	17
Grade 4	16
Grade 5	12
Grade 6	49
Grade 7	39
Grade 8	45
Grade 9	22
Grade 10	19
Grade 11	18
Grade 12	19
<b>Total Enrollment</b>	<b>291</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1
American Indian or Alaska Native	1.4
Asian	0.3
Filipino	0
Hispanic or Latino	4.5
Native Hawaiian or Pacific Islander	0
White	84.5
Two or More Races	7.6
Socioeconomically Disadvantaged	11.3
English Learners	0
Students with Disabilities	10.3
Foster Youth	0

## 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
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	11.4	11.8	11.8	113.2
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2017-18)

**Year and month in which data were collected:** September, 2017

San Lorenzo Valley Unified held a public hearing on October 4, 2017, 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
<b>Reading/Language Arts</b>	Houghton Mifflin/McDougal Littell Adoption year 2004	Yes	0.0%
<b>Mathematics</b>	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%
<b>Science</b>	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
History-Social Science	Houghton Mifflin/McDougal Littell Adoption Year 2005	Yes	0.0%
Foreign Language	Vista Higher Learning: Panorama	Yes	0.0
Health	Glencoe (MacMillan/Mccraw Hill) Adoption Year 2004	Yes	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.

Deferred Maintenance Budget: The repeal of Education Code (EC) 17584 in May 2014, relating to the former State School Deferred Maintenance Program contribution created unintended consequences for local educational agencies (LEAs) who chose to continue contributing the required 3% to the fund. Our 2016-17 contribution to Routine Restricted Maintenance (object 8150) was \$855,573.00. This total amount includes expenditures for our maintenance department, as well as maintaining all sites/buildings.

(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 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: April 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: April 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	69	56	56	57	48	48
Mathematics (grades 3-8 and 11)	36	32	42	39	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	180	92.31	56.11
Male	109	100	91.74	50
Female	86	80	93.02	63.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	164	152	92.68	54.61
Two or More Races	14	13	92.86	53.85
Socioeconomically Disadvantaged	30	27	90	40.74
English Learners	--	--	--	--
Students with Disabilities	23	18	78.26	22.22

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	175	89.74	32.18
Male	109	98	89.91	35.71
Female	86	77	89.53	27.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	164	148	90.24	31.97
Two or More Races	14	13	92.86	38.46
Socioeconomically Disadvantaged	30	27	90	22.22
English Learners	--	--	--	--
Students with Disabilities	23	18	78.26	11.76

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	58	70	71	66	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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 2016-17)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	14
<b>% of pupils completing a CTE program and earning a high school diploma</b>	100
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	28.77
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	26.32

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	25	16.7	25
<b>7</b>	12.8	17.9	46.2
<b>9</b>	4.8	33.3	61.9

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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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 and activities. 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](mailto: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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.8	0	0	1.6	0	1.2	11.5	10.7	9.7
Graduation Rate	95.24	95.24	100	96.76	96.77	96.93	80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	93.17	87.11
Black or African American	0	85.71	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	83.33	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	94.34	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	100	92.86	90.99
Two or More Races	0	87.5	90.59
Socioeconomically Disadvantaged	0	77.27	63.9
English Learners	0	100	55.44
Students with Disabilities	100	90.91	85.45
Foster Youth	0	100	68.19

## 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.3	1.3	0.3	2.2	1.5	2.2	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of San Lorenzo Valley Unified Charter. In our annual Parent Survey, 92% of SLVUSD parents responded that they are confident our schools are physically and emotionally safe for their children. 90% 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 a Safety Plan at each site. During the fall semester of the new school year, all annual revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown 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 site also shares 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	
<b>Percent of Schools Currently in Program Improvement</b>	N/A	

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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+
<b>K</b>	21	2	2		18	2	2		26		1	
<b>1</b>	1	1										
<b>6</b>	26		3		23	1	5		26		6	
<b>Other</b>					21		1		15	3	1	

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	41	1		2	12	9		1	14	8		1
Mathematics	12	5	1		9	4			8	8		1
Science	6	8			9	7		1	12	7	1	1
Social Science	11	7			13	6		1	19	5	1	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	64
Counselor (Social/Behavioral or Career Development)	0.4	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	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,864	\$277	\$7,587	\$70,652
District	N/A	N/A	\$4,854	\$67,501
Percent Difference: School Site and District	N/A	N/A	56.3	4.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	15.4	1.4

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

### Types of Services Funded (Fiscal Year 2016-17)

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 needs of all students through our block fund.

Data within the SARC was provided by San Lorenzo Valley Unified School District, retrieved from the 2013-2014 SARC template, and/or located in CALPADS reports and on Data quest (<http://data1.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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,745	\$44,144
Mid-Range Teacher Salary	\$62,954	\$69,119
Highest Teacher Salary	\$86,656	\$86,005
Average Principal Salary (Elementary)	\$104,384	\$106,785
Average Principal Salary (Middle)	\$108,014	\$111,569
Average Principal Salary (High)	\$121,730	\$121,395
Superintendent Salary	\$181,869	\$178,104
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

SLVUSD is committed to "leading the learning" and provides multiple opportunities for professional development throughout the year. We believe that the best professional development occurs when educators spend significant time collaborating around four essential questions:

1. What do we want all students to learn?
2. How do we know if students learned?
3. How do we systematically respond when students don't learn?
4. How do we systematically respond when students already know the learning goals?

Because we have aligned our vision on professional learning, SLVUSD teachers and staff meet for an hour each week for grade level and/or department collaboration. Educators analyze the results from student work and then determine instruction that will best meet the needs and strengths of students. Sites use collaboration time to focus on their own professional learning as well. Each site has a focus area for instructional improvement that is developed with the administrator and presented in the site plan and in teacher/administrator goals.

Throughout the year, the district also provides professional development in a variety of avenues. Administrators meet regularly as an Administrative Council to learn with their colleagues about collaboration, instructional strategies and research and leadership. Teacher leaders participate in district teams that focus on technology, instructional strategies, assessment, English learners, gifted education and other key issues that improve classroom and 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.

This year's PD focus, for our four district PD days, is social and emotional learning (SEL). We had two days in August focused around this theme (August 22 and August 23, 2017, and we will have two more on January 26, 2018 and March 12, 2018). These days allow 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 will also be holding some after school sessions on SEL to support further PD for teachers.

Another PD focus this year will be reviewing grading and homework practices. Our District Curriculum Council (DCC) is reviewing these issues and making 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.