

2007-08 School Accountability Report Card Report (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 [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

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

School Description and Mission Statement (School Year 2007-08)

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

Scotts Valley High is a comprehensive high school of 874 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 (School Year 2007-08)

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 (School Year 2007-08)

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

Grade Level	Number of Students
Grade 9	210
Grade 10	233
Grade 11	222
Grade 12	209
Ungraded Secondary	0

Student Enrollment by Group (School Year 2007-08)

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
African American	1.03 %
American Indian or Alaska Native	0.23 %
Asian	5.03 %
Filipino	0.11 %
Hispanic or Latino	5.26 %
Pacific Islander	0.57 %
White (not Hispanic)	85.01 %
Multiple or No Response	2.75 %

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	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.2	6	22	5	27.0	6	22	5	27.8	8	14	9
Mathematics	27.3	10	13	8	24.4	13	16	4	26.4	11	8	10
Science	26.0	7	19	1	27.5	5	18	3	27.3	8	17	6
Social	30.3	3	17	8	26.5	7	20	4	27.1	7	18	5

III. School Climate

School Safety Plan (School Year 2007-08)

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

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2.2	3.1	1.8	1.1	2.0	0.6

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2007-08)

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.

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. HVAC systems have been upgraded to provide for heating in all classrooms. Air Conditioning will be added to classrooms during the summer of 2008. Campus drainage is being modified to minimize or eliminate runoff and standing water during rain storms.

School Facility Good Repair Status (School Year 2007-08)

This table displays the results of the most recently completed school site inspection performed on October 3, 2007 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	Classrooms exceed acceptable temperature on hot days
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	Ongoing program to control gophers and squirrels
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			

Overall Summary of School Facility Good Repair Status (School Year 2007-08)

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

V. 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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	38	40	38	127
Without Full Credential	4	1	0	0

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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 [NCLB](#) Web site.

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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	2.6	336
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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2007-08)

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%
Visual and Performing Arts	Good Quality, new equipment in 2006	0%
Science Laboratory Equipment (grades 9-12)	Excellent quality, Adopted 2002	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5402	\$1181	\$4221	\$48991
District	\$7449	\$2281	\$5168	\$55275
Percent Difference – School Site and District	-27.5%	-48.2%	-18.3%	-12.8%
State	N/A	N/A	\$5300	\$59271
Percent Difference –	N/A	N/A	-14.6%	-17.3%

Types of Services Funded (Fiscal Year 2007-08)

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 2007-08)

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37179	\$37916
Mid-Range Teacher Salary	\$54665	\$58151
Highest Teacher Salary	\$71678	\$75396
Average Principal Salary (Elementary)	\$93969	\$91086
Average Principal Salary (Middle)	\$91619	\$95220
Average Principal Salary (High)	\$94869	\$101661
Superintendent Salary	\$136229	\$136091
Percent of Budget for Teacher Salaries	39.9 %	38.5 %
Percent of Budget for Administrative Salaries	4.9 %	5.8 %

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	61	60	62	71	69	72	42	43	46
Mathematics	20	16	20	55	54	58	40	40	43
Science	23	23	43	48	54	65	35	38	46
History-Social Science	42	36	47	49	46	54	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that

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	69	24	*	55
Filipino	*	*	*	*
Hispanic or Latino	28	8	36	25
Pacific Islander				
White (not Hispanic)	64	21	46	50
Male	56	23	41	48
Female	69	17	45	47
Economically Disadvantaged	32	8	14	
English Learners	8	0	*	*
Students with Disabilities	12	0	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	80.8	78.6	84.2	80.8	78.6	84.2	51.1	48.6	52.9
Mathematics	68.6	73.5	65.5	68.6	73.5	65.5	46.8	49.9	51.3

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	15.8	53.6	30.6	34.5	42.6	22.9
Male	20.0	59.0	21.0	36.4	39.3	24.3
Female	12.0	48.7	39.3	32.8	45.7	21.6
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	33.3	46.7	20.0	53.8	38.5	7.7
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	12.9	56.5	30.6	32.8	42.3	24.9
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	50.0	37.5	12.5	68.8	25.0	6.2
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	57.3%

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. 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 [API](#) Web page.

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	2005	2006	2007
Statewide	7	8	7
Similar Schools	1	1	1
"N/A"	means a number is not applicable or not available due to missing data.		
"**"	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.		
"A"	means the school or subgroups scored at or above the statewide performance target of 800 in 2008.		
"B"	4430211		
"C"	means the school had significant demographic changes and will not have any growth or target information.		
"D"	means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.		
"E"	indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.		

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	39	-19	28	773
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	28	-21	38	782
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
"N/A"	means a number is not applicable or not available due to missing data.			
"**"	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.			
"A"	means the school or subgroups scored at or above the statewide performance target of 800 in 2008.			
"B"	means the school did not have a valid 2007 Base API and will not have any growth or target information.			
"C"	means the school had significant demographic changes and will not have any growth or target information.			
"D"	means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.			
"E"	indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though			

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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

Federal Intervention Program (School Year 2007-08)

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 [AYP](#) Web page.

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	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

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 on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.4	1.3	1.3	0.4	1.3	1.3	3.1	3.5	4.4

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 2007-08 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 [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	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 Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Our CTE offerings include SVHS and ROP courses provided both at SVHS* and off-campus. Those courses include: Graphic Designs*, as well as ROP courses in Administration of Justice*, Aqua Culture, Athletic Trainer, Aviation, Bike Shop, CHP Explorer, Computer Aided Drafting*, Construction Technology, Cosmetology, Culinary Arts, Dental Assistant, Economics of Marketing*, Engine Repairs, Fire Science, First Responder, Floral Design, Green Careers, Health Careers, Interior Design, Medical Careers, Sports Occupations*, Sustainable Organic Agriculture, and Veterinary Science.

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	LEA Provided
Percent of the school's pupils completing a CTE program and earning a high school diploma	LEA Provided
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	LEA Provided

Courses for University of California and/or California State University Admission (School Year 2007-08)

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 [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	83.1
Graduates Who Completed All Courses Required for UC/CSU Admission	81.9

Advanced Placement/International Baccalaureate Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) and International Baccalaureate (IB) courses that the school offered by subject and the percent of the school's students enrolled in all AP/IB courses. Detailed information about student enrollment in AP/IB courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP/IB Courses Offered	Percent of Students In AP/IB Courses
Computer Science		N/A
English	2	15%
Fine and Performing Arts	2	7%
Foreign Language	4	4%
Mathematics	4	5%
Science	3	14%
Social Science	3	15%
All courses	18	15%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days 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.

