

Executive Summary School Accountability Report Card, 2006-07

San Lorenzo Valley High School

Address: 7105 Highway 9 Felton, CA 95018-9718 **Phone:** (831) 335-4425

Principal: Michael Arredondo

Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The mission of San Lorenzo Valley High School, in cooperation with our community, is to prepare 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. San Lorenzo Valley High School (SLVHS), a Distinguished California High School, is nestled in the beautiful redwoods of the Santa Cruz Mountains above the blue expanse of the Monterey Bay Sanctuary. SLVHS is accredited by the Western Association of Schools and Colleges and is a member of the College Board. SLVHS is a comprehensive 9-12 high school with an enrollment of approximately 1,000. Classes meet for 101 minutes every other day in a block schedule for 180 instructional days. SLVHS provides a range of extracurricular activities open to all students. Two semesters comprise the academic year. The staff includes 56 teachers, 2 administrators, 2 counselors and 20 support personnel.

Student Enrollment

Group	Enrollment
Number of students	1038
African American	1.64 %
American Indian or Alaska Native	.96 %
Asian	1.64 %
Filipino	.39 %
Hispanic or Latino	7.23 %
Pacific Islander	.39 %
White (not Hispanic)	84.87 %
Multiple or No Response	2.89 %
Socioeconomically Disadvantaged	13.3 %
English Learners	1 %
Students with Disabilities	11 %

Teachers

Indicator	Teachers
Teachers with full credential	45
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Our academic facilities have undergone modernization. We have 13 newer classrooms that are less than four years old, along with a fitness center, all of which have replaced portable units. The most recent facility improvement made to SLVHS has been the installation of a new all weather track and football/soccer field. The athletic facilities are now available to students, athletes and community members at all times throughout the year. In all, we have 48 classrooms, administrative and counseling offices, a Performing Arts Center, cafeteria, two computer labs, a new weight room, gymnasium, swimming pool, and a temporary library with a media center. A state-of-the-art library and media center has been proposed by a school bond measure that is on the February '08 ballot. This new library would serve over 1,500 students and would be shared with the middle school that is on the same site. All of our facilities are in good condition. We have four (4) full time custodians who work hard everyday to keep our campus clean and beautiful.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials		School Finances	
Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials	Level	Expenditures Per Pupil (Unrestricted Sources Only)
Reading/Language Arts	0%	School Site	\$4501.
Mathematics	0%	District	\$7093.
Science	0%	State	\$4943.
History-Social Science	0%		
Foreign Language	0%		
Health	0%		
Science Laboratory Equipment			
(grades 9-12)	0%		

Student Performance		Academic Progress	
Students Proficient and Above on California Standards Tests		Indicator Result	
Subject		Indicator	Result
English-Language Arts	56 %	2007 API Growth Score (from 2007 API Growth Report)	757
Mathematics	27 %	Statewide Rank (from 2007 API Base Report)	8
Science	51 %	2007-08 Program Improvement Status (PI Year)	N/A
History-Social Science	43 %		
School Completion		Postsecondary Preparation	
Indicator Result		Measures Percent	
Indicator		Measures	Percent
Graduation Rate	93.3 %	Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	%
		Graduates Who Completed All Courses Required for University of California or California State University Admission	55.5 %

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

SAN LORENZO VALLEY HIGH SCHOOL

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. ABOUT THIS SCHOOL

Contact Information

School		District	
School Name	San Lorenzo Valley High	District Name	San Lorenzo Valley Unified
Street	7105 Highway 9	Phone Number	(831) 336-5194
City, State, Zip	Felton, CA 95018-9718	Web Site	www.slv.k12.ca.us
Phone Number	(831) 335-4425	Superintendent	Julie Haff
Principal	Michael Arredondo	E-mail Address	julie.haff@slv.k12.ca.us
E-mail Address	marredon@slvhs.slv.k12.ca.us	CDS Code	44-69807-4436754

School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission of San Lorenzo Valley High School, in cooperation with our community, is to prepare 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. San Lorenzo Valley High School (SLVHS), a Distinguished California High School, is nestled in the beautiful redwoods of the Santa Cruz Mountains above the blue expanse of the Monterey Bay Sanctuary. SLVHS is accredited by the Western Association of Schools and Colleges and is a member of the College Board. SLVHS is a comprehensive 9-12 high school with an enrollment of approximately 1,000. Classes meet for 101 minutes every other day in a block schedule for 180 instructional days. SLVHS provides a range of extracurricular activities open to all students. Two semesters comprise the academic year. The staff includes 56 teachers, 2 administrators, 2 counselors and 20 support personnel.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

SLVHS offers many opportunities for parents to be involved, including the School Site Council, the Cougar Club, the Arts Boosters, the Sports Boosters, the Key Club, and an array of athletic programs. Parents have daily access to student's grades, attendance and teachers through our online Power School program. Our website is updated on a regular basis and a weekly email is sent to parents, as well as a quarterly newsletter. Parents with concerns about their student's academic/social progress can request a meeting with our counselors or Student Success Team.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	241
Grade 10	263
Grade 11	255
Grade 12	279
Total Enrollment	1038

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.64 %	White (not Hispanic)	84.87 %
American Indian or Alaska Native	0.96 %	Multiple or No Response	2.89 %
Asian	1.64 %	Socioeconomically Disadvantaged	13.3 %
Filipino	0.39 %	English Learners	1 %
Hispanic or Latino	7.23 %	Students with Disabilities	11 %
Pacific Islander	0.39 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	27.0	15	12	12	27.6	15	7	15	26.2	15	10	12
Mathematics	26.8	11	15	10	26.5	15	11	9	28.3	8	12	8
Science	31.5	3	12	13	30.9	3	11	14	29.4	3	15	9
Social Science	29.5	5	11	15	30.8	2	10	15	29.3	4	8	14

II. SCHOOL CLIMATE

School Safety Plan

This section provides information about the school's comprehensive safety plan.

San Lorenzo Valley High School, in coordination with the Santa Cruz County Office of Education, has developed a comprehensive School Safety Plan compliant with CA/CDE Safe Schools requirements. Many of the current actions include staff and student safety committee meetings, school-wide safety drills including earthquake, fire and intruder drills, and regular principal's advisory meetings regarding student safety on campus. A School Safety Plan is updated bi-annually and kept in the assistant principal's office. The school has an outstanding record of safety and is well prepared to respond appropriately during a crisis. In October 2007, SLVHS participated in a school-wide lockdown drill that provided training for our county sheriff's department as well as preparation for our students and staff if ever a lockdown occurred on campus. SLVHS employs two campus supervisors and the Santa Cruz County Sheriff's Department provides a full-time school resource officer to assist in the overall safety and well being of our own students. Student and Staff safety are a top priority of the SLVHS administration.

School Programs and Practices That Promote a Positive Learning Environment

The school dean is responsible for all discipline and communicates appropriate school dress and behavior to all students.

Positive behavior is continually stressed and rewarded. The Dean provides behavior presentations and workshops school-wide during the first weeks of the school year, at which time every student is made aware of expectations and rules. The student discipline handbook will be revised and distributed to all students at the beginning of the 07-08 school year it will include school rules, procedures, and our discipline policy.

After a fire destroyed our library a temporary library made up of portables was acquired and all library books and materials are new. An intervention program for students needing to pass the CAHSEE is available during the school day and after school. After-school tutorials in language arts, math, science, and social studies are available to all students. We communicate with parents weekly via Cougar mail an e-newsletter. A student-run newspaper is distributed monthly, and the daily bulletin is broadcast via our public address system.. We have a marquee on the main highway to communicate events to the community. Power School is used by 100% of our teachers. Student council and SMAD work together to promote a positive atmosphere that stresses tolerance.

All staff members attend regular staff development activities to improve their instructional skills. These activities include group meetings, workshops, classroom observations and conferences. The curriculum is aligned with the California State Standards and frameworks. Faculty is using professional development days to focus on the WASC self study process in preparation for the WASC Site Visit in March of 08. Faculty recognizes the need for additional collaboration time to review student work and create benchmark assessments.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	.013	.010	.013	.058	.034	.043
Expulsions	.0009	.0009	.013	.001	.0005	.0008

III. SCHOOL FACILITIES

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our academic facilities have undergone modernization. We have 13 newer classrooms that are less than four years old, along with a fitness center, all of which have replaced portable units. The most recent facility improvement made to SLVHS has been the installation of a new all weather track and football/soccer field. The athletic facilities are now available to students, athletes and community members at all times throughout the year. In all, we have 48 classrooms, administrative and counseling offices, a Performing Arts Center, cafeteria, two computer labs, a new weight room, gymnasium, swimming pool, and a temporary library with a media center. A state-of-the-art library and media center has been proposed by a school bond measure that is on the February '08 ballot. This new library would serve over 1,500 students and would be shared with the middle school that is on the same site. All of our facilities are in good condition. We have four (4) full time custodians who work hard everyday to keep our campus clean and beautiful.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100
All Schools in District	96% excludes Sp Ed and Charters
High-Poverty Schools in District	N/A
Low-Poverty Schools in District	N/A

IV. TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	49	55	45	170
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100
All Schools in District	96% excludes Sp Ed and Charters
High-Poverty Schools in District	N/A
Low-Poverty Schools in District	N/A

V. SUPPORT STAFF

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.8	340
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good Condition - Current	0
Mathematics	Good Condition - Current	0
Science	Good Condition - Current	0
History-Social Science	Good Condition - Current	0
Foreign Language	Good Condition - Current	0
Health	Good Condition - Current	0
Science Laboratory Equipment (grades 9-12)	Good Condition - Current	0

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources

Categorical funds provide student support services such as CAHSEE intervention programs, after-school tutorials, a literacy coach, NCBI coordinator, Computer Resource assistant, Stipends for Sit tech mentors, Career Specialist position, SIP project coordinator and other support services for student council.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 36,786	\$ 36,572
Mid-Range Teacher Salary	\$ 51,340	\$ 55,815
Highest Teacher Salary	\$ 73,108	\$ 70,985
Average Principal Salary (Elementary)	\$ 89,486	\$ 86,995
Average Principal Salary (Middle)	\$ 86,557	\$ 90,820
Average Principal Salary (High)	\$ 99,125	\$ 96,447
Superintendent Salary	\$ 134,152	\$ 128,495
Percent of Budget for Teacher Salaries	42.00 %	39.30 %
Percent of Budget for Administrative Salaries	4.77 %	5.80 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	59	57	56	58	57	58	40	42	43
Mathematics	25	24	27	46	44	43	38	40	40
Science	46	53	51	45	46	52	27	35	38
History-Social Science	50	46	43	46	40	40	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	38	0	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	85	38	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	39	18	28	27
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	57	29	55	45
Male	49	30	51	44
Female	63	24	51	41
Economically Disadvantaged	37	17	31	21
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	9	3	10	9
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of

calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	94	92	78	90	89	79	92	89	78
Mathematics	90	89	77	89	88	78	89	87	76

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	34	28.9	37	36.9	38.6	24.6
Male	38.9	31.3	29.8	34.4	40.5	25.2
Female	27.9	26	46.2	40	36.2	23.8
African American	62.5	12.5	25	87.5	12.5	0
American Indian or Alaska Native						
Asian	16.7	16.7	66.7	16.7	16.7	66.7
Filipino	50	0	50	50	50	0
Hispanic or Latino	56.2	12.5	31.2	68.7	25	6.2
Pacific Islander						
White (not Hispanic)	31.5	31	37.6	32.5	40.6	26.9
English Learners	100	0	0	100	0	0
Socioeconomically Disadvantaged	48.3	20.7	31	56.7	26.7	16.7
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	92.9	7.1	0	96.4	0	3.6

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	49.10

IX. ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004	2005	2006
Statewide	8	9	8
Similar Schools	4	7	2

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	47	-23	-4	757
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	42	-16	-7	766
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at

<http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

X. SCHOOL COMPLETION AND POSTSECONDARY PREPARATION

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.4	0.4	1.4	1.3	1.2	1.6	3.2	3.1	3.5
Graduation Rate	96.8	97.9	93.8	93.0	93.7	93.3	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	241	284	N/A
African American	4	5	N/A
American Indian or Alaska Native	2	2	N/A
Asian	3	3	N/A
Filipino	1	1	N/A
Hispanic or Latino	13	17	N/A
Pacific Islander	3	3	N/A
White (not Hispanic)	210	253	N/A
Socioeconomically Disadvantaged	20	20	N/A
English Learners	5	5	N/A
Students with Disabilities	22	22	N/A

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	66.7
Graduates Who Completed All Courses Required for UC/CSU Admission	55.5

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	20.7
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	10.3
Science	2	12.4
Social Science	2	15.8
All courses	8	59.2

Professional Development

- The San Lorenzo Valley Unified School District is committed to improving student achievement by supporting teaching and learning in the classroom. Teacher leaders develop comprehensive and long-range staff development, which emphasizes professional collaboration while broadening the repertoire of instructional practices of middle school teachers.
- All staff at SLVHS participates in regular staff development opportunities to improve their instructional skills. These activities include department meetings, workshops, classroom observations and conferences. There are 10 department meetings per year, 10 late-start days per year, 4 Professional Development days per year, and 3 teacher workdays per year. Professional development opportunities occur during all of these times, for an average of 27 school days per year that teachers have the opportunity to participate in professional development activities. Many of the faculty at SLVHS coach one or more sports or are advisors of student clubs that meet after school making it difficult for everyone to participate in after school staff development activities.