

# Scotts Valley High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### Contact Information (School Year 2016-17)

School Contact Information	
<b>School Name</b>	Scotts Valley High School
<b>Street</b>	555 Glenwood Drive
<b>City, State, Zip</b>	Scotts Valley, California 95066
<b>Phone Number</b>	(831) 439-9555
<b>Principal</b>	Valerie Bariteau
<b>E-mail Address</b>	<a href="mailto:vbariteau@scottsvalleysd.org">vbariteau@scottsvalleysd.org</a>
<b>Web Site</b>	<a href="http://www.svhs.santacruz.k12.ca.us/">http://www.svhs.santacruz.k12.ca.us/</a>
<b>CDS Code</b>	44754324430211

District Contact Information	
District Name	Scotts Valley Unified School District
Phone Number	(831) 438-1820
Superintendent	Tanya Krause
E-mail Address	tkrause@scottsvalleysd.org
Web Site	www.scottsvalleysd.org

### School Description and Mission Statement (School Year 2016-17)

Scotts Valley High School's mission is to provide an exemplary education that will prepare our students to thrive in a modern world.

Through our challenging and diverse curriculum, extra-curricular programs, and strong partnerships with the community, students are prepared to be skilled and literate members of both local and global societies. SVHS programs enable students to realize their full potential in intellectual, social, physical, and ethical development.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	239
Grade 10	203
Grade 11	205
Grade 12	194
Total Enrollment	841

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	1.2
Filipino	0.2
Hispanic or Latino	15.2
Native Hawaiian or Pacific Islander	0.2
White	74.1
Two or More Races	8.2
Socioeconomically Disadvantaged	11.1
English Learners	0.5
Students with Disabilities	5.2
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	38	38	37	111
Without Full Credential	0	1	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

**Year and month in which data were collected:** September, 2016

Budget constraints prevented adoption of new textbooks, along with equipment and other supplemental materials needed for many years. With budget improvement SVUSD was able to purchase a math adoption for the 2016-17 school year. Secondary schools are piloting health and foreign language for adoption ins 2017-18, The New Generation Science standards are being reviewed and research on instructional materials to support those new standards have begun.

A list of currently used instructional materials (including textbook titles and publishers) is available upon request.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted 2002 Prentice Hall Inc; McDougal-Littell Various novels, essays updated on a regular basis and approved by Curriculum Council and School Board	Yes	0%
<b>Mathematics</b>	Adopted 2016 Houghton Mifflin; Oxford University Press; Haese & Harris, Cengage Learning, Mathematics Publishing, Big Ideas learning	Yes	0%
<b>Science</b>	Adopted 2008 Glencoe; McGraw Hill; Holt Rinehart & Winston; Scotts Foresman & Addison Wesley; Prentice Hall Adopted 2016 Oxford University Press; Pearson	Yes	0%
<b>History-Social Science</b>	Adopted 2006 Oxford University Press; Prentice Hall; Glencoe/McGraw Hill; Houghton Mifflin	Yes	0%
<b>Foreign Language</b>	Adopted 2001 Glencoe/McGraw Hill Adopted 2002 AMSCO School Pub; Oxford University Press Adopted 1999 Glencoe 1998 (French)	Yes	0%
<b>Health</b>	Adopted 2002 Glencoe	Yes	0%
<b>Visual and Performing Arts</b>	Adopted 2002 WW Norton and Co; Glencoe/McGraw Hill; Pearson Education	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	New equipment in 2014-15	Yes	0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Scotts Valley High School takes pride in the safety and cleanliness of our school facility. All classrooms are attractive, comfortable and have adequate lighting. Our custodial staff consists of one daytime facilities specialist, and one evening facilities specialist. These facilities specialists are responsible for and take pride in keeping a clean beautiful campus for all. Aside from their janitorial responsibilities they also perform routine maintenance tasks.

We have an active Safety Committee that reviews safety plans, procedures, and provides safety education to our staff. We have a comprehensive Emergency Action Plan in place and drills are routinely held. Each campus has an annual safety inspection performed by an external agency to assist us in providing safe facilities.

District maintenance personnel attend to maintenance needs at each campus on an ongoing basis, with service requests being managed through a web-based work order system, called School Dude. To assist in the effort to ensure clean, safe and functional facilities, the district uses a facility survey instrument developed by the State of California Office of Public School Construction and conducts annual self inspections, recording the results of the inspection on the survey document. Below is more specific information about the school and the efforts made to ensure that students and staff are provided with a clean, safe and functional learning environment.

Age of the School Buildings: Scotts Valley High School opened in 1999-2000 and currently has 39 classrooms, athletic facilities, a student union that serves as a multipurpose room, a kitchen, a gymnasium and an administrative building. Seven of the classrooms and the weight room are portables.

Cleaning Process and Schedule: The district has adopted cleaning standards. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean, safe campus.

Maintenance and Repair: District maintenance personnel make every effort to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Safety issues are given the highest priority. Deferred Maintenance: The district participates in the State School Deferred Maintenance Program, which provides state matching funds to assist school districts with expenditures for the major repair or replacement of existing school building components. Typically these types of repairs would include roofing, electrical systems, painting, as well as heating, ventilation, air conditioning and floor systems.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/16/13				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof repaired.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/16/13				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	82	88	67	70	44	48
Mathematics	61	55	62	62	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	198	193	97.5	87.6
Male	11	108	107	99.1	83.2
Female	11	90	86	95.6	93.0
Hispanic or Latino	11	28	28	100.0	67.9
White	11	154	149	96.8	89.9
Socioeconomically Disadvantaged	11	22	21	95.5	76.2

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	198	192	97.0	55.0
Male	11	108	106	98.2	53.3
Female	11	90	86	95.6	57.0
Hispanic or Latino	11	28	28	100.0	32.1
White	11	154	148	96.1	57.8
Socioeconomically Disadvantaged	11	22	21	95.5	28.6

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84	77	69	88	85	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	201	194	96.5	69.1
Male	103	99	96.1	64.7
Female	98	95	96.9	73.7
Hispanic or Latino	36	35	97.2	54.3
White	149	144	96.6	71.5
Two or More Races	14	13	92.9	76.9
Socioeconomically Disadvantaged	24	21	87.5	57.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Career Technical Education Programs (School Year 2015-16)

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, Bicycle Technology and Performance, CHP Explorer, Computer Aided Drafting\*, Construction Technology, Cosmetology, Culinary Arts, Dental Assistant, Digital Photography\*, 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. The county is participating in a CTGEIG grant that provides pathways for CTE.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	146
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.49
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	62.1

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.6	19.4	57.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Scotts Valley High has multiple opportunities for parent involvement. Our Falcon Club supports all athletic program, including raising funds in support of athletics and provides numerous opportunities for parents and community members to volunteer. 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 Educational Foundation works collaboratively with parents at all Scotts Valley School District sites to provide resources for the classroom. School Site Council (SAC) consists of parents, community, students and staff who meet monthly in support of the school plan.



## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.10	0.60	0.60	1.10	0.60	0.60	11.40	11.50	10.70
Graduation Rate	97.87	97.74	98.80	97.87	97.74	98.80	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	97	97	86
Black or African American	0	0	78
American Indian or Alaska Native	0	0	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	95	95	83
Native Hawaiian/Pacific Islander	0	0	85
White	97	97	91
Two or More Races	94	94	89
Socioeconomically Disadvantaged	89	89	66
English Learners	0	0	54
Students with Disabilities	75	75	78

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.8	2.2	3.6	1.8	1.8	2.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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. Other areas of training include social, emotional support of students ( an example would be sexual harassment training).

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

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	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5	1	6										
6	1	4										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

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

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	6	15	9	20	17	10	12	20	17	10	12
Mathematics	27	8	9	10	29	3	13	10	29	3	13	10
Science	23	12	20	1	24	12	16	5	24	12	16	5
Social Science	26	9	7	12	22	12	10	12	22	12	10	12

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	425
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.49	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1.6	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,287	\$1281	\$5,006	\$60,074.18
District	N/A	N/A	\$5777	\$64,374.85
Percent Difference: School Site and District	N/A	N/A	-13.3	-6.7
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-11.8	-10.8

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

A comprehensive educational program for kindergarten through twelfth grade students, including Special Education and English Language Development 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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,063
Mid-Range Teacher Salary		\$64,823
Highest Teacher Salary		\$84,821
Average Principal Salary (Elementary)		\$101,849
Average Principal Salary (Middle)		\$107,678
Average Principal Salary (High)		\$115,589
Superintendent Salary		\$169,152
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### **Professional Development (Most Recent Three Years)**

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The District provides two staff development days each year. Content of days has included the following: review and analysis of student performance data (CAASPP and local measures) to identify areas of strength and needed improvement for instruction; standards based curriculum and reporting through standards based report cards; development and alignment of benchmark assessments to grade level state standards, K-12 alignment of curriculum and instruction, training in using data systems, identifying student groups performing below basic and providing support to meet their needs.

Furthermore, teams of teaching staff and administration attend ongoing training with SVMl (Silicon Valley Math Initiative), the Santa Cruz County professional development offerings in Common Core Awareness, GLAD (Guided Language Acquisition and Design), IB (International Baccalaureate) training in specific subjects, and Special Education topics including compliance, behavior analysis and strategies.

In addition, all certificated staff meet weekly in a restructured day schedule, in order to have Professional Development and Collaboration. The weekly work centers around district goals to increase student achievement and the site Single School Plan for Student Achievement. Our plan identifies specific goals for school improvement in reading, writing and math. These goals are part of the outcome of staff and School Site Council analysis of student achievement data, as well as feedback from parent and student surveys. Staff development needs are identified as a result of student achievement performance. During the past several years, emphasis was given to learning strategies appropriate to English Learners, students with disabilities, analysis of student work, and strategies to address needs of student not meeting standards. We continue to work on essential standards and benchmarks. The weekly professional development time provides opportunities for cross grade level collaboration. Scotts Valley High School participates in the New Teacher Project for first and second year teachers.