



# Santa Cruz High School

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

Brent Kline, Principal

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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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### District Governing Board

Sheila Coonerty

John Owen

Cynthia Ranii

Jeremy Shonick

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### District Administration

Kris Munro

**Superintendent**

Dorothy Coito

**Assistant Superintendent  
Educational Services**

Jim Monreal

**Assistant Superintendent  
Business Services**

Molly Parks

**Assistant Superintendent  
Human Resources**

### 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 2019 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 2019, 74% of students were eligible for admittance into University of California (UC), California State University (CSU), and private colleges. Ultimately, 43% of our graduates attended a University of California, Cal State University or out of state public university, and an estimated 50% attended community colleges.

Our average SAT scores were 592 for Evidence Reading and Writing and 606 for math.

Of the 376 AP exams taken in 2018, 78% scored above 3 (Qualifying), 55% scored 4 or 5, and 27% scored 5.

In the graduating class, comprised of 268 students, 5 students earned recognition as "Commended Students" in the National Merit Scholarship Program, 5 students earned recognition as "Semi-Finalist" and 1 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.

During the 2018-2019 school year, SCHS participated in a successful mid-cycle WASC review. In preparation for this review the SCHS community (students, parents, teachers, staff) reviewed and collaboratively revised the school's mission, vision and School-wide learner outcomes. The revised mission statement--to ensure high levels of learning for all students and adults, supports the revised vision statement--The vision of Santa Cruz High School is to nurture lifelong learners who demonstrate critical thinking, creativity, integrity, and personal responsibility as members of our school and community. We collaborate to ensure equity to achieve college and career readiness for all students. The revised student learner outcomes include:

Santa Cruz High School students will demonstrate:

#### Thought

- Posing questions to understand
- Analyzing and reaching conclusions
- Being actively engaged

#### Knowledge

- Making meaningful connections between their classes and the real world
- Applying knowledge to help solve a problem
- Connecting knowledge from a variety of content areas

#### Action

- Setting goals and developing plans to meet them
- Showing appropriate reactions to set-backs
- Taking responsibility for one's own learning
- Seeking help as needed

#### Direction

- Thinking critically about their futures
- Developing goals for short and long term
- Discovering interests and strengths

#### Leadership

Brent Kline is in his fourth 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	323
Grade 10	276
Grade 11	275
Grade 12	268
<b>Total Enrollment</b>	<b>1,142</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.4
Asian	3.6
Filipino	0.7
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	0.3
White	56.6
Two or More Races	5.4
Socioeconomically Disadvantaged	32.6
English Learners	3.3
Students with Disabilities	8.8
Foster Youth	0.1
Homeless	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 for Santa Cruz High School	17-18	18-19	19-20
With Full Credential	51	49	50
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

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 Santa Cruz High School

Indicator	17-18	18-19	19-20
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 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 & Language Arts - Holt Adopted 2002  Shining Star - Pearson Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Core Connections - Integrated Math I, II, III - CPM Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	Situaciones - D.C. Heath Adopted 2009  Expresate 1 & 2 - Holt Adopted 2011  Vista, AP Spanish - Higher Learning Adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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: 09/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	RM 31: BLACK BOOKSHELF NOT ANCHORED DOWN RM 61: BLUE AND BLACK CABINETS NOT ANCHORED DOWN RM 65: METAL BOOKSHELF NOT ANCHORED DOWN
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	LIBRARY: LIGHT FIXTURE NOT WORKING RM 17: SOME LIGHT FIXTURES NOT WORKING RM 14: LIGHT FIXTURES NOT WORKING RM 15: LIGHT FIXTURE NOT WORKING RM 16: LIGHT FIXTURE NOT WORKING RM 11: LIGHT FIXTURE NOT WORKING RM 24: LIGHT FIXTURE NOT WORKING RM 22: LIGHT FIXTURE NOT WORKING WEIGHT ROOM: LIGHT FIXTURE NOT WORKING RM 45: LIGHT FIXTURE COVER IS MISSING RM 13: LIGHT FIXTURES NOT WORKING RM 88: FOUR LIGHT FIXTURES NOT WORKING RM 35: PHONE NOT WORKING RM 74: PHONE LINE NOT WORKING RM 73: PHONE LINE NOT WORKING
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	BOKE SHOP: SINK DRAINS SLOW GIRLS LOCKER ROOM: CLOGGED TOILET
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	RM 56: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 58: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 21: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 23: FIRE EXTINGUISHER NEEDS TO BE SIGNED

		LIBRARY: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 17: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 15: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 16: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 11: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 41: TWO FIRE EXTINGUISHER NEEDS TO BE SIGNED BOKE SHOP: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 35: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 36: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 24: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 22: FIRE EXTINGUISHER NEEDS TO BE SIGNED BOYS LOCKER ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED GIRLS LOCKER ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED GIRLS TEAM ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED WEIGHT ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED WOODSHOP: FIRE EXTINGUISHER NEEDS TO BE SIGNED AUDITORIUM: FIRE EXTINGUISHER NEEDS TO BE SIGNED
<b>Structural:</b> Structural Damage, Roofs	Good	RM 32: CEILING TILE MISSING
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 13: DOOR DIFFICULT TO OPEN
<b>Overall Rating</b>	<b>Good</b>	

## 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	67	71	60	64	50	50
Math	46	63	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
9	10.8	18.2	61.8

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	257	251	97.67	71.31
Male	127	124	97.64	72.58
Female	130	127	97.69	70.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	61	96.83	47.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	154	150	97.40	82.00
Two or More Races	17	17	100.00	64.71
Socioeconomically Disadvantaged	79	78	98.73	56.41
English Learners	--	--	--	--
Students with Disabilities	16	14	87.50	14.29
Students Receiving Migrant Education Services	--	--	--	--
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	257	249	96.89	63.45
Male	127	124	97.64	69.35
Female	130	125	96.15	57.60
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	61	96.83	42.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	154	148	96.10	72.30
Two or More Races	17	17	100.00	64.71
Socioeconomically Disadvantaged	79	77	97.47	55.84
English Learners	--	--	--	--
Students with Disabilities	16	13	81.25	7.69
Students Receiving Migrant Education Services	--	--	--	--
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)

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 entire 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	1.5	1.6
Expulsions Rate	0.3	0.0	0.3

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*	407.9

\* 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)	2.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	1.1

\* 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 (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	27	5	9	7	25	7	10	3	27	6	9	7
Mathematics	24	9	16	5	25	9	15	3	27	4	19	6
Science	27	2	13		28	1	13	1	27	3	12	2
Social Science	32	1	7	5	33		5	8	27	4	6	6

\* 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			

During the 2018 -2019 school year, the SCHS focus on providing equitable learning opportunities for all students, as defined in our newly adopted vision statement, continues to be a focus of our work. We continued to develop a measurement system for our revised Student Learner Outcomes. Additionally, we will continued our focus of identifying essential skills, common assessments and grading practices. The work was facilitated during our site-based professional development, early-release days, which occur 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.

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, MTSS Implementation, New Generation Science Standards, Math Teacher Leaders, and for the Santa Cruz Instructional Leadership Leaders (SCIL).

### 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/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,341	\$2,641	\$6,700	\$70,287
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	0.6	-19.5
School Site/ State	-11.4	-16.2

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.

## 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 and before 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)

Rate for Santa Cruz High School	2015-16	2016-17	2017-18
Dropout Rate	2.7	3.6	2.9
Graduation Rate	96.9	94.6	95.4

Rate for Santa Cruz City Schools	2015-16	2016-17	2017-18
Dropout Rate	4.2	5.9	10
Graduation Rate	92.5	89.1	89

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

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	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%

### 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 ROP) are open to all students. Many SCHS students enroll in CTE classes that assist them in learning about a variety of subjects in the world of work. The classes offered at SCHS include, Computer Science, CTE Computer Graphics, CTE Auto Shop, CTE Video, CTE Bicycle Performance, CTE Desktop Publishing, CTE Web Design, CTE Photo, etc. Students are able to also enroll into many of the CTE 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.

### 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	98.6
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	71.43

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	5	N/A
Science	1	N/A
Social Science	3	N/A
All courses	12	22.5

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

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