



Santa Cruz High School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Santa Cruz City Schools

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School Description

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 2017 were accepted at over 100 four-year colleges and universities across the United States, including, Arizona State, Bard, Boise State, Colorado State, John Hopkins, Lewis and Clark, Linfield, Maastricht University-Netherlands, Macalester, Portland, Purdue, Prescott, , Seattle, University of Puget Sound, University of Utah, Western Washington, and state universities including, the University of California- Berkeley, Davis, Irvine, San Diego, Santa Barbara, Santa Cruz and CSU-Cal Poly, Chico, Humboldt, Monterey Bay, Sacramento, San Jose, San Francisco. We proudly claim that seniors received scholarships and awards totaling close to \$135,000. 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, wood shop, music, auto, and the Advancement Via Individual Determination (AVID) program, which supports students, the first in their families, to attend college. Student athletes compete in more than 10 sports. 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. By mapping a four-year academic plan at the beginning of their first year, students are encouraged to set high academic goals, and given the tool to adjust that plan to fit changing circumstances and goals.

In the class of 2018, 71% of students were eligible for admittance into University of California (UC), California State University (CSU), and private colleges. Ultimately, 41% of our graduates attended a University of California, Cal State University or out of state public university, and an estimated 46% attended community colleges.

Our average SAT scores were 598 for Evidence Reading and Writing and 619 for math.

Of the 347 AP exams taken in 2018, 74% scored above 3 (Qualifying), 45% scored 4 or 5, and 22% scored 5.

In the graduating class, comprised of 244 students, 4 students earned recognition as "Commended Students" in the National Merit Scholarship Program, 4 students earned recognition as "Semi-Finalist" and 2 National Merit finalist received a National Merit Scholarship.

Focus for Improvement

An overarching goal at Santa Cruz High School is closing the achievement gap for underrepresented students, specifically 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 Integrated 1 math, especially English Learners and students in the Resource Specialist Program.

Leadership

Brent Kline is in his third year as the Principal of SCHS. He has over 30 years of experience as an educator. His first administrative position was as assistant principal at Mariner High School in Everett, Washington. He was appointed the principal at Mariner after two years as an assistant principal. He served a total of 13 years as the Mariner High School principal before being named as the principal of Santa Cruz High School.

Teachers and administrators take part in decision making at this school. The principal meets monthly with department chairs, who serve as the building leadership team. The department chairs facilitate the content-specific PLCs, which focus on identifying essential learning and using student data to identify specific learning outcomes.

The School Site Council, which includes parents, students, faculty, 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 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	274
Grade 10	286
Grade 11	259
Grade 12	243
Total Enrollment	1,062

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.7
Asian	2.2
Filipino	0.9
Hispanic or Latino	27.0
Native Hawaiian or Pacific Islander	0.2
White	60.5
Socioeconomically Disadvantaged	32.1
English Learners	2.9
Students with Disabilities	8.8
Foster Youth	0.4

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

Santa Cruz High School	16-17	17-18	18-19
With Full Credential	48	51	49
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School

Santa Cruz High School	16-17	17-18	18-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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, 2017	
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	Core Connections - Integrated Math I, II, III - CPM Adopted 2016 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	Situaciones - D.C. Heath Adopted 2009 Expresate 1 & 2 - Holt Adopted 2011 Vista, AP Spanish - Higher Learning Adopted 2014 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, 2017

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%

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

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 (1914) 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. Plumbing in the main building has been replaced and the gym has been repainted, along with a variety of roofing projects. Upcoming improvements using bond money include renovation of science labs, window/door replacements, new stadium seating and lighting, along with modernizing the lighting and technological infrastructure campus-wide.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/21/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	RM 83: TALL BLUE CABINET NEEDS TO BE ANCHORED RM 32: BROWN BOOKCASE NEEDS TO BE ANCHORED RM 33: BEIGE AND BLACK BOOKCASE NEEDS TO BE ANCHORED RM 63: 2 BOOKCASES NEEDS TO BE ANCHORED RM 62: METAL BOOKCASE NEED TO BE ANCHORED RM 61: BLUE/BLACK BOOKCASE NEEDS TO BE ANCHORED RM 72: WHITE AND ORANGE BOOKCASE NEEDS TO BE ANCHORED RM 70: BLACK AND RED METAL CABINET NEEDS TO BE ANCHORED RM 86: 2 BROWN BOOKCASES NEED TO BE ANCHORED RM 87: BLUE BOOKCASE NEEDS TO BE ANCHORED RM 85: ORANGE AND BROWN BOOKCASE NEEDS TO BE ANCHORED RM 52A: 2 BOOKSHELVES NEED TO BE ANCHORED GIRLS' TEAM ROOM: THREE CEILING PANELS ARE MISSING RM 14: 2 BOOKSHELVES NEED TO BE ANCHORED RM 15: 2 METAL BOOKSHELVES NEED TO BE ANCHORED RM 12: METAL BOOKSHELF NEEDS TO BE ANCHORED RM 11: 3 METAL BOOKSHELVES NEED TO BE ANCHORED RM 16: 2 METAL BOOKSHELVES NEED TO BE ANCHORED SHARED SPACE: SEVERAL BOOKSHELVES NEED TO BE ANCHORED

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/21/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	RM 55A: TWO CEILING PANELS ARE STAINED SHARED SPACE: 2 STAINED LIGHT COVERS HOME EC RM 52: SEVERAL STAINED CEILING PANELS RM 53: 14 MISSING CEILING PANELS AND 2 STAINED CEILING PANELS
Electrical: Electrical	Fair	RM 82: PHONE DOES NOT WORK, LIGHTS ARE OUT RM 67: NO PHONE RM 64: BULBS OUT RM 73: PHONE LINE DOES NOT WORK RM 74: PHONE DOES NOT WORK RM 70: NO PHONE RM 86: PHONE DOES NOT WORK RM 88: BULBS OUT RM 85A: NEEDS NEW PHONE RM 85: BULBS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	GIRLS' LOCKER ROOM: HANDICAP STALL OUT OF ORDER
Safety: Fire Safety, Hazardous Materials	Good	BOYS' TEAM ROOM: FIRE EXTINGUISHER DOOR COVER BROKEN WEIGHT RM: 3 BROKEN MIRRORS GYM: 3 FIRE EXTINGUISHER DOOR COVER BROKEN
Structural: Structural Damage, Roofs	Good	GIRLS' TEAM ROOM: THREE CEILING PANELS ARE MISSING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	TRIDENT: MAIN DOOR LOCK VERY LOOSE RM 87: DOOR DOES NOT CLOSE PROPERLY RM 88: DOOR DOES NOT CLOSE PROPERLY
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	57.0	67.0	59.0	60.0	48.0	50.0
Math	40.0	46.0	42.0	41.0	37.0	38.0

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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.2	25.4	49.1

* 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.

School Year 2017-18 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	244	228	93.44	67.11
Male	126	117	92.86	64.96
Female	118	111	94.07	69.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	68	63	92.65	41.27
White	152	141	92.76	78.72
Two or More Races	12	12	100.00	58.33
Socioeconomically Disadvantaged	74	68	91.89	41.18
English Learners	--	--	--	--
Students with Disabilities	19	16	84.21	25.00
Students Receiving Migrant Education Services	--	--	--	--

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 2017-18 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	247	231	93.52	46.32
Male	128	118	92.19	45.76
Female	119	113	94.96	46.9
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	65	92.86	24.62
White	152	142	93.42	56.34
Two or More Races	13	12	92.31	41.67
Socioeconomically Disadvantaged	76	69	90.79	26.09
English Learners	--	--	--	--
Students with Disabilities	21	15	71.43	13.33
Students Receiving Migrant Education Services	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (Priority 6):

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

School Safety Plan

There are 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 lock-down (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 2016-17, the School Safety Plan was reviewed by the district's Director of Student Services and updated and discussed with the faculty during May, 2017. It was approved by the School Site Council at its May meeting. At the start of the 2017-2018 school year, the staff participated in a review of a new Emergency Planning and Procedures Handbook, including in-depth training on school evacuation procedures. This new document was developed in order to provide staff with a quick reference guide on the several areas of school safety and emergency response in a variety of situations. The faculty also participates in monthly safety updates and a review of building safety procedures.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.3	2.2	1.5
Expulsions Rate	0.4	0.3	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	3.5	3.2
Expulsions Rate	0.4	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	1
Social Worker	.1666
Nurse	.75
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	2.43
Other	0
Average Number of Students per Staff Member	
Academic Counselor	380

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	27.0	25.0	8	5	7	11	9	10	3	7	3
Mathematics	25.0	24.0	25.0	8	9	9	11	16	15	6	5	3
Science	27.0	27.0	28.0	1	2	1	14	13	13			1
Social Science	34.0	32.0	33.0		1		3	7	5	9	5	8

* 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

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. During the 2015-16 school year, SCHS staff participated in the WASC accreditation process. Prior to the site visit, staff met in focus groups to review data and set goals in five critical areas: Assessment, Culture, Curriculum, Instruction and Organization. The result of the WASC review was a 6 year accreditation. Recommendations from the WASC site visit were used to develop specific goals and outcomes in the 2016-2017 and 2017-18 School Plan for Student Achievement.

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 PD 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 2016-17 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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,229	\$1,115	\$6,114	\$76,784
District	◆	◆	\$6,111	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			0.0	-8.2
Percent Difference: School Site/ State			-7.0	

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The district's Director of Academic Equity and Categorical Programs administers state and federal funding. The Santa Cruz High School School 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, a School Community Coordinator, staffing for after school Peer Tutoring and supports the academic needs of English Learners, foster children and homeless students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Cruz High School	2014-15	2015-16	2016-17
Dropout Rate	2.0	2.7	3.6
Graduation Rate	96.9	96.9	94.6
Santa Cruz City Schools	2014-15	2015-16	2016-17
Dropout Rate	3.9	4.2	5.9
Graduation Rate	89.7	92.5	89.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	247
% of pupils completing a CTE program and earning a high school diploma	3.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	69.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	3	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	5	♦
Science	3	♦
Social Science	3	♦
All courses	14	24.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.3	91.2	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	83.3	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	91.8	86.2	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	98.6	93.6	92.1
Two or More Races	100.0	93.8	91.2
Socioeconomically Disadvantaged	94.6	86.9	88.6
English Learners	50.0	63.8	56.7
Students with Disabilities	100.0	77.3	67.1
Foster Youth	100.0	75.0	74.1

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 , Computer Science, 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 <https://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.