

SLVUSD Charter

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	SLVUSD Charter
Street	325 Marion Avenue
City, State, Zip	Ben Lomond, CA 95005
Phone Number	(831) 336-5167
Principal	Rhonda Schlosser
E-mail Address	rschlosser@slvusd.org
Web Site	http://charter.slvusd.org/
Grades Served	K-12
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 (Most Recent Year)

SLVUSD Charter School provides Choice, Community Personalization and High Quality Educational Opportunities designed to meet every learner's needs. The SLVUSD Charter School's mission is to create and sustain unique alternatives to traditional school models. The programs within the SLVUSD Charter School are built upon strong academics, family involvement and community interactions. 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. Our vision is to empower students to believe in their abilities and uniqueness, recognize their strengths and weaknesses, and to ask for support when needed so that they can attain the goals that they want to achieve.

Our small class sizes, various sites and program options allow each family to choose what learning format works best for them, and to receive support from a team of staff members and mentors. We offer a variety of learning formats through our various programs; from a traditional seat based middle school, to community based or hybrid homeschool options for grades K-12. Instructional programs use the standards and curriculum framework established by the State of California. The district's core curriculum includes language arts, mathematics, science, social sciences, physical education and the fine and performing arts. Materials and methods used in each program's setting are appropriate to the student needs, abilities and language proficiencies. Each program is enriched through field trips, projects, and strong parent participation. A dedicated staff and parent commitment supports and enriches the instructional process at each of the school's programs.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	12
Grade 1	21
Grade 2	16
Grade 3	12
Grade 4	18
Grade 5	19
Grade 6	47
Grade 7	41
Grade 8	37
Grade 9	18
Grade 10	19
Grade 11	21
Grade 12	20
Total Enrollment	301

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.3
Asian	0.3
Hispanic or Latino	6
White	80.1
Two or More Races	10
Socioeconomically Disadvantaged	10
Students with Disabilities	4.7
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	13	10.7	11.4	117.3
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	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: June, 2014

San Lorenzo Valley Unified held a public hearing on October 7, 2015, 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.

Core Curriculum Area	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	Yes	0.0%
Science	McGraw-Hill Adoption Year 2004	Yes	0.0%
History-Social Science	Houghton Mifflin/McDougal Littell Adoption Year 2005	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 Sate School Deferred Maintenance Program contribution created unintended consequences for location educational agencies (LEAs) who chose to continue contribution the required 3% to the fund. Our 2014-15 Restricted Expenditures in Resource 8150 reflected \$677,566.00 and Unrestricted Expenditures in Resource 0825 reflected \$155,778.21. Total Expenditures were \$833,355.21. This total amount includes expenditures for our maintenance department, as well as maintaining all sites/buildings.

The Facility Inspection Tool (FIT) was completed in April 2015.

(Please note that all actions have been completed by the district maintenance office. The district has developed a plan to address the areas of need. All facilities are in compliance with Williams requirements and are safe for student, staff and community use.)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: April 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: April 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	56	55	44
Mathematics	35	44	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	13	11	84.6	45	27	9	9
	4	17	15	88.2	13	40	33	13
	5	20	19	95.0	42	21	21	11
	6	46	44	95.7	14	27	27	32
	7	42	41	97.6	5	17	39	32
	8	36	32	88.9	13	13	34	31
	11	23	22	95.7	5	36	32	23
Male	3		6	46.2	--	--	--	--
	4		10	58.8	--	--	--	--
	5		10	50.0	--	--	--	--
	6		23	50.0	17	39	26	17
	7		22	52.4	5	14	41	41
	8		18	50.0	11	6	39	33
	11		6	26.1	--	--	--	--
Female	3		5	38.5	--	--	--	--
	4		5	29.4	--	--	--	--
	5		9	45.0	--	--	--	--
	6		21	45.7	10	14	29	48
	7		19	45.2	5	21	37	21
	8		14	38.9	14	21	29	29
	11		16	69.6	0	38	31	25
Black or African American	5		1	5.0	--	--	--	--
	7		1	2.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		1	7.7	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	2.2	--	--	--	--
Asian	7		1	2.4	--	--	--	--
Hispanic or Latino	3		1	7.7	--	--	--	--
	4		2	11.8	--	--	--	--
	5		1	5.0	--	--	--	--
	6		1	2.2	--	--	--	--
	7		5	11.9	--	--	--	--
	8		0	0.0	--	--	--	--
	11		2	8.7	--	--	--	--
White	3		8	61.5	--	--	--	--
	4		11	64.7	18	45	27	9
	5		16	80.0	44	19	19	13
	6		39	84.8	15	26	31	28
	7		28	66.7	7	11	36	36
	8		27	75.0	15	11	33	30
	11		19	82.6	5	42	32	21
Two or More Races	3		1	7.7	--	--	--	--
	4		2	11.8	--	--	--	--
	6		3	6.5	--	--	--	--
	7		6	14.3	--	--	--	--
	8		5	13.9	--	--	--	--
Socioeconomically Disadvantaged	3		2	15.4	--	--	--	--
	4		2	11.8	--	--	--	--
	6		5	10.9	--	--	--	--
	7		7	16.7	--	--	--	--
	8		1	2.8	--	--	--	--
	11		1	4.3	--	--	--	--
Students with Disabilities	4		1	5.9	--	--	--	--
	5		1	5.0	--	--	--	--
	6		1	2.2	--	--	--	--
	7		3	7.1	--	--	--	--
	8		3	8.3	--	--	--	--
	11		0	0.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	13	10	76.9	--	--	--	--
	4	17	15	88.2	40	33	13	7
	5	20	19	95.0	63	21	0	16
	6	46	44	95.7	34	11	30	25
	7	42	39	92.9	23	26	31	15
	8	36	33	91.7	30	18	15	9
	11	23	22	95.7	55	18	18	5
Male	3		6	46.2	--	--	--	--
	4		10	58.8	--	--	--	--
	5		10	50.0	--	--	--	--
	6		23	50.0	39	4	30	26
	7		22	52.4	18	23	36	18
	8		19	52.8	26	11	5	16
	11		6	26.1	--	--	--	--
Female	3		4	30.8	--	--	--	--
	4		5	29.4	--	--	--	--
	5		9	45.0	--	--	--	--
	6		21	45.7	29	19	29	24
	7		17	40.5	29	29	24	12
	8		14	38.9	36	29	29	0
	11		16	69.6	44	25	19	6
Black or African American	5		1	5.0	--	--	--	--
	7		1	2.4	--	--	--	--
American Indian or Alaska Native	3		1	7.7	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	2.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	7		1	2.4	--	--	--	--
Hispanic or Latino	3		1	7.7	--	--	--	--
	4		2	11.8	--	--	--	--
	5		1	5.0	--	--	--	--
	6		1	2.2	--	--	--	--
	7		5	11.9	--	--	--	--
	8		0	0.0	--	--	--	--
	11		2	8.7	--	--	--	--
White	3		7	53.8	--	--	--	--
	4		11	64.7	55	18	9	9
	5		16	80.0	56	25	0	19
	6		39	84.8	33	13	31	23
	7		26	61.9	23	19	27	23
	8		28	77.8	32	14	14	11
	11		19	82.6	58	16	21	5
Two or More Races	3		1	7.7	--	--	--	--
	4		2	11.8	--	--	--	--
	6		3	6.5	--	--	--	--
	7		6	14.3	--	--	--	--
	8		5	13.9	--	--	--	--
Socioeconomically Disadvantaged	3		2	15.4	--	--	--	--
	4		2	11.8	--	--	--	--
	6		5	10.9	--	--	--	--
	7		6	14.3	--	--	--	--
	8		1	2.8	--	--	--	--
	11		1	4.3	--	--	--	--
Students with Disabilities	4		1	5.9	--	--	--	--
	5		1	5.0	--	--	--	--
	6		1	2.2	--	--	--	--
	7		2	4.8	--	--	--	--
	8		3	8.3	--	--	--	--
	11		0	0.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	78	58	73	75	71	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	71
All Students at the School	58
Male	78
Female	42
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	61
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

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

- Offer information on college admission processes and requirements; including how non-traditionally educated students may best prepare for and use alternative admission procedures.
- Support students with information about scholarships, financial aid, internships, community service, work experience and directions toward careers.

Career Technical Education Participation (School Year 2014-15)

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 and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	26.69
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	60	74	59	67	67	72	57	56	58
Mathematics	23	58	56	62	62	66	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	28	27	44	34	42	24
All Students at the School	41	18	41	44	38	19
White	41	18	41	44	38	19

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.80	5.30	52.60
7	9.50	35.70	31.00
9	15.80	47.40	31.60

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to be involved in our school through active involvement in the Parent Booster Club, Community Outreach Committees, as well as within each program by way of monthly parent meetings, classroom support, and other program activities. In addition to participation at the Charter School sites, parents are invited to participate in the Charter Parent Advisory Committee as well as District sponsored committees and activities. Our Charter School programs maintain a strong commitment to obtaining broad-based parental and student input regarding educational interests and/or concerns. We honor all forms of communication; written, by telephone, email or oral correspondence.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	6.30	10.00	4.80	0.60	3.00	1.60	13.10	11.40	11.50
Graduation Rate	75.00	80.00	95.24	96.34	94.42	96.76	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	95.45	95.37	84.6
Black or African American		100	76
American Indian or Alaska Native		100	78.07
Asian		100	92.62
Filipino		75	96.49
Hispanic or Latino		90.63	81.28
Native Hawaiian/Pacific Islander			83.58
White	90	94.44	89.93
Two or More Races	150	120	82.8
Socioeconomically Disadvantaged	66.67	72	61.28
English Learners		25	50.76
Students with Disabilities	100	87.76	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.59	0.00	1.26	1.92	2.27	2.17	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.08	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	24		1		26		3		21	2	2	
1									1	1		
3	32		1									
5	19	1										
6	19	1	1		26		2		26		3	
Other					27		1					

Note: 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	2012-13				2013-14				2014-15			
	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	14	6		1	56			1	41	1		2
Mathematics	10	3			19	3	1		12	5	1	
Science	6	10			7	7	1		6	8		
Social Science	13	7		1	8	10			11	7		

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	.50	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,337	\$180	\$6,157	\$60,989
District	N/A	N/A	\$5,449	\$63,744
Percent Difference: School Site and District	N/A	N/A	13.0	-7.9
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,636	\$40,379
Mid-Range Teacher Salary	\$59,339	\$62,323
Highest Teacher Salary	\$81,681	\$81,127
Average Principal Salary (Elementary)	\$96,017	\$99,192
Average Principal Salary (Middle)	\$97,399	\$91,287
Average Principal Salary (High)	\$107,102	\$112,088
Superintendent Salary	\$158,287	\$159,821
Percent of Budget for Teacher Salaries	35%	36%
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 2014-15)

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.

Professional Development (Most Recent Three Years)

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

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

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

Throughout the year, the district also provides professional development in a variety of avenues. Administrators meet regularly as an Administrative Council to learn with their colleagues about collaboration, instructional strategies and research and leadership. Teacher leaders participate in district teams that focus on technology, instructional strategies, assessment, English learners, gifted education and other key issues that improve classroom and schoolwide learning for all students. SLVUSD staff participates in professional development days at the beginning of the school year and throughout the school year. During 3 days in the fall (2 at the beginning of the school year and 1 in October), teachers and administrators learn together, using research-based information to improve their instructional program and align their curriculum. There is a final professional development day in January for educators to reflect on their current instructional program and develop a plan for the second semester.

CHARTER Focus: This year the SLVUSD Charter School is up for renewal of their Charter Petition. The teachers and staff are working closely with the district and parents to evaluate their programs and create the renewal application. This involves close inspection of current practices, and creating future goals to ensure the success of the organization. In addition, the Charter is continuing with their work on WASC, with an accreditation visit scheduled for March, 2016. The Charter has created a comprehensive action plan to meet the goals necessary for full WASC accreditation.