



Santa Cruz High School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Santa Cruz City Schools

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District Governing Board

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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 2015 were accepted at over 100 four-year colleges and universities across the United States, including NYU, Stanford 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 \$200,000. 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 2015, 61% of students were eligible for admittance into University of California (UC), California State University (CSU), and private colleges. Ultimately, 22% of our graduates attended a UC or private university, 17% attended a CSU or out of state public university, and an estimated 42% attended community colleges.

Our average SAT scores were 555 for the verbal, 570 for the math section, and 547 for the writing section.

Of the 245 AP exams taken in 2015, 78% scored above 3 (Qualifying), 53% scored 4 or 5, and 28.6% scored 5.

In the graduating class, comprised of 268 students, 13 students earned recognition as "Commended Students" in the National Merit Scholarship Program, and 1 National Merit finalist received a National Merit Scholarship.

Focus for Improvement

Closing the achievement gap is an overarching goal at Santa Cruz High School for underrepresented students, specifically Hispanic/Latino students, in all school wide 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

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 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 at (831) 429-3960 Ext. 201 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	269
Grade 10	249
Grade 11	247
Grade 12	266
Total Enrollment	1,031

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.9
Asian	2.3
Filipino	0.6
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	0.3
White	59.9
Two or More Races	4.5
Socioeconomically Disadvantaged	30.5
English Learners	2.4
Students with Disabilities	10.9
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			
Santa Cruz High School	13-14	14-15	15-16
With Full Credential	49	48	59
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	59
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Cruz High School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	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

2014-15 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	96.3	3.7
Districtwide		
All Schools	86.2	13.8
High-Poverty Schools	83.4	16.6
Low-Poverty Schools	88.5	11.5

* 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 2015-16)

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

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
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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 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. Santa Cruz High's campus also includes multiple shop buildings, where auto, wood, bicycle technology, digital photography, and computer technology classes are held. SCHS continues to work with the District Facilities Department to identify needed maintenance and facility repairs.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/01/15				
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	Fire extinguishers are not being inspected. Several cabinets are not anchored to the wall.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	70	60	44
Math	50	43	33

* 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 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	62	68	78	63	62	70	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12.00	24.90	51.00

* 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.

2014-15 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	70
All Student at the School	78
Male	78
Female	77
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	56
Native Hawaiian or Pacific	--
White	87
Two or More Races	--
Socioeconomically Disadvantaged	40
English Learners	--
Students with Disabilities	57
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	225	191	84.9	17	12	34	36
Male	11		85	37.8	22	13	33	29
Female	11		106	47.1	12	10	35	42
Black or African American	11		5	2.2	--	--	--	--
American Indian or Alaska Native	11		3	1.3	--	--	--	--
Asian	11		1	0.4	--	--	--	--
Filipino	11		1	0.4	--	--	--	--
Hispanic or Latino	11		58	25.8	21	28	31	19
White	11		110	48.9	15	4	35	45
Two or More Races	11		13	5.8	23	0	23	54
Socioeconomically Disadvantaged	11		48	21.3	17	27	38	17
English Learners	11		1	0.4	--	--	--	--
Students with Disabilities	11		14	6.2	43	21	36	0

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	11		2	0.9	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	225	185	82.2	25	23	25	25
Male	11		81	36.0	27	23	22	26
Female	11		104	46.2	24	23	27	25
Black or African American	11		5	2.2	--	--	--	--
American Indian or Alaska Native	11		3	1.3	--	--	--	--
Asian	11		1	0.4	--	--	--	--
Filipino	11		1	0.4	--	--	--	--
Hispanic or Latino	11		56	24.9	32	43	14	11
White	11		106	47.1	22	13	29	34
Two or More Races	11		13	5.8	23	23	31	23
Socioeconomically Disadvantaged	11		46	20.4	26	48	20	7
English Learners	11		1	0.4	--	--	--	--
Students with Disabilities	11		12	5.3	50	25	25	0
Students Receiving Migrant Education Services	11		2	0.9	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 Parent Teacher Association (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 have 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 Academic 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 Night in the fall, where they follow shortened schedules of their student's classes and hear from teachers about curricula and expectations for their student's academic success classes. In the spring, eighth grade parents are invited to visit department presentations of our academic and elective programs, in a festive atmosphere. The Santa Cruz High School Safety Committee, convened in the fall of 2014, consists of faculty, staff, district administration, parents, trustees, and community members. The charge for the Safety Committee is to ensure that students and the overall SCHS community is safe, clean, and protected from outside threat. The committee meets quarterly, and has advised the district about critical needs around the campus.

The contact person for parent involvement is Kathleen Pruet, 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 (SRO) 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 Santa Cruz High School Safety Committee, convened in the fall of 2014, consists of faculty, staff, district administration, parents, trustees, and community members. The charge for the Safety Committee is to ensure that students and the overall SCHS community is safe, clean, and protected from outside threat. The committee meets quarterly, and has advised the district about critical needs around the campus. The School Safety Plan is reviewed and revised annually. During School Year 2014-15, the School Safety Plan was reviewed by the district's Director of Student Services and updated and discussed with the faculty during May, 2015. It was approved by the School Site Council at its May meeting.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.21	1.60	1.40
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.24	2.68	1.26
Expulsions Rate	0.30	0.14	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	26	26	26	8	7	7	9	12	15	6	4	1
Math	25	24	25	10	11	8	13	13	14	3	1	3
Science	30	26	28	1	4	3	11	11	12	3	1	1
SS	30	27	30	2	2	1	7	11	12	6	1	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.

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	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.43
Other	0
Average Number of Students per Staff Member	
Academic Counselor	336

* 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.

Professional Development provided for Teachers

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. In preparation for the school's accreditation visit by the Western Association of Schools and Colleges (WASC) in Spring of 2015, the school staff has been engaged in Focus Group work in the development of its Self-Study of five critical areas: Assessment, Culture, Curriculum, Instruction and Organization. During Focus Group meetings, staff review data, present findings and evidence which support the data, identify specific learner needs. In addition to meeting twice monthly, a portion of the monthly faculty meetings is used for WASC work.

Our AVID team including on of the Assistant Principals, attended the AVID Summer Institute, where they participated in the professional development, accessing information from the AVID program, including new strategies for delivery of AVID elements.

Through attending job-alike professional development meetings twice monthly provided by the district Special Education Department, our Special Education teachers had the opportunity to share best practices and to participate in IEP Compliance Trainings. The trainings have been devised to train teachers how to align IEPs with compliance requirements as well as to revise and fix errors found in a state compliance audit.

District-led professional development opportunities have been offered and our teachers have participated in PE in the areas of Read 180, RtI Implementation, New Generation Science Standards, Math Teacher Leaders, and for the Santa Cruz Instructional Leadership Leaders (SCIL).

FY 2013-14 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/.

Types of Services Funded

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 students' academic needs as shown by current local and state assessment results. 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, other school staff members, parents and students. Our English Language Learners are supported through the Local Control Funding Formula (LCFF). This funding that provides a .20 FTE Counselor, Instructional Materials for English Language Development, and a School Community Coordinator, and supports the academic needs of English Learners, foster children, and homeless students.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,127	\$1,045	\$5,082	\$61,586
District	♦	♦	\$5,132	
State	♦	♦	\$5,348	
Percent Difference: School Site/District			-1.0	-8.2
Percent Difference: School Site/ State			-5.0	

* Cells with ♦ do not require data.

2014-15 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	33	25	42	32	42	25
All Students at the School	23	28	49	20	39	41
Male	28	31	40	21	42	37
Female	19	25	57	19	37	44
Hispanic or Latino	44	26	29	36	38	26
White	13	31	56	13	40	47
Two or More Races	18	18	64	9	36	55
Socioeconomically Disadvantaged	44	34	21	37	47	16
Students with Disabilities	75	25		67	33	

* 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			
Santa Cruz High School	2012-13	2013-14	2014-15
English-Language Arts	73	70	77
Mathematics	75	79	80
Santa Cruz City Schools	2012-13	2013-14	2014-15
English-Language Arts	64	65	67
Mathematics	65	65	68
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Cruz High School	2011-12	2012-13	2013-14
Dropout Rate	2.40	1.10	0.00
Graduation Rate	96.83	96.93	97.83
Santa Cruz City Schools	2011-12	2012-13	2013-14
Dropout Rate	3.50	4.70	4.20
Graduation Rate	90.53	89.84	91.92
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	262
% of pupils completing a CTE program and earning a high school diploma	39%
% 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.

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, the county, and the state. 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	96.49	92.01	84.6
Black or African American	100	66.67	76
American Indian or Alaska Native		60	78.07
Asian	100	95.45	92.62
Filipino	100	110	96.49
Hispanic or Latino	93.75	83.88	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	96.08	97.76	89.93
Two or More Races	109.09	102.7	82.8
Socioeconomically Disadvantaged	68	68.82	61.28
English Learners	50	65.57	50.76
Students with Disabilities	93.94	85.44	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.94
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	57.27

2014-15 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	4	◆
Science	2	◆
Social Science	2	◆
All courses	11	1.3

* Where there are student course enrollments.