

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

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 2011-12)

School		District	
<b>School Name</b>	San Lorenzo Valley High School	<b>District Name</b>	San Lorenzo Valley Unified School District
<b>Street</b>	7105 Highway 9	<b>Phone Number</b>	(831) 336-5194
<b>City, State, Zip</b>	Felton, CA 95018	<b>Web Site</b>	<a href="http://www.slv.k12.ca.us">www.slv.k12.ca.us</a>
<b>Phone Number</b>	(831) 335-4425	<b>Superintendent</b>	Julie Haff
<b>Principal</b>	Michael Arredondo	<b>E-mail Address</b>	<a href="mailto:jhaff@slvusd.org">jhaff@slvusd.org</a>
<b>E-mail Address</b>	<a href="mailto:marredondo@slvusd.org">marredondo@slvusd.org</a>	<b>CDS Code</b>	44-69807-4436754

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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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 2010-11)**

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, Band 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, provide manpower and supplies for our staff. The Cougar Club provides support in many ways including Student Agendas of 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, Michael Arredondo, (831) 332-4425 X104

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Grade 9	191
Grade 10	198
Grade 11	166
Grade 12	208
<b>Total Enrollment</b>	<b>763</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.7	White	86.9
American Indian or Alaska Native	0.5	Two or More Races	2
Asian	1.3	Socioeconomically Disadvantaged	14.3
Filipino	0.8	English Learners	1.3
Hispanic or Latino	6.6	Students with Disabilities	9.7
Native Hawaiian/Pacific Islander	0.1		

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

Subject	2008-09				2009-10				2010-11			
	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	11	7	8	26	6	16	6	26	7	15	6
Mathematics	26.8	11	8	8	27	3	23	1	26	4	19	4
Science	30.2	2	9	8	28	4	14	4	29	1	10	5
Social Science	29.9	3	6	11	24	1	15	5	28	2	15	8

\* 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 2010-11)

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. In the Spring of 2008, the Felton campus participated in a county sponsored Code Red Drill; this experience provided some important practice and dialogue between the district and county that supports our commitment to physical safety for all students.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	5.5	17.77	12.19	3.41	6.13	4.77
Expulsions	0.35	0	0.26	0.11	0.05	0.05

\* 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 2011-12)

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

**Year and month in which data were collected:** April 2011

San Lorenzo Valley Unified High School was originally constructed in 1955 and is comprised of 52 classrooms, 1 gym, 2 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, and 0 playgrounds. Most recent new construction took place 5 years ago when 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 5 (4 full-time and 1 part-time) 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 2009-10 school year the district allocated \$98,986 for deferred maintenance program.

During the 2008-09 school year, the district's governing board did approve deferred maintenance projects for the school, which included roof project and general repairs at sites throughout the district.

#### The Facility Inspection Tool (FIT) was completed in April, 2011.

(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 2011-12)

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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	39	41	36.2	130
<b>Without Full Credential</b>	3	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)**

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	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	0	0
<b>Low-Poverty Schools in District</b>	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 2010-11)**

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

\* 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 2011-12)

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 instructional 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:

San Lorenzo Valley Unified held a public hearing on October 7, 2009, 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%
Foreign Language			0.0%
Health			0.0%
Visual and Performing Arts	N/A Adoption 2002	Yes	0.0%
Science Laboratory Equipment (grades 9-12)			0.0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,018	\$848	\$5,170	\$60,985
District	---	---	\$4,936	\$60,341
Percent Difference: School Site and District	---	---	4.74%	1.07%
State	---	---	\$5,455	\$63,062
Percent Difference: School Site and State	---	---	8.38%	2.34%

\* **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 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist 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 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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,085	\$39,074
Mid-Range Teacher Salary	\$55,087	\$60,172
Highest Teacher Salary	\$75,828	\$78,468
Average Principal Salary (Elementary)	\$93,540	\$95,926
Average Principal Salary (Middle)	\$90,478	\$99,356
Average Principal Salary (High)	\$103,615	\$107,041
Superintendent Salary	\$140,796	\$148,555
Percent of Budget for Teacher Salaries	38%	38%
Percent of Budget for Administrative Salaries	6%	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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	60	66	65	64	65	65	49	52	54
<b>Mathematics</b>	35	38	33	51	53	51	46	48	50
<b>Science</b>	72	72	71	70	68	63	50	54	57
<b>History-Social Science</b>	53	55	60	49	50	52	41	44	48

\* 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	65	51	63	52
All Student at the School	65	33	71	60
Male	57	33	65	60
Female	72	33	78	61
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	70	28	77	50
Native Hawaiian/Pacific Islander	0	0	0	0
White	65	34	72	63
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	46	19	62	47
English Learners	0	0	0	0
Students with Disabilities	20	11	19	29
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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	73	75	77	72	70	70	52	54	59
Mathematics	66	69	66	64	59	58	53	54	56

\* 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	30	28	42	42	38	20
All Students at the School	23	28	48	34	42	25
Male	34	27	40	36	40	24
Female	12	30	58	32	43	25
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	14	43	43	29	57	14
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	23	27	50	32	42	26
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	31	38	31	53	41	6
English Learners	0	0	0	0	0	0
Students with Disabilities	76	10	14	76	19	5
Students Receiving Migrant Education Services	0	0	0	0	0	0

\* 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 2010-11)**

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	10.4	31.1	57.9

\* 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	2008	2009	2010
Statewide	8	9	9
Similar Schools	5	6	6

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	19	16	-11
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	17	19	-10
Two or More Races	N/D		
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 - 2011 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	519	811	1,860	828	4,683,676	778
Black or African American	8		20	742	317,856	696
American Indian or Alaska Native	5		16	723	33,774	733
Asian	7		22	834	398,869	898
Filipino	3		8		123,245	859
Hispanic or Latino	32	794	151	780	2,406,749	729
Native Hawaiian/Pacific Islander	1		5		26,953	764
White	456	818	1,568	837	1,258,831	845
Two or More Races	7		69	789	76,766	836
Socioeconomically Disadvantaged	76	740	335	772	2,731,843	726
English Learners	7		28	700	1,521,844	707
Students with Disabilities	58	571	252	663	521,815	595

**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 2010-11)

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

### Federal Intervention Program (School Year 2011-12)

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	---	0
Percent of Schools Currently in Program Improvement	---	0

## 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.5	0.4	1.3	2.7	2	2.2	4.9	5.7	4.6
Graduation Rate	97.4	98.09	95.85	92.3	94.98	93.75	80.21	78.59	80.44

\* 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 2010-11 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 2011		
	School	District	State
All Students	184	203	N/D
Black or African American	4	4	N/D
American Indian or Alaska Native	0	0	N/D
Asian	4	4	N/D
Filipino	0	0	N/D
Hispanic or Latino	14	15	N/D
Native Hawaiian/Pacific Islander	2	2	N/D
White	160	178	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	28	29	N/D
English Learners	2	2	N/D
Students with Disabilities	12	16	N/D

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

### Career Technical Education Programs (School Year 2010-11)

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

### Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	227
% 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 (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	79
Graduates Who Completed All Courses Required for UC/CSU Admission	45.4

### Advanced Placement Courses (School Year 2010-11)

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	4	---
All courses	12	8.3

## 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 determined 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 data reporting, etc.)?

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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 is working together to complete their 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.