



Mission Hill Middle School

425 King St. • Santa Cruz, CA 95060-3411 • (831) 429-3860 • Grades 6-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Santa Cruz City Schools

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School Description

A Message from the Principal:

Mission Hill Middle School is located on the central coast of California in a residential community on the west side of Santa Cruz. We are situated between King Street and Mission Street, within walking distance of downtown, and in close proximity to the University of California. Mission Hill serves about 640 students in grades 6 through 8, and our student body reflects the wide range of socioeconomic and cultural diversity found in the neighborhoods of west side Santa Cruz.

Through partnership and collaboration with its stakeholders, Mission Hill is able to provide a safe environment for students and a positive school climate that supports all learners. Mission Hill places great value on academic rigor while also being mindful of the unique, social-emotional needs of adolescents. This sentiment is apparent in our school mission: "Engaging students' hearts and minds; every student, every day." In addition to rigorous academic instruction, we also support students in the pursuit of the Maverick Essentials - Perseverance, Responsibility, Integrity, Innovation, Collaboration. The Essentials are referenced in our school vision: "All Mavericks are learners who persevere, collaborate, and innovate. We grow into our world with responsibility and integrity."

Mission Hill Middle School believes:

- all students should be known and valued
- all students can learn
- that rigorous academic instruction is essential to students' academic growth
- in providing a safe and caring environment in which students and staff respect one other
- in maintaining high expectations for all learners
- that music and the arts are important
- that educational equity is essential for all students to feel connected and be successful
- in doing whatever is necessary to close the achievement gap
- in challenging all learners
- that demographics should not determine outcomes

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	186
Grade 7	238
Grade 8	183
Total Enrollment	607

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	0.5
Hispanic or Latino	30.3
Native Hawaiian or Pacific Islander	0.3
White	55.2
Two or More Races	6.3
Socioeconomically Disadvantaged	36.1
English Learners	6.1
Students with Disabilities	11.2
Homeless	0.2

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 for Mission Hill Middle	17-18	18-19	19-20
With Full Credential	30	27	26
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	1	2

Teacher Credentials for Santa Cruz City Schools	17-18	18-19	19-20
With Full Credential	♦	♦	319
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at Mission Hill Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
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 2019-20)

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: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature and Language Arts - Holt, Rinehart & Winston Adopted 2008 Shining Star - Pearson Longman Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	College Preparatory Mathematics (CPM) Courses 1, 2, 3, & Integrated 1 - Adopted 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Science Education for Public Understanding Program (SEPUP), Lab-Aids SEPUP Science Grades 6, 7, & 8 Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive!: The Ancient World - TCI Adopted 2006 History Alive!: The Medieval World & Beyond - TCI Adopted 2006 History Alive!: The U.S. Through Industrialism - TCI Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Expresate! Spanish 1 Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	N/A The textbooks listed are from most recent adoption: Yes
Visual and Performing Arts	N/A The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mission Hill Middle School is a historic Santa Cruz building and its interior was remodeled a number of years ago. We have a big gym, small gym, and two PE locker rooms. Our PE classes and community athletes enjoy using our artificial turf, which will need to be redone as it has reached it's 10 year life-span. The classrooms have adequate furnishings. Our custodial staff maintains the main building, gyms, and outdoor areas daily. The Mission Hill auditorium has a stage and state-of-the-art lighting for performing arts productions. However, the speakers and microphones need to be updated as they're not able to support our choir and band programs. The local video area network (VAN) allows us to broadcast our daily announcements live via MHTV. We also have lockers for each student in our main building in order to keep hallways safe and clean and to avoid tripping hazards for students and staff in the classrooms.

Planned Improvements: Mission Hill's front entrance will be redone this year with a new ADA entrance to the front of the main building. This update will also include raised planter beds that will double as student seating for students during pick-up/drop-off times. Additionally Mission Hill's roofs will be replaced due to extensive leaks. Our locker room floors will be resurfaced to preclude wet winter weather from creating slippery surfaces. Mission Hill is in the process of working with architects to draft plans for the building of a new structure to replace our current 30's wing. This building would eventually house the math classes currently held in portables with the intention of removing the portables to create more space for students to play.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/23/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	P1: BOOK SHELF NEEDS TO BE ANCHORED DOWN RM 23: BLACK SHELF BEHIND TEACHER DESK NEEDS TO BE ANCHORED DOWN VP OFFICE: BOOKCASE NEEDS TO BE ANCHORED DOWN RM 4B: BOOKCASE NOT ENTERED DOWN RM 20: WHITE BOOKCASE NEEDS TO BE ANCHORED DOWN RM 11: TALL CUBBY AND SHELF NEED TO BE ANCHORED DOWN RTI: BOOKCASE NEEDS TO BE ANCHORED DOWN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM 21: PHONE AT DESK DOES NOT WORK MUSIC RM: PHONE NOT WORKING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS RESTROOM: FAUCET LOOSE ON THE FOURTH SINK
Safety: Fire Safety, Hazardous Materials	Poor	PE OFFICE: FIRE EXTINGUISHER NEEDS TO BE SIGNED MPR: FIRE EXTINGUISHER NEEDS TO BE SIGNED P1: FIRE EXTINGUISHER NEEDS TO BE SIGNED P2: FIRE EXTINGUISHER NEEDS TO BE SIGNED P3: FIRE EXTINGUISHER NEEDS TO BE SIGNED WOODSHOP 30: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 31: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 32: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 33: FIRE EXTINGUISHER NEEDS TO BE SIGNED BOYS LOCKER ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED GIRLS LOCKER ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 23: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 22: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 24: FIRE EXTINGUISHER NEEDS TO BE SIGNED

		RM 26: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 21: FIRE EXTINGUISHER NEEDS TO BE SIGNED LIBRARY: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 27: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 8: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 5: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 4: FIRE EXTINGUISHER OUT OF DATE RM 3: FIRE EXTINGUISHER NEEDS TO BE SIGNED AND HUNG ON WALL RM 2: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 1: FIRE EXTINGUISHER NEEDS TO BE SIGNED MUSIC RM: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 14: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 20: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 7: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 13: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 9: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 10: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 11: FIRE EXTINGUISHER NEEDS TO BE SIGNED RTI: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 12: FIRE EXTINGUISHER NEEDS TO BE SIGNED
Structural: Structural Damage, Roofs	Good	LIBRARY: SEVERAL STAINED CEILING TILES MPR: EIGHT CEILING TILES MISSING RM 33: ONE MISSING CEILING TILE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 20: DOOR CLOSER NEEDS TO BE ADJUSTED BOYS RESTROOM: DOOR STICKS
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	65	60	64	50	50
Math	52	50	41	46	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	16.7	30.4	26.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	607	586	96.54	65.36
Male	301	290	96.35	56.55
Female	306	296	96.73	73.99
Black or African American	14	14	100.00	35.71
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.24	85.00
Filipino	--	--	--	--
Hispanic or Latino	186	180	96.77	43.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	342	331	96.78	77.04
Two or More Races	37	35	94.59	65.71
Socioeconomically Disadvantaged	229	223	97.38	44.84
English Learners	89	86	96.63	34.88
Students with Disabilities	70	64	91.43	17.19
Students Receiving Migrant Education Services	15	15	100.00	40.00
Homeless	--	--	--	--

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 2018-19 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	607	587	96.71	49.91
Male	301	290	96.35	46.55
Female	306	297	97.06	53.20
Black or African American	14	14	100.00	14.29
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	76.19
Filipino	--	--	--	--
Hispanic or Latino	186	181	97.31	25.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	342	330	96.49	61.21
Two or More Races	37	35	94.59	68.57
Socioeconomically Disadvantaged	229	223	97.38	25.56
English Learners	89	89	100.00	17.98
Students with Disabilities	70	64	91.43	12.50
Students Receiving Migrant Education Services	15	15	100.00	33.33
Homeless	--	--	--	--

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 2019-20)

Mission Hill Middle School offers numerous opportunities for parents to be involved in school activities and school leadership. Our Parent Teacher Student Association (PTSA) sponsors education events for our parent community and provides a safe space for parents to connect and contribute their ideas to school administration. Our English Learner Advisory Committee (ELAC) meets monthly and oversees the implementation of our English Language Learner program. Parents can choose to run for election to the

Site Council which consists of teachers, students, classified staff, and administrators working together to create the School Plan for Student Achievement (SPSA) and to oversee the school budget. Parents can also volunteer to assist with many activities and events, including but not limited to:

- lunch time supervision
- ball shed monitoring
- classroom volunteering
- drivers/chaperones for field trips
- chaperones for school dances
- planning team for promotion events

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

Mission Hill's Safety Committee, the School Site Council (SSC), and English Learner Advisory Committee (ELAC) update the School Safety Plan and give information about the plan to the staff and students. We hold fire, earthquake, and code red lockdown drills in accordance with California law. A campus supervisor monitors the school throughout the day, and parent volunteers, administrators and counselors participate in lunchtime supervision. We revised our School Safety Plan in 2019 which emphasizes prevention and early intervention for discipline issues and crisis management as well as focusing on positive school climate and student connectedness.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	2.8	2.2
Expulsions Rate	0.0	0.5	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.2	4.1
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1214.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	1.3
Other	2.1

* 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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	28	2	26	4	28	5	31	4	26	4	26	4
Other**												

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	5	11	2	23	7	11	2	22	8	11	3
Mathematics	28	2	7	6	25	7	4	6	25	5	9	4
Science	30		13		29		11	2				
Social Science	31		11	2	30		11	2	32		4	9

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Every Wednesday, students are released early and teachers have collaborative time from 1:30-3:00PM. This weekly schedule allows our staff to have the time to participate in collaborative meetings focused on supporting all students in meeting, or exceeding, mastery of academic content/skills. Mission Hill staff participate in two different types of collaborative meetings: 1) staff Professional Development (PD) meetings focused on learning and implementing integrated ELD strategies to support students' acquisition of academic language 2) department Collaborative Team meetings focused on aligning essential learnings and formative assessments across similar courses and examining student work to monitor student progress toward these essential learnings. Additionally, these Collaborative Team meetings are a vehicle for teachers to design effective re-teaching experiences. Over the last summer, school admin and several teachers attended Solution Tree training to increase our capacity at leading collaborative work.

During our collaborative time, staff examine the following data sources:

- common formative assessments
- common summative assessments
- district writing assessments
- MAP scores
- CAASPP scores
- attendance data
- behavior data
- grade data

This data informs our decisions regarding instructional practices within individual courses, our decisions regarding the focus of professional development (Tier 1 strategies), and the development of our Tier 2 and 3 interventions.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (ES)	\$137,997	\$129,221
Average Principal Salary (MS)	\$136,875	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	36%
Administrative Salaries	6%	5%

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

Types of Services Funded

We use state and federal funds to improve English Learner performance and to support underachieving students. These funds are also used for professional development, curricular programs and materials, and technology to support student achievement. Specifically, we use many of these funds to support our embedded Tier 2 Intervention Course offerings (Math Plus, Read Plus, Academic Support Groups). For the past several years, Mission Hill was also able to offer an after school program which supported many EL students as well as many students coming from Low Income households.

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

Rate for Mission Hill Middle School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Santa Cruz City Schools	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,867	\$2,418	\$6,449	\$66,515
District	N/A	N/A	\$6,663	\$85,451
State	N/A	N/A	\$7,506.64	\$82,663

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.3	-24.9
School Site/ State	-15.2	-21.6

Note: Cells with N/A values 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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	3.93
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2018-19 Advanced Placement Courses

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

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

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

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.