

# Santa Cruz High School

415 Walnut Ave. • Santa Cruz, CA 95060-3633 • (831) 429-3960 Ext. 201 • Grades 9-12

Karen Edmonds, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### **Santa Cruz City Schools**

405 Old San Jose Road  
Soquel, CA 95073  
(831) 429-3410

[www.sccs.santacruz.k12.ca.us](http://www.sccs.santacruz.k12.ca.us)

### **District Governing Board**

Sheila Coonerty

Deedee Perez-Granados

Jeremy Shonick

Alisun Thompson

Patricia Threet

Deborah Tracy-Proulx

Claudia Vestal

### **District Administration**

Kris Munro  
**Superintendent**

Angela Meeker  
**Assistant Superintendent  
Educational Services**

Jim Monreal  
**Assistant Superintendent  
Business Services**

Molly Parks  
**Assistant Superintendent  
Human Resources**

### **School Description**

A Message from the Principal: Santa Cruz High School (SCHS), the oldest high school in Santa Cruz, is a comprehensive public school with a student population of approximately 1,000 in grades nine through twelve. It is noted for its very rich tradition of academic excellence and diverse student body. Students from various racial, cultural, and socioeconomic backgrounds and lifestyles join together to enrich their personal and academic experiences in an unusually compatible atmosphere.

Members of our graduating class of 2014 were accepted at over 100 four-year colleges and universities across the United States, including NYU, Santa Clara University, Lewis & Clark, and several other private universities, and state universities including, the University of California at Berkeley and UCLA. We proudly claim that seniors received scholarships and awards totaling close to \$300,000. We offer Advanced Placement (AP) and honors courses in the content areas including, science, math, English, world languages, social science and fine arts. We also offer a variety of elective courses, including ceramics, drawing, painting, photography, world languages, video production, woodshop, music, auto, and the Advancement Via Individual Determination (AVID) program, which supports students, first in their families, to attend college. Student athletes compete on nine different teams. A variety of extracurricular clubs and programs enrich students' lives.

Santa Cruz HS, recognized as a California Distinguished School in 2011, has a proven record of improving student achievement and has a strong commitment to assisting students achieve their academic goals. Through mapping four-year academic plans in the ninth grade, students and their parents are able to revise the plan if needed on an annual basis in order to reach the student's goal.

### **Major Achievements**

In the class of 2014, 58% of students were eligible for admittance into University of California (UC), California State University (CSU), and private colleges. Ultimately, 28% of our graduates attended a UC or private university, 17% attended a CSU or out of state public university, and an estimated 36% attended community colleges.

Our average SAT scores were 556 for the verbal, 555 for the math section, and 551 for the writing section.

Of the 229 AP exams taken in 2014, 87% scored above 3 (Qualifying), 65% scored 4 or 5, and 35% scored 5.

In the graduating class, comprised of 229 students, 7 students earned recognition as "Commended Students" in the National Merit Scholarship Program.

## Focus for Improvement

Closing the achievement gap is an overarching goal at SCHS for underrepresented students, particularly Hispanic/Latino students, in all schoolwide academic measurements. Additionally, we strive to increase the number of special needs students who successfully meet the writing standards and the requirements for the Life Experience Assessment Program (LEAP) portfolio. In alignment with our district's goal that "All SCCS students will be college-ready and will successfully access post secondary educational and career opportunities", SCHS offers a wide variety of classes in our academic program. We continue to expand our Career Technical Education program with Santa Cruz County schools and Cabrillo College, and we offer several Regional Occupational Program (ROP) classes on site.

Another objective is to increase the number of low-performing students who successfully meet state math standards and pass algebra, especially English Learners and students in the Resource Specialist Program.

## Leadership

Karen Edmonds has been principal for ten years. She has more than 30 years of experience as an educator. Her first administrative position was as assistant principal at Mission Hill (then) Junior High School in 1999. She remained there for three years before returning to SCHS as assistant principal.

Teachers and administrators take part in decision making at this school. The principal meets monthly with department chairs and with the faculty to address school concerns. The entire faculty participates in the site-based professional development series. The School Site Council, which includes parents, students, faculty and classified staff, and an administrator, makes decisions about school policies, curriculum, and budget. Other decision-making organizations include sports and band boosters, English Learners Advisory Committee (ELAC), and the Associated Student Body (ASB). The Santa Cruz High School PTA has supported the school with fundraising efforts amounting to more than \$100,000 in recent years. Through the generosity of the PTA, SCHS students and staff have benefitted from the installation of a new computer lab and other technology throughout the school.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (831) 429-3960 Ext. 201.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.0
Asian	3.0
Filipino	0.4
Hispanic or Latino	27.4
Native Hawaiian/Pacific Islander	0.3
White	60.7
Two or More Races	5.2
Socioeconomically Disadvantaged	24.9
English Learners	2.6
Students with Disabilities	11.8

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	253
Gr. 10	250
Gr. 11	276
Gr. 12	228
Total	1,007

## 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			
Santa Cruz High School	12-13	13-14	14-15
Fully Credentialed	51	49	48
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	12-13	13-14	14-15
Fully Credentialed	♦	♦	48
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Cruz High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

\* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.22	2.78
Districtwide		
All Schools	88.39	11.61
High-Poverty Schools	81.74	18.26
Low-Poverty Schools	93.97	6.03

\* 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 2014-15)**

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: December 5, 2013**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature &amp; Language Arts - Holt Adopted 2002</p> <p>Shining Star - Pearson Adopted 2007</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra 1 - Houghton Mifflin Adopted 2008</p> <p>Algebra 2 - Houghton Mifflin Adopted 2008</p> <p>Geometry - Houghton Mifflin Adopted 2008</p> <p>Algebra Readiness - Houghton Mifflin Adopted 2008</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Houghton Mifflin Adopted 2007</p> <p>Chemistry - Pearson Prentice Hall Adopted 2007</p> <p>Physics (Cutnell &amp; Johnson - 7th Ed.) - Wiley &amp; Sons / People's Publishing Adopted 2007</p> <p>AP Environmental Science - Wiley &amp; Sons / People's Publishing Adopted 2011</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Magruder's American Government - Pearson Prentice Hall Adopted 2006</p> <p>Economics: Principles in Action - Pearson Prentice Hall Adopted 2006</p> <p>The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006</p> <p>World History: The Modern World - Pearson Prentice Hall Adopted 2006</p>

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

Santa Cruz High School is the oldest comprehensive high school in the district. The facade of the school’s main building reflects the era (1895) in which it was built. The campus incorporates various structures, including the gymnasium, pool, shops, music, science, home economics, and math buildings, and the cafeteria and library. The Trident Building, which holds a computer lab, the physics lab, and a ceramics studio, is our second-oldest structure. Students as far back as the Class of 1945 recall journalism classes in the Trident Building.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 12/01/14

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		Fire sprinklers do not appear to be in working order; emergency alarms do not appear to be functional; emergency exit signs do not function as designed; exits are obstructed; hazardous chemicals, chemical waste, and flammable materials are stored improperly
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	X				

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	62	62	68	63	64	63	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	62	62	62	58	59	59	54	56	55
Math	36	39	38	42	44	39	49	50	50
HSS	51	53	50	51	49	50	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	1	1	1

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.5	23.1	41.6

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	68
Male	69
Female	67
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	44
Native Hawaiian/Pacific Islander	
White	80
Two or More Races	82
Socioeconomically Disadvantaged	48
English Learners	
Students with Disabilities	38
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-6	0	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-44	0	10
Native Hawaiian/Pacific Islander			
White	4	-5	1
Two or More Races			
Socioeconomically Disadvantaged	-8	-41	55
English Learners	-64		
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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

Santa Cruz High School parents can join our School Site Council (SSC), English Learner Advisory Committee (ELAC), Parents of African American Students (PAAS), Cardinal Club (Athletic Boosters), SCHS Band Boosters, and the SCHS PTA. Parent organizations participate in campus beautification days and various other events, including fundraising and volunteering at the site. As a result of PTA fundraising efforts, the staff and students benefitted from the installation of a new computer lab in the Santa Cruz HS library, a new sound system for the gym, classroom and instructional supplies for teachers, and other technology equipment and support for student organizations such as Mock Trial and Leadership. In the fall of each year, our Counseling Department sponsors Four-Year Personal Planning Workshops for ninth grade students and their parents to map out the students' academic pathways. The pathways are then used for reference as students schedule their classes for upcoming years. Parents attend Back-to-School Nights in the fall and spring semesters, where they follow shortened schedules of their student's classes and hear from teachers about curricula and expectations for their student's academic success in the classes.

The contact person for parent involvement is Kathleen Pruett, the principal's secretary, who can be reached at (831) 429-3960, extension 200.

### 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.

### School Safety Plan

Two campus supervisors monitor school grounds before and after school and throughout the school day. A Santa Cruz Police Department School Resource Officer visits the campus daily. Visitors to the campus must register in the main office. Santa Cruz High School is an open campus, and students are allowed to leave the site at lunch and at breaks. We hold regular fire drills and have earthquake, disaster and lockdown (Intruder on Site) drills at least twice a year. Our Safety Plan includes exit routes, evacuation sites, procedures for emergencies, and inventories of emergency supplies. The School Safety Plan is reviewed and revised annually. During School Year 2013-14, the School Safety Plan was reviewed by the district's Director of Student Services. and updated and discussed with the faculty during May, 2014. It was approved by the School Site Council at its May 28, 2014 meeting.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.9	2.2	1.6
Expulsions Rate	0.0	0.0	0.0
<b>District</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
Suspensions Rate	4.9	4.2	2.7
Expulsions Rate	0.1	0.3	0.1
<b>State</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
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		3
Percent of Schools Currently in Program Improvement		75.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.44
Psychologist	.8
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.4
Other	1.4
Average Number of Students per Staff Member	
Academic Counselor	410

\* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	26.8	26	26	4	8	7	9	9	12	5	6	4
Math	27.8	25	24	2	10	11	14	13	13	4	3	1
Science	29.3	30	26	2	1	4	12	11	11	2	3	1
SS	28.6	30	27	2	2	2	7	7	11	3	6	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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,787	\$1,032	\$4,755	\$63,384
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			-6.5	-8.2
Percent Difference: School Site/ State			1.4	



### Types of Services Funded at Santa Cruz High School

The district's Director of Academic Equity and Categorical Programs administers state and federal funding. The Santa Cruz High School Single Plan for Student Achievement is updated each year to ensure that instruction is focused on student needs as shown by their test scores. The Santa Cruz High School Site Council a) develops and approves the plan and related expenditures in accordance with all state and federal laws and regulations, b) recommends the plan and expenditures to the governing board for approval, and c) provides ongoing review of the implementation of the plan with the principal, teachers and other school staff members. Our English Language Learners are supported through the Economic Improvement Act (EIA). This is categorical funding that provides a .20 FTE Counselor, Instructional Materials for English Language Development, and a School Community Coordinator.

### Professional Development provided for Teachers at Santa Cruz High School

Santa Cruz High School teachers participate in site-based Professional Development twice monthly. The primary focus for our work is student achievement, with special emphasis on strategies to increase student engagement. Teachers meet in Professional Learning Communities (PLCs) with the expected outcomes of developing common assessments, reviewing and analyzing the results, and developing instructional strategies for improving student achievement. Teachers are expected to peer observe at least twice during the school year, and will be provided with time in faculty meetings to debrief their observations.

**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	35	28	37	35	41	25
All Students at the School	30	26	45	21	46	33
Male	36	28	37	20	45	35
Female	25	24	51	22	46	32
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	53	25	22	35	51	15
Native Hawaiian/Pacific Islander						
White	15	26	59	13	44	43
Two or More Races	24	35	41	19	44	38
Socioeconomically Disadvantaged	57	23	20	34	49	16
English Learners						
Students with Disabilities	71	21	8	54	42	4
Students Receiving Migrant Education Services						

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
<b>Santa Cruz High School</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
English-Language Arts	71	73	70
Mathematics	75	75	79
<b>Santa Cruz City Schools</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
English-Language Arts	63	64	65
Mathematics	63	65	65
<b>California</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	96.00	93.26	84.56
Black or African American	100.00	77.27	75.90
American Indian or Alaska Native	66.67	85.71	77.82
Asian	87.50	100.00	92.94
Filipino	100.00	83.33	92.20
Hispanic or Latino	91.80	86.30	80.83
Native Hawaiian/Pacific Islander	0.00	50.00	84.06
White	98.40	97.71	90.15
Two or More Races	100.00	92.86	89.03
Socioeconomically Disadvantaged	85.71	82.09	82.58
English Learners	100.00	55.71	53.68
Students with Disabilities	80.00	68.04	60.31

Dropout Rate and Graduation Rate			
<b>Santa Cruz High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	2.1	2.4	1.1
Graduation Rate	95.44	96.83	96.93
<b>Santa Cruz City Schools</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	2.9	3.5	4.7
Graduation Rate	90.15	90.53	89.84
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	5	♦
Science	4	♦
Social Science	2	♦
All courses	14	1.7

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	75.56
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	63.64

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	290
% of pupils completing a CTE program and earning a high school diploma	46%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

### Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. Many SCHS students enroll in Regional Occupational Program (ROP) classes that assist them in learning about a variety of subjects in the world of work. The classes offered at SCHS include ROP Computer Graphics, ROP Auto Shop, ROP Video, ROP Bicycle Performance, ROP Desktop Publishing, ROP Web Design, ROP Photo, etc. Students are able to also enroll into many of the ROP classes offered throughout Santa Cruz County including Culinary Arts, Fire Technology, Medical Occupations and others.