



### Mission Statement

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.

### School Profile

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. This school received its six-year accreditation during the 2007-2008 WASC visit. 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.

San Lorenzo Valley High is the comprehensive high school in the San Lorenzo Valley Unified. Curriculum is focused on fostering creative and critical thinking, where attitudes and habits of performance are built hand-in-hand with broad based knowledge. The school supports cultural awareness on a daily basis through its diverse literature selections and it's diversity awareness and tolerance program in which all freshmen participate and school wide participation in or international week activities each spring.

During the 2007-08, school year 900 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.8%
American Indian	0.4%
Asian	1.8%
Caucasian	83.6%
Filipino	0.8%
Hispanic or Latino	6.9%
Pacific Islander	0.2%
Multiple or No Response	4.3%

### Contact Information

Parents or community members who wish to participate in district level leadership teams may contact the San Lorenzo Valley Unified at (831) 336-8852. Parents who are interested in supporting their child's site directly as a volunteer, participant in site level committees and/or classroom activity support should contact their school directly.

### Parent Involvement

San Lorenzo Valley Unified greatly benefits from its supportive parents who participate in district wide committees and advisory teams. SLVUSD parents participate in the District Curriculum Council, GATE Advisory Team, District English Learner Advisory Team (DELAC), District Advisory Council, the District Arts Team and the District Edu Tech Team. Parents are welcome to join district-wide committees as well as site based groups to support student achievement throughout the district for our K - 12 students.

For more information on how to participate as a parent and/or community member, please contact the Instructional Services Office at 336-8852.

### Discipline & Climate for Learning

Students of San Lorenzo Valley Unified are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of San Lorenzo Valley Unified discipline program is to create safe and effective learning environments for all students. The district's Strategic Plan states: There will be an annual 10% reduction of recorded discipline incidents, a reduction in suspendable behaviors and a reduction of expelled students. Parents and students are informed of school rules and discipline policies through the Student and Parent handbooks, which are sent home at the beginning of the school year. Families also receive updated information about the safe learning environments as well as information on ways to support their child's behavior and learning in regular newsletters from the sites. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs are provided at each site. Please visit your child's school website to see the opportunities for student involvement. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs at the middle and high school are extensive and provide opportunities for all students to participate. Please visit the school's website to find the athletic schedule and contact information for the Athletic Directors. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements in the classroom and at schoolwide recognition assemblies. Positive citizenship and leadership are also recognized during the school year.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	112	141	74	282	312	330
Suspension Rate	10.5%	13.6%	8.0%	7.7%	8.9%	9.3%
Expulsions	1	2	2	2	4	2
Expulsion Rate	0.1%	0.2%	0.2%	0.1%	0.1%	0.1%

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from paraprofessionals (K - 5). The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size		Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
06	07	08	06	07	08	06	07	08	06	07	08	
28	26	25	15	15	13	7	10	15	15	12	6	
27	28	23	15	8	20	11	12	10	9	8	5	
31	29	29	3	3	3	11	15	15	14	9	7	
Social	31	29	29	2	4	4	10	8	13	15	14	9

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
9th	264	241	218
10th	275	263	224
11th	280	255	233
12th	252	279	246

## Curriculum Development

All curriculum development in the San Lorenzo Valley Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Instructional Services, to align with the state standards, district goals, and the statewide assessment program. During the 2007-08 school year, changes to the curriculum included: the adoption of the California Visual and Performing Arts Standards.

The instructional program uses the standards and curriculum frameworks established by the State of California. The district's core curriculum includes language arts, mathematics, science, social sciences, physical education and the fine and performing arts. Materials and methods used in each setting are appropriate to the students' needs, abilities and language proficiencies. A broad-based staff and parent commitment supports and enriches the instructional process and the school's programs.

Students continue to use a variety of technology to enhance their learning. Technology efforts include the purchase of additional software, classroom computers and presentation tools. All classrooms, labs, and office in the school have access to the local and wide area network. The district has a Technology Plan that was approved in December, 2007 by the California Department of Education.

## Instructional Materials

San Lorenzo Valley Unified held a public hearing on October 3, 2007, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
9th-12th	History/Social Studies	McDougal Littell	2007	Yes	0.0%
9th-12th	History/Social Studies	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	Freeman & Company	2008	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2008	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2008	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%
9th-12th	Visual and Performing Arts	N/A	2002	Yes	0.0%

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Felton and Boulder Creek, which contain numerous computer workstations.

## School Facilities

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 Sprots Complex (Turf and Track) was completed in 2006. Cleaning Process: The Dean of students 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 items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget 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 2007-08 school year the district allocated \$115,000 for deferred maintenance program. This represents .5% of the district's general fund budget. During the 2007-08 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 June, 2008. Please note that all actions have been completed by the district maintenance office.

## Safe School Plan

Safety of students and staff is a primary concern of San Lorenzo Valley Unified. 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. Lockdown 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

SLVUSD is committed to "leading the learning" and provides multiple opportunities for professional development throughout the year. Administrators, teachers and paraprofessionals participate in districtwide trainings that support the use of best practices for instructional strategies, technology, content knowledge and professional learning communities.

Each school site uses late start/early release days during the month to provide time for teacher collaboration. This time is used for a focused analysis of student achievement and collaborative planning on how best to support students who need remediation, enrichment and more practice in specific areas of learning.

School Facility Conditions				
Date of Last Inspection: 06/11/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			L Building - Old Library - Library burned several years ago, re-roofed, building not occupied.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			L Building - Old Library - Library burned several years ago, re-roofed, building not occupied.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	B Building - Gym Complex & Fitness Center - Painted or refinished. D Building - D1 - D7 & 4 Restrooms - Repainted or refinished. E Building - E1 - E8 & Pysc & Offices - Painted. F Building - F1 - F4 inc. shop & music room - Painted & refinished. L Building - Old Library - Library burned several years ago, re-roofed, building not occupied. Cafeteria - Repainted.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			L Building - Old Library - Library burned several years ago, re-roofed, building not occupied.
Electrical (Interior and Exterior)	X			L Building - Old Library - Library burned several years ago, re-roofed, building not occupied.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms		X		B Building - Gym Complex & Fitness Center - Painted or refinished. D Building - D1 - D7 & 4 Restrooms - Repainted or refinished.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds		X		E Building - E1 - E8 & Pysc & Offices - Cleaned & maintained. J Building - J1-J4 - In process of cleaning/maintaining.
Overall Cleanliness	X			L Building - Old Library - Library burned several years ago, re-roofed, building not occupied.

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.

## Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 3 staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

## Counseling & Support Staff

It is the goal of San Lorenzo Valley Unified to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. SLV elementary schools provide counseling services supported by categorical funds, grants and donations. The middle school provides counseling services through the California High School Exit Exam (CAHSEE) Intervention program; the focus for this program is to support academically at risk students, starting in seventh grade. SLVHS counseling department includes two full-time counselors and a CAHSEE Intervention counselor.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	3	3.0
Library Media Specialist	1	1
Nurse	1	1.00

## Teacher Assignment

San Lorenzo Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, San Lorenzo Valley High had 43 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	49	45	43	186
Without Full Credentials	3	4	3	5
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>5</b>	<b>1</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2007-08 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.3%	2.7%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.5%	3.5%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	9	8	8	
Similar Schools Rank	7	2	2	
All Students				
Actual Growth	-23	-4	28	785
Caucasian				
Actual Growth	-16	-7	25	791

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: 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). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	9			10			11			10		11			
	06	07	08	06	07	08	06	07	08	06	07	08			
<b>All Students</b>															
School	60	58	68	54	53	54	58	56	53	43	41	44	48	47	51
District	57	58	66	51	50	52	52	52	47	39	38	42	43	44	44
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
<b>Males</b>															
School	58	51	66	42	50	47	52	45	49	40	44	49	47	45	52
District	53	51	64	40	47	45	45	43	43	37	42	43	40	43	47
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
<b>Females</b>															
School	63	64	69	67	57	59	65	68	56	47	35	39	49	48	49
District	61	66	69	63	51	59	60	62	51	41	33	39	45	44	42
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
<b>Socioeconomically Disadvantaged</b>															
School	39	32	52	35	40	18	32	41	42	32	23	24	19	18	43
District	36	31	52	36	41	24	25	37	34	29	22	24	15	18	36
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
<b>Hispanic or Latino</b>															
School	35	36	54	21	33	30	46	50	29	29	28	22	38	29	40
District	32	36	46	25	32	34	41	53	25	34	26	25	38	27	40
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
<b>Caucasian</b>															
School	63	59	67	58	56	55	60	56	56	45	43	46	50	48	53
District	60	60	67	55	52	54	54	51	50	41	40	43	45	45	47
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
<b>Students with Disabilities</b>															
School	13	12	19	15	10	10	27	5	4	16	17	30	15	0	10
District	11	14	16	14	9	12	21	7	4	14	16	27	17	0	9
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



## Physical Fitness

In the spring of each year, San Lorenzo Valley Unified is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 70% of the school's fifth/seventh/ninth grade students either met or exceeded state fitness standards (average), by scoring in the HFZ in 5 or more areas.

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries 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 the 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, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$30,934	\$37,916
Mid-Range Teachers	\$53,111	\$58,151
Highest Teachers	\$73,108	\$75,396
Elementary School Principals	\$88,845	\$91,086
Middle School Principals	\$90,146	\$95,220
High School Principals	\$99,125	\$101,661
Superintendent	\$140,126	\$136,091
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.5%
Administrative Salaries	4.7%	5.8%

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
9th Grade	
School	
School Overall	48.8%
School (Boys)	47.0%
School (Girls)	50.5%
District	
District Overall	47.9%
District (Boys)	47.2%
District (Girls)	48.6%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$57,299
District	\$56,276
Percentage of Variation	1.81%
School & State	
All Unified School Districts	\$59,271
Percentage of Variation	3.33%

## District Expenditures

San Lorenzo Valley Unified spent an average of \$5508. to educate each student (based on 2006-07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

## District Revenue Sources

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), Title V, EIA, School/Library Improvement Program, EETT (Technology), GATE, Art and Music Grant, Arts and PE Grant, Instructional Materials, ELAC (English Acquisition), School Violence/School Safety, TUPE.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,092
From Restricted Sources	\$1,032
From Unrestricted Sources	\$4,061
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	-23.38%

## Data Sources

Data within the SARC was provided by San Lorenzo Valley Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## School Programs and Practices That Promote a Positive Learning Environment

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 and 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.

## UC/CSU Course Completion

Students at San Lorenzo Valley High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	69.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	1.2%

\* Duplicated Count (one student can be enrolled in several courses).

## Advanced Placement Classes

San Lorenzo Valley High encourages students to continue their education past high school. San Lorenzo Valley High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2007-08, 116 students participated in taking the exams. Of the 116 students, 92 students scored a "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	98
Mathematics	2	36
Science	2	81
Social Science	2	103
Totals	8	318
Percent of Students in AP Courses		7.1%

## Dropout & Graduation Rates

San Lorenzo Valley High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: FT Independent Studies Program; On-site continuation high school; Pro-active At-Risk Identification and Full-time At-Risk Counselor; Intensive CAHSEE prep for non-passers; 5-day extended learning program (student and teacher-led free tutoring in all subjects); Current Resource Lists of available, for-fee, on and off campus private tutors and learning centers

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.37%	1.40%	0.58%
Graduation Rate	97.90%	93.80%	98.40%

## Career Technical Education (CTE) Programs

San Lorenzo Valley High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at San Lorenzo Valley High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. As aligned with the National School Counseling Standards, the Counseling Program focuses on the Career Development domain by guiding students through a comprehensive sequential school-to-career transitions program. Students complete grade-appropriate assessments and review results with their Guidance Counselors. Students, parents and counselors develop a Personal Learning Plan (PLP) tailored to the student's academic goals and career interests. This plan often includes the Regional Occupation Program, Work Experience, internships, and/or participation in the Watershed Academy. A Job Board also provides work opportunities for students

The San Lorenzo Valley High School teachers have aligned curriculum to state standards and Expected School wide Learning Results (ESLRs). Through a capstone project, known as the Senior Exit Portfolio, students are prepared to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Students receive Senior Exit Portfolio information through their Advisory Period and select a mentor to assist them in the completion of the project.

### Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	246
What percent of the school's pupils complete a CTE program and earn a high school diploma?	30.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	28.0

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

## California High School Exit Exam (CAHSEE)

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. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	33.0	47.3	19.7	39.2	41.2	19.6
Male	45.5	37.6	16.8	39.6	36.6	23.8
Female	20.6	56.9	22.5	38.8	45.6	15.5
Hispanic or Latino	36.0	60.0	4.0	64.0	28.0	8.0
White	32.1	45.8	22.0	35.5	43.2	21.3
Socioeconomically Disadvantaged	65.0	25.0	10.0	61.9	23.8	14.3
Students with Disabilities	75.0	25.0	-	76.2	19.0	4.8

	CAHSEE By Subject								
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	66.0	64.6	51.1	66.0	63.1	48.6	67.0	66.2	52.9
Mathematics	63.8	62.4	46.8	63.1	59.1	49.9	60.8	59.7	51.3

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2007-08 school year in the 12th grade, the 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/tg/hs/>. Note: "\*" means that the student group is not numerically significant.

	Completion of High School Graduation Requirements		
	School	District	State
African American	0.5%	*	*
American Indian	1.4%	*	*
Filipino	0.5%	*	*
Hispanic or Latino	5.5%	*	*
Caucasian	87.6%	*	*
Japanese	0.5%	*	*
Korean	0.5%	*	*
Asian Indian	0.9%	*	*
Native Hawaiian	0.5%	*	*
Guamanian	0.5%	*	*
Multiple or No Response	1.8%	*	*

\* Data was not available at the time of publication.

