San Lorenzo Valley High School
School Accountability Report Card
Reported Using Data from the 2011-12 School Year
Published During 2012-13

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

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
CDS Code	44-69807-4436754

District Contact Information	
District Name	San Lorenzo Valley Unified School District
Phone Number	(831) 336-5194
Web Site	www.slv.k12.ca.us
Superintendent	Julie Haff
E-mail Address	jhaff@slvusd.org

School Description and Mission Statement (School Year 2011-12)
This section provides information about the school, its programs and its goals.

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.

Opportunities for Parental Involvement (School Year 2011-12)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

San Lorenzo Valley High School encourages all parents to become involved in their child's education. Parent organizations include SLVHS Arts Boosters, Music Boosters, SLVHS Athletic Boosters, Grad Night Committee, Cougar Ink and Cougar Club Parents groups. These organizations raise funds and provide manpower 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 Agendas 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.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	192
Grade 10	184
Grade 11	184
Grade 12	159
Total Enrollment	719

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.4	**White**	83
American Indian or Alaska Native	0.6	**Two or More Races**	2.4
Asian	1.3	**Socioeconomically Disadvantaged**	16.7
Filipino	0.4	**English Learners**	1.5
Hispanic or Latino	6.3	**Students with Disabilities**	10.8
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	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	6	16	6	27.5	6	10	7	26.4	4	16	4
Mathematics	27	3	23	1	25.3	4	18	5	27	3	15	5
Science	28	4	14	4	29.3	3	9	7	28.6	2	13	5
Social Science	24	1	15	5	28.2	3	6	9	31.5	1	7	7

* 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.

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Safety of students and staff is a primary concern of San Lorenzo Valley Unified . In our annual Parent Survey, approximately 85 – 95% of SLVUSD parents responded that they are confident our schools are physically and emotionally safe for their children. 95% 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. 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.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	17.77	12.19	9.59	6.13	4.77	6.10
Expulsions	0	0.26	0.00	0.05	0.05	0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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Year and month in which data were collected: April 2012

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, 1 computer lab, and 0 playgrounds. 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. Six years ago, 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.

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 2011-12 school year the district allocated $84,178 for deferred maintenance program.

The Facility Inspection Tool (FIT) was completed in April, 2012.

(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 (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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]	[ ]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[X]	[ ]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	41	36.2	35	123
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

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
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	2	---
Psychologist	1	---
Social Worker		---
Nurse	.20	---
Speech/Language/Hearing Specialist	.4	---
Resource Specialist	3	---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2008

San Lorenzo Valley Unified held a public hearing on October 12, 2012, 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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	McDougal Littell Pearson/Prentice Hall Adoption 2007	Yes	0.0%
Visual and Performing Arts	N/A Adoption 2002	Yes	0.0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,937	$998	$4,939	$62,403
District	---	---	$4,649	$60,347
Percent Difference: School Site and District	---	---	-6.24%	-3.41%
State	---	---	$5,455	$62,892
Percent Difference: School Site and State	---	---	9.46%	0.78%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$32,085	$38,725
Mid-Range Teacher Salary	$55,087	$59,717
Highest Teacher Salary	$75,828	$77,957
Average Principal Salary (Elementary)	$92,870	$95,363
Average Principal Salary (Middle)	$92,324	$98,545
Average Principal Salary (High)	$103,615	$107,031
Superintendent Salary	$140,796	$149,398
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 webpage at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	66	65	63	65	65	67	52	54	56
Mathematics	38	33	24	53	51	50	48	50	51
Science	72	71	74	68	63	65	54	57	60
History-Social Science	55	60	58	50	52	54	44	48	49

* 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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	67	50	65	54
All Student at the School	63	24	74	58
Male	60	28	78	67
Female	67	20	70	50
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	56	9		36
Native Hawaiian/Pacific Islander				
White	65	26	74	62
Two or More Races	38	7		
Socioeconomically Disadvantaged	45	16	72	40
English Learners				
Students with Disabilities	23	10		27
Students Receiving Migrant Education Services				

* 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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	75	77	69	70	70	66	54	59	56
Mathematics	69	66	59	59	58	55	54	56	58

* 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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	34	25	41	45	40	15
All Students at the School	31	27	42	41	44	15
Male	30	32	38	36	48	16
Female	33	23	45	45	41	15
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	23	46	31	54	31	15
Native Hawaiian/Pacific Islander						
White	30	26	44	39	45	16
Two or More Races						
Socioeconomically Disadvantaged	33	39	27	72	25	3
English Learners						
Students with Disabilities	80	20	0	80	20	0
Students Receiving Migrant Education Services						

* 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 Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.6	30.2	52.4

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	9	9	8
Similar Schools	6	6	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	16	-11	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	19	-10	5
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	523	812	1,930	833	4,664,264	788
Black or African American	6		17	847	313,201	710
American Indian or Alaska Native	2		10		31,606	742
Asian	7		23	839	404,670	905
Filipino	2		8		124,824	869
Hispanic or Latino	35	747	179	774	2,425,230	740
Native Hawaiian/Pacific Islander	1		3		26,563	775
White	455	822	1,608	841	1,221,860	853
Two or More Races	15	674	81	793	88,428	849
Socioeconomically Disadvantaged	82	754	367	781	2,779,680	737
English Learners	8		34	657	1,530,297	716
Students with Disabilities	66	630	257	666	530,935	607

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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

Federal Intervention Program (School Year 2012-13)
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	1
Percent of Schools Currently in Program Improvement	---	16.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	0.4	2.5	2	2	3.7	2.7	5.7	16.6	14.4
Graduation Rate	98.09	94.87	91.88	94.98	92.98	90.50	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	156	168	---
Black or African American	4	4	---
American Indian or Alaska Native	2	2	---
Asian	4	4	---
Filipino	0	0	---
Hispanic or Latino	9	10	---
Native Hawaiian/Pacific Islander	0	0	---
White	133	144	---
Two or More Races	2	2	---
Socioeconomically Disadvantaged	30	32	---
English Learners	2	2	---
Students with Disabilities	13	15	---

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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We have 246 students enrolled in 12 CTE / ROP courses at SLVHS and other participating school sites in Santa Cruz County. We offer seven courses on our campus: Aquaculture, Green Technology, Construction Technology, Engineering Design, Marketing, Computer Graphics, and Video Productions. Each year all ROP teachers and counselors 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.

The current program is based on Aquaculture, Green Careers, and Construction Technology has 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 science biology and Environmental teacher has built relationships with a variety of community members, including the Water Dept., Recycling, 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 and thank their research mentors 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, (831) 335-4425 x113.

Career Technical Education Participation (School Year 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	246
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	58%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	77
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	51.9

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	4	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	2	---
Science	2	---
Social Science	5	---
All courses	13	8.1

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Sites are also providing time for teachers to observe classroom instruction within their own school and throughout the county. The opportunity to watch skilled instruction and then debrief with colleagues is a powerful learning tool for educators.

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, autism 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. For three days, 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 successfully worked together to complete their 5th year of the WASC accreditation process. This is a yearlong study at the site which includes an examination of instructional and assessment practices, programs that support student learning and an alignment of courses with ESLRS. In March 2010, the school welcomed the WASC team for their three-year review. The team gave SLVHS a confirmation of their final three-year accreditation status, noting the elective practices that are part of the high school learning environment.