

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Scotts Valley High School

Address: 555 Glenwood Dr. , Scotts Valley CA 95066-3262 Phone: (831) 439-9555
 Principal: Gregg Gunkel 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

Scotts Valley High is a comprehensive high school of 900 students. Our mission is to educate students to be productive, responsible American citizens who, through life long learning, can participate effectively in a global society. We enable students to realize their potential by offering curricular and extra curricular programs that nurture intellectual, aesthetic, social, physical and moral development. We are dedicated to providing educational opportunity, commitment to excellence, and the engagement of partnership with the community that fosters pride through example.

Student Enrollment

Group	Enrollment
Number of students	903
African American	1.11 %
American Indian or Alaska Native	0.33 %
Asian	4.65 %
Filipino	0.22 %
Hispanic or Latino	7.2 %
Pacific Islander	0.78 %
White (not Hispanic)	84.83 %
Multiple or No Response	0.89 %
Socioeconomically Disadvantaged	4 %
English Learners	1 %
Students with Disabilities	4 %

Teachers

Indicator	Teachers
Teachers with full credential	40
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Mis-assignments of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Facilities

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that Scotts Valley High School is clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Scotts Valley High School includes 39 classrooms, athletic facilities, a Student Union gymnasium and, administrative building. The facilities are clean and maintained by district personnel. A thorough inspection was made of the campus during the 2006-07 school year.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The district has adopted cleaning standards and the custodians take great pride in providing a safe and clean environment for staff and students. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program, which provides state matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Repairs Needed

Modular classrooms (C400, C700, and Wrestling/Weight Lifting rooms) were closed during the 2004-05 school year due to building leaks and mold infestation.

Corrective Actions Taken or Planned

The rooms have been stripped of interior wallboard and plans submitted to the Office of the State Architect, awaiting approval for remodeling. This work was completed by the Fall of 2007, and the classrooms were reinstated. The eight modular classrooms have now been removed. Water infiltration leaks have been diagnosed in various other classrooms and plans are underway to make repairs during the 2007 summer. HVAC systems have been upgraded to provide for heating in all classrooms. Air Conditioning will be added to classrooms during the summer of 2008. Fire Alarm systems are currently undergoing repairs and should be complete during the 2006-07 school year. Campus drainage is being modified to minimize or eliminate runoff and standing water during rain storms.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	61%
Mathematics	20%
Science	23%
History-Social Science	42%

School Completion

Indicator	Result
Graduation Rate	96%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	745
Statewide Rank (from 2007 API Base Report)	8
2007-08 Program Improvement Status (PI Year)	

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
District	\$4,862
State	\$4,943

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of California or California State University Admission	19.6

2006-07 School Accountability Report Card Reported (SARC)

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

This section provides the schools contact information.

School		District	
School Name	Scotts Valley High	District Name	Scotts Valley Unified
Street	555 Glenwood Dr.	Phone Number	(831) 438-1820
City, State, Zip	Scotts Valley , CA 95066-3262	Web Site	www.svusd.santacruz.k12.ca.us
Phone Number	(831) 439-9555	Superintendent	Susan Silver
Principal	Gregg Gunkel	E-mail Address	ssilver@santacruz.k12.ca.us
E-mail Address	ggunkel@santacruz.k12.ca.us	CDS Code	44-75432-4430211

School Description and Mission Statement

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

Scotts Valley High is a comprehensive high school of 900 students. Our mission is to educate students to be productive, responsible American citizens who, through life long learning, can participate effectively in a global society. We enable students to realize their potential by offering curricular and extra curricular programs that nurture intellectual, aesthetic, social, physical and moral development. We are dedicated to providing educational opportunity, commitment to excellence, and the engagement of partnership with the community that fosters pride through example.

Opportunities for Parental Involvement

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

Scotts Valley High has multiple opportunities for parent involvement. Our Falcon Club supports all athletic program. The Parent Club raises money to support classroom instruction and provides multiple opportunities for parents and community members to volunteer at the school site. In addition, the Scotts Valley Education Foundation works collaboratively with parents at all Scotts Valley School District sites to provide resources for the classroom.

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	231
Grade 10	234
Grade 11	235
Grade 12	203
Ungraded Secondary	0
Total Enrollment	903

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	1.11 %	White (not Hispanic)	84.83 %
American Indian or Alaska Native	0.33 %	Multiple or No Response	0.89 %
Asian	4.65 %	Socioeconomically Disadvantaged	4 %
Filipino	0.22 %	English Learners	1 %
Hispanic or Latino	7.2 %	Students with Disabilities	4 %
Pacific Islander	0.78 %		

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	28.2	5	18	7	27.2	6	22	5	27.0	6	22	5
Mathematics	24.7	8	13	4	27.3	10	13	8	24.4	13	16	4
Science	27.8	4	14	5	26.0	7	19	1	27.5	5	18	3
Social Science	30.6	2	12	11	30.3	3	17	8	26.5	7	20	4

II. School Climate

School Safety Plan

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

The School Safety Plan is available and communicated to all staff. This plan is approved by both the SVHS School Advisory Council and the SVUSD Board of Trustees. Safety Drills are run in accordance of State and Federal Laws and supervised by SVPD and SVFD.

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	.04%	.08%	.09%	.04%	.04%	.05%
Expulsions	.01%	.01%	.0%	.01%	.01%	.01%

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.

Scotts Valley High School spent the 1999-2000 school year in 6 portable classrooms on the parking lot in anticipation of moving to the brand new school facility in the Fall of 2000. Since then the school has grown with each additional grade level added. This year, 39 classrooms, athletic facilities, a Student Union and, gymnasium are enjoyed by our staff and students. The facilities are clean and maintained by district personnel.

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		Paint or replace surfaces as needed during summer
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		

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	32	38	40	137
Without Full Credential	4	4	1	1
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Mis-assignments and Vacant Teacher Positions

This table displays the number of teacher mis-assignments (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 Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

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

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0
All Schools in District	100.0	0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0

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	2.0	451
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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	Excellent quality, Adopted 2002	0%
Mathematics	Excellent Quality, Adopted 2003	0%
Science	Excellent Quality, Adopted 2002	0%
History-Social Science	Excellent Quality, Adopted 2006	0%
Foreign Language	Good Quality, Adopted 2001	0%
Health	Good Quality, Adopted 2002	0%
Science Laboratory Equipment (grades 9-12)	Good Quality, new equipment in 2006	0%

VII. School Finances

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.

A comprehensive educational program for kindergarten through twelfth grade students, including Special Education, English Language Development and Gifted and Talented Education is provided. Federal, state and private grant funding sources are aggressively sought to supplement our educational programs. State and Federal funds are also used to educate students on the dangers of drug use.

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	\$35343	\$36572
Mid-Range Teacher Salary	\$52244	\$55815
Highest Teacher Salary	\$68688	\$70985
Average Principal Salary (Elementary)	\$91018	\$86995
Average Principal Salary (Middle)	\$89822	\$90820
Average Principal Salary (High)	\$93009	\$96447
Superintendent Salary	\$131712	\$128495
Percent of Budget for Teacher Salaries	41.2 %	39.3 %
Percent of Budget for Administrative Salaries	5.1 %	5.8 %

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	58	61	60	66	71	69	40	42	43
Mathematics	20	20	16	56	55	54	38	40	40
Science	36	23	23	49	48	54	27	35	38
History-Social Science	48	42	36	57	49	46	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	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	71	24	37	48
Filipino	*	*		
Hispanic or Latino	38	10	0	26
Pacific Islander	*	*	*	*
White (not Hispanic)	61	17	24	36
Male	53	17	26	39
Female	67	16	20	33
Economically Disadvantaged	48	10	*	25
English Learners	*	*	*	*
Students with Disabilities	12	8	0	5
Students Receiving Migrant Education Services				

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	84.2	84.2	49	80.8	80.8	51.1	78.6	78.6	48.6
Mathematics	69.4	69.4	45.2	68.6	68.6	46.8	73.5	73.5	49.9

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	21.4	27.2	51.3	26.5	40.8	32.7
Male	24.4	34.1	41.5	21	43.5	35.5
Female	18	18	64	33.3	37.4	29.3
African American	50	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	5.3	31.6	63.2	10.5	36.8	52.6
Filipino	*	*	*	*	*	*
Hispanic or Latino	68.8	12.5	18.8	76.5	17.6	5.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	19	27.7	53.3	22	44.5	33.5
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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/tg/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
5	Brook Knoll: 69.2 Vine Hill: 63
7	52.7
9	54.6

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	9	7	8
Similar Schools	2	1	1

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	-12	39	-19	745
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-8	28	-21	744
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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)	0.7	0.4	1.3	0.7	0.4	1.3	3.2	3.1	3.5
Graduation Rate	97.4	96.2	95.3	97.4	96.2	95.3	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/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	181	181	---
African American	1	1	---
American Indian or Alaska Native	1	1	---
Asian	13	13	---
Filipino	0	0	---
Hispanic or Latino	22	22	---
Pacific Islander	3	3	---
White (not Hispanic)	141	141	---
Socioeconomically Disadvantaged	3	3	---
English Learners	0	0	---
Students with Disabilities	3	3	---

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	No CTE Program
Percent of pupils completing a CTE program and earning a high school diploma	No CTE Program, 0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	No CTE Program, 0%

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	85.6
Graduates Who Completed All Courses Required for UC/CSU Admission	74.6

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	1	1
English	2	11
Fine and Performing Arts	2	2.5
Foreign Language	4	8.8
Mathematics	6	16
Science	4	12
Social Science	5	22.8
All courses	18	35

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

With the exception of specific training in the International Baccalaureate Program, most of the professional development opportunities came from conferences held by state curriculum experts on standards and alignment of assessments in the various discipline areas.

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days