San Lorenzo Valley High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/.

• View this SARC online at the school and/or LEA Web sites.

• 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	San Lorenzo Valley High School
Street	7105 Highway 9
City, State, Zip	Felton, CA 95018
Phone Number	(831) 335-4425
Principal	Karen van Putten
E-mail Address	kvanputten@slvusd.org
Web Site	www.slvusd.org
CDS Code	44-69807-4436754

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)

The mission of San Lorenzo Valley High School, in cooperation with our community, is to prepare all students to be self-directed, active participants in society who recognize diversity as a strength and who meet the challenges and opportunities of a changing world.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	207
Grade 10	176
Grade 11	175
Grade 12	171
Total Enrollment	729

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	1.6
Filipino	0.8
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0.3
White	81.8
Two or More Races	3.2
Socioeconomically Disadvantaged	16.3
English Learners	0.5
Students with Disabilities	8.8

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	25	35	30.8	110.5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	0.00	0.00
Low-Poverty Schools in District	100.00	0.00

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 2014-15)

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

San Lorenzo Valley Unified held a public hearing on October 1, 2014, 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	McDougal Littell Adoption 2002	Yes	0.0%
Mathematics	Freeman & Company Houghton Mifflin Pearson/ Prentice hall Adoption 2008	Yes	0.0%
Science	Pearson/Prentice Hall Adoption 2007/2008	Yes	0.0%
History-Social Science	McDougal Littell Pearson/Prentice Hall Adoption 2007	Yes	0.0%
Visual and Performing Arts	N/A Adoption 2002	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

San Lorenzo Valley Unified High School was originally constructed in 1955 and is comprised of 52 classrooms,1 gym, 2 multipurpose rooms/cafeteria, 1 library, 1 staff lounge, and 2 computer labs. Most recent new construction took place last year (2012) with the new two-story library serving both the Middle School and the High School. The HS library houses a Mac Lab. In 2007, we added BLDGS H & I. The SLV Sports Complex (Turf and Track) was completed in 2006. The Assistant Principal works daily with the custodial staff of 4 to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are 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. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

During the Fall of 2012, the Community Pool Locker Facilities were completed. During the summer of 2013, the Gym floor was stripped, refinished and repainted, and a follow-up was completed during the summer of 2014. The Community Pool is scheduled for a resurfacing and tile work for 2015. The final major campus project of Bond Measure O, construction began on a state of the art Performing Arts Center in the summer of 2013. The new facility is scheduled to open in February 2015.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2013-14 school year the district allocated $74,633.41 for deferred maintenance program.

The Facility Inspection Tool (FIT) was completed in April, 2014.
(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 2014				
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)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	74	76	75	65	68	69	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	69
All Student at the School	75
Male	76
Female	73
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	52
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	65	63	69	65	67	66	54	56	55
Mathematics	33	24	27	51	50	51	49	50	50
History-Social Science	60	58	62	52	54	58	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	4	3	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-11	2	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-10	5	16
Two or More Races			
Socioeconomically Disadvantaged			22
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

We have 213 students enrolled in 17 CTE / ROP courses at SLVHS and other participating school sites in Santa Cruz County. We offer six courses on our campus: Aquaculture, Green Technology, Construction Technology, Engineering Design, Graphic Design, and Video Productions. Each year all ROP teachers and the ROP counselor participate in staff development that focuses on providing students with transferable skills. We meet with an Advisory Board comprised of community members to ensure that CTE skills are integrating core curriculum in math and English and aligning with employability needs of businesses. We have held panel discussions with community members reviewing tips for hiring, resumes, job applications, to enrich teacher's instruction for their students as they guide their students in creating a Career Portfolio. Each year members of the community serve on the interview panel for evaluating the top portfolios in each pathway at the high school prior to the county wide Portfolio Showcase.

We are currently developing a College and Career Pathway in Agriculture / Natural Resources based on our existing ROP courses in Aquaculture, Green Engineering, and Construction Technology as well as our Core Classes in English, Math, Science and World Languages. Our teachers have built strong relationships with local businesses and industries. Donations of materials as well as time in the classroom have contributed to the success of the program. Cabrillo has provided college student aides in the classroom to serve as project assistants. Our Biology and A.P. Environmental Science teacher has built relationships with a variety of community members, including the Water Dept., Coastal Watershed Council, Save our Shores, etc. and brings them together with students for an Annual Science Night during which students interview community members about their careers and research. At the end of the year after the local, state, and international science fairs, students share their research (i.e. beach profiling, bird population, water quality, etc.) with their parents and the community in an annual Science Symposium. ROP also sponsors a work experience program whereby students earn credit for working in a field related to their pathway.

Students apply problem-solving in designing and implementing their projects, whether using geometry to design a work shed, or calculate statistical significance in research data. Students work collaboratively in teams and in some cases with their community mentor. Students learn presentation skills. In addition, all ROP students create a Career Portfolio of work samples, a resume, and cover letter. These are assessed per class, with follow up interviews with community members for class winner. An Annual Portfolio Showcase awards students who produced the top portfolios in their career sector and portfolios are on display for parents, students, ROP staff, and community members.

At SLVHS all graduating senior produce a Senior Exit Portfolio highlighting exemplary work that students link to their college and career goals. For example, a student seeking employment in the field of wildlife studies might include sample work (artifacts) from a biology, environmental science, and aquaculture class and then explain where they are intending to go to college to pursue their chosen career sector. Guidance Counselor Noreen Nolan is the representative of the CTE advisory committee and provides an annual presentation to all ROP courses focusing on employability skills. She can be reached at nnolan@slvusd.org; (831) 335-4425 x113.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	213
% 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	58%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	74.
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	65.70

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 All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	69	64	62	66	67	67	56	57	56
Mathematics	59	65	62	55	62	62	58	60	62

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 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	25	42	38	39	24
All Students at the School	38	25	37	38	39	23
Male	45	22	33	33	40	27
Female	29	29	43	44	39	17
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	56	28	16	64	24	12
Native Hawaiian or Pacific Islander						
White	34	23	43	34	41	24
Two or More Races						
Socioeconomically Disadvantaged	65	24	12	63	13	25
English Learners						
Students with Disabilities	95		5	85	10	5
Students Receiving Migrant Education Services						

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 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.1	21.1	60.8

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)

San Lorenzo Valley High School encourages all parents to become involved in their child's education. Parent organizations include SLVHS Arts Boosters, Drama Boosters, Music Boosters, Athletic Boosters, Grad Night Committee, Cougar Hospitality and Cougar Club Parent groups. These organizations raise funds and provide volunteer and financial support to our students in various co-curricular activities, enrichment and intervention programs, as well as classroom supplies for our staff. The Cougar Club provides support in many ways including Student Planners for every student, financing College site visits, and underwriting SAT Prep courses. Parents are also encouraged to participate in the decision making process of the school by participating on the SLVHS School Site Council. The contact person for any of these organizations is the school Principal, Karen van Putten, (831) 332-4425 X104.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	1.5	0.0	2.3	2.2	0.6	3.0	14.7	13.1	11.4
Graduation Rate	91.92	99.32	96.05	90.13	96.34	94.42	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	95.03	96.59	84.56
Black or African American	100.00	100.00	75.90
American Indian or Alaska Native	0.00	100.00	77.82
Asian	100.00	50.00	92.94
Filipino	0.00	100.00	92.20
Hispanic or Latino	100.00	91.67	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	95.60	97.62	90.15
Two or More Races	60.00	50.00	89.03
Socioeconomically Disadvantaged	91.67	83.64	82.58
English Learners	0.00	0.00	53.68
Students with Disabilities	68.75	61.29	60.31

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	6.1	4.2	6.4	2.4	1.9	4.1	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.0	0.0	0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of San Lorenzo Valley Unified . In our annual Parent Survey, approximately 87% of SLVUSD parents responded that they are confident our schools are physically and emotionally safe for their children. 94% 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 classified staff at lunch; secondary students are supervised by certificated, classified and administrative staff during their lunch. There are two security support staff at the high school. 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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

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	---	2
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	26.4	4	16	4	27	4	14	10	27	4	19	7
Mathematics	27	3	15	5	29	3	13	9	26	4	21	1
Science	28.6	2	13	5	29	3	14	5	28	3	16	3
Social Science	31.5	1	7	7	30	1	12	8	28	1	16	5

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.2	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	.8	---
Psychologist	1	---
Social Worker		---
Nurse	.20	---
Speech/Language/Hearing Specialist	.4	---
Resource Specialist	2.5	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,614	$728	$5,858	$64,360
District	---	---	$6,423	$61,027
Percent Difference: School Site and District	---	---	-8.8	5.5
State	---	---	$4,690	$63,037
Percent Difference: School Site and State	---	---	24.9	2.1

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

In addition to general state funding , San Lorenzo Valley Unified receives state and federal funding for the following categorical funds and other support programs: Title I (K - 5 sites), Title II (Professional Development), EIA (SLVMS), EETT (Technology).

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$34,109	$38,920
Mid-Range Teacher Salary	$58,436	$59,803
Highest Teacher Salary	$80,438	$78,096
Average Principal Salary (Elementary)	$92,722	$95,836
Average Principal Salary (Middle)	$94,606	$99,849
Average Principal Salary (High)	$103,451	$107,599
Superintendent Salary	$149,356	$151,912
Percent of Budget for Teacher Salaries	36	37
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 Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	2	---
Science	2	---
Social Science	4	---
All courses	13	1.4

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

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, collaboration, gifted education and other key issues that improve classroom and schoolwide learning for all students. SLVUSD staff participates in professional development days throughout the school year. During 3 days in the fall (2 at the beginning of the school year and 1 in November), 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.

SLVHS Focus: WASC. The high school staff spent the 2013-2014 school year in its Self-Study for its next cycle for WASC accreditation. Teachers worked together in teams to finalize the WASC document and create an action plan to determine next steps in the WASC process.

In addition, teacher teams in ELA and math worked to create Common Core curriculum documents to guide them in their instruction. The math department also chose a math curriculum to pilot for the 2014-2015 year.