

South Valley High School

429 South Dora St. • Ukiah, CA 95482-4753 • (707) 472-5150 • Grades 9-12

Kris Swett, Principal

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www.edline.net/pages/South_Valley_High



2016-17 School Accountability Report Card Published During the 2017-18 School Year



Ukiah Unified School District

511 South Orchard Ave.
Ukiah, CA 95482-3411
(707) 472-5000
www.uusd.net

District Governing Board

Megan Van Sant
Anne Molgaard
Gail Monpere
Beatriz "Bea" Arkin
Carolyn Barrett
Zoey Fernandez
Tyler Nelson

District Administration

Debra Kubin
Superintendent

School Description

School Description: Founded in 1965, South Valley High School serves as the continuation school for Ukiah Unified School District and has enrolled up to 190 students. South Valley, a school-wide Title I school, receives Supplemental and Concentration Grant (SCG) funds to support programs and services. The staffing currently consists of a principal with an administrative credential, a dean with a PPS credential and preliminary administrative credential, 8 full-time classroom teachers, a half-time Student Success Coordinator, one full time teacher split between science and CTE food services and landscaping, a part-time English teacher, a CTE photography teacher for one period, one office support staff, a part-time campus supervisor and a part-time custodian. Programs and services include Independent Study, Work/Study, Special Education, the Young Parent Program and variable alternative scheduling options. Online credit recovery programs (Cyber High and Odysseyware) are embedded in our day program, offering students additional credit recovery options. We also offer a Community College course on our campus after school to assist with the transition to college or career goals. All students are offered standards-based focused programs that strive to develop academic proficiency and instill healthy school-to-work ethics so that they may assume a positive role in their community.

Mission Statement

Students will have the communication, independence, and self-advocacy skills they need in order to take risks, follow their passions and successfully navigate professional and higher education environments.

Vision

A South Valley Graduate will be a productive member of society, who is helpful and has a positive impact on their community.

About the SARC

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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 10 | 15 |
| Grade 11 | 47 |
| Grade 12 | 79 |
| Total Enrollment | 141 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 2.1 |
| American Indian or Alaska Native | 22 |
| Asian | 0.7 |
| Filipino | 0 |
| Hispanic or Latino | 40.4 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 32.6 |
| Two or More Races | 2.1 |
| Socioeconomically Disadvantaged | 85.1 |
| English Learners | 15.6 |
| Students with Disabilities | 9.2 |
| Foster Youth | 2.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 | | | |
|--|-------|-------|-------|
| South Valley High School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 6 | 7 | 10 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Ukiah Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 311 |
| Without Full Credential | ♦ | ♦ | 26 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| South Valley High School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

| Textbooks and Instructional Materials Year and month in which data were collected: December 2017 | |
|---|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Understanding Literature (EMC/Paradigm 2nd Edition 2003), Adopted 5/10/2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 |
| Mathematics | Glencoe McGraw-Hill Algebra 1 CCSS Edition (McGraw-Hill Educaiton) Adopted 5/12/16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 |
| Science | Science Explorer Earth Science, Prentice/Pearson, Adopted 9/13/05; Prentice Hall Biology (Prentice/Pearson Ed. 2008), Adopted 6/17/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 |
| History-Social Science | United States History and American Government, Pacemaker Series, Globe Fearon 3rd Edition, Adopted 5/10/05; Creating America, McDougal Littell, Adopted 8/15/06, United States Government, AGS Publishing Adopted 8/15/06, Economics: Principles in Action, Pearson/Prentice Hall Adopted 1/11/05 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

General

The district takes great efforts to ensure that all schools are 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 on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 8 classrooms and an administration building. The original portable classrooms were constructed in 1976. An additional portable was relocated to this site in August 2004. The Administration building in a 1940's era house.

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 governing board has adopted cleaning standards for all schools in the district. The principal and the Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

Deferred Maintenance Projects

UUSD is in the process of implementing the replacement of the office building and adding an additional learning space and eating facility. These projects are scheduled to take place during the summer of 2018.

Technology Projects

The Wifi wiring was upgraded to accommodate the technology based curriculum.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/31/2017

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | | |
| Interior: Interior Surfaces | | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| Electrical: Electrical | X | | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | There is no playground on this campus and the campus does not have perimeter fencing. |
| 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 Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | -- | | 39 | 43 | 60 | 56 |

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 6 | 15 | 36 | 35 | 48 | 48 |
| Math | | 0 | 23 | 24 | 36 | 37 |

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 24 | 13 | 54.2 | |
| Male | 13 | 6 | 46.2 | |
| Female | 11 | 7 | 63.6 | |
| Socioeconomically Disadvantaged | 23 | 13 | 56.5 | |

* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 70 | 62 | 88.57 | 14.75 |
| Male | 46 | 39 | 84.78 | 15.79 |
| Female | 24 | 23 | 95.83 | 13.04 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 13 | 12 | 92.31 | 16.67 |
| Hispanic or Latino | 32 | 28 | 87.5 | 14.81 |
| White | 22 | 20 | 90.91 | 15 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 59 | 52 | 88.14 | 15.69 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 70 | 60 | 85.71 | 0 |
| Male | 46 | 37 | 80.43 | 0 |
| Female | 24 | 23 | 95.83 | 0 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 13 | 11 | 84.62 | 0 |
| Hispanic or Latino | 32 | 28 | 87.5 | 0 |
| White | 22 | 19 | 86.36 | 0 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 59 | 50 | 84.75 | 0 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

All stakeholders are always invited and welcomed to support the forward progress the school has been on for the past five years. Emphasis is put on the complementary roles and responsibilities we all have to ensure student success. This message is communicated in mailers, correspondence, general group meetings as well as during family and individual meetings. South Valley parents are very responsive to scheduled meetings specific to their individual student needs, and we have increased parent participation at annual back to school events, team sporting events, award banquets and graduation ceremonies.

As aligned with our WASC and SPSA the following ways parents can be involved - as per our goals:

- 3.1.1 Parent and community fundraisers - networking to discuss focus areas
- 3.1.2 Community Networking Forum for the End of the Year
 - 3.1.2.1 April of each school year– Invite stakeholders
 - 3.1.2.2 June of each school year– Community Networking Forum
 - 3.1.2.3 Repeat subsequent years.
- 3.1.3 Increase parental and community participants
 - 3.1.3.1 Site Council/ELAC/DAC continuous recruitment of parents
- 3.1.4 Build relationships with parents (specifically those parents of Junior students). Communicate information at events. Parent Liaison
- 3.1.5 Increase Teacher Home Calls – search for volunteers.
- 3.1.6 August of each year-Create a set list of students that each teacher is personally responsible for throughout each school year.
- 3.1.7 Use school sports and food events to increase parent involvement.
- 3.1.8 Parent Liaison: Create relationships with students and then reach out to parents and families throughout the school year to ask for school support and volunteers.

State Priority: School Climate

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

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

School Safety Plan

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 7.17 | 8.89 | 15.74 |
| Expulsions Rate | 0 | 0 | 2.03 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 7.5 | 6.87 | 8.75 |
| Expulsions Rate | 0.39 | 0.28 | 0.25 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.79 | 3.65 | 3.65 |
| Expulsions Rate | 0.09 | 0.09 | 0.09 |

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.

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2007-2008 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 11 |
| Percent of Schools Currently in Program Improvement | | 73.3 |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 1.0 |
| Counselor (Social/Behavioral or Career Development) | 1.2 |
| Library Media Teacher (Librarian) | 0.0 |
| Library Media Services Staff (Paraprofessional) | 0.0 |
| Psychologist | 0.2 |
| Social Worker | 0.0 |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 0.0 |
| Resource Specialist | 0.8 |
| Other | 0.0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 142 |

* 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.

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 17 | 17 | 17 | 8 | 8 | 8 | 1 | 1 | | | | |
| Mathematics | 15 | 15 | 11 | 5 | 5 | 8 | | | | | | |
| Science | 13 | 13 | 15 | 4 | 4 | 4 | | | | | | |
| Social Science | 15 | 15 | 19 | 12 | 12 | 9 | | | 1 | | | |

* 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.

Professional Development provided for Teachers

Teachers at South Valley have been highly engaged in the professional development process. We have led the district in many of our professional development opportunities where teachers have come to us to learn new skills and ideas around PBIS and academic achievement. This year, our goal was to get our teachers trained in English Language Learner strategies. All of our teachers have been engaged in professional development focused on the Common Core rollout and Big Picture Learning. Many of our teachers have attended QTEL training for English Language Learners. Other teachers have engaged in the process of learning and teaching evidence-based writing. The information has been disseminated at our PLC meetings. The process of determining which PLC and professional development topics need to be addressed in a particular year is determined through a district-wide staff survey, a site's Common Core Implementation Plans, UUSD's Leadership Team, and individual site teacher input. Furthermore, the teachers have their personal ideas and goals, which are also taken into account. Technology training has been a high priority for the South Valley faculty's professional development opportunities this year, and training has been provided by our own staff as well as outside consultants.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$45,604 | \$46,511 |
| Mid-Range Teacher Salary | \$64,549 | \$73,293 |
| Highest Teacher Salary | \$88,440 | \$92,082 |
| Average Principal Salary (ES) | \$100,315 | \$113,263 |
| Average Principal Salary (MS) | \$107,423 | \$120,172 |
| Average Principal Salary (HS) | \$114,746 | \$131,203 |
| Superintendent Salary | \$176,945 | \$213,732 |
| Percent of District Budget | | |
| Teacher Salaries | 36% | 36% |
| Administrative Salaries | 7% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$7,954 | \$710 | \$7,244 | \$79,041 |
| District | ♦ | ♦ | \$4,698 | \$66,898 |
| State | ♦ | ♦ | \$6,574 | \$74,476 |
| Percent Difference: School Site/District | | | 54.2 | 18.2 |
| Percent Difference: School Site/ State | | | 10.2 | 6.1 |

* Cells with ♦ do not require data.

Types of Services Funded

All students are provided the core program in the areas of Reading, English-Language Arts, Mathematics, Science, Social Studies, Health, Visual and Performing Arts and Physical Education. In addition, identified students receive support services through categorical funds.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| South Valley High School | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 25 | 10.8 | 10.9 |
| Graduation Rate | 44.74 | 56.86 | 78.13 |
| Ukiah Unified School District | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 14 | 6.2 | 4.3 |
| Graduation Rate | 77.91 | 84.4 | 91.11 |
| California | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 80.95 | 82.27 | 83.77 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 28 |
| % of pupils completing a CTE program and earning a high school diploma | 0.0 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0.0 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2016 | | |
| | School | District | State |
| All Students | 79.41 | 86.77 | 87.11 |
| Black or African American | 0 | 100 | 79.19 |
| American Indian or Alaska Native | 71.43 | 83.33 | 80.17 |
| Asian | 0 | 66.67 | 94.42 |
| Filipino | 0 | 100 | 93.76 |
| Hispanic or Latino | 75 | 86.3 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 100 | 86.57 |
| White | 87.1 | 86.58 | 90.99 |
| Two or More Races | 100 | 100 | 90.59 |
| Socioeconomically Disadvantaged | 81.82 | 74.6 | 63.9 |
| English Learners | 70.37 | 74.55 | 55.44 |
| Students with Disabilities | 75 | 86.36 | 85.45 |
| Foster Youth | 0 | 75 | 68.19 |

Career Technical Education Programs

In our mission to provide educational opportunities to enhance retention in school and create pathways to the workforce and other post-secondary education/training, South Valley offers Career and Technical Education (CTE) programs. The focus of our CTE programs is career awareness and industry specific skills while using specific talents of our faculty and limited facility. The specific CTE courses offered in 2015-2016 were two sections of foods and one section of gardening/landscaping. 52 students were enrolled in these courses. In addition to our CTE courses, South Valley also offers a Work experience program serving over 25 students and 6 students in workability, and a computer projects class with a 3-D printer. Continuation schools were created to specifically support these students who need to work and finish their education. South Valley continues to explore more partnerships with other district programs, Mendocino Community College, local employers and new pathways.

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.