



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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2016-17 School Accountability Report Card Published During the 2017-18 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 2017, 64% 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 40% attended community colleges.

Our average SAT scores were 609 for Evidence Reading and Writing and 605 for math.

Of the 273 AP exams taken in 2017, 71% scored above 3 (Qualifying), 49% scored 4 or 5, and 19% scored 5.

In the graduating class, comprised of 244 students, 6 students earned recognition as "Commended Students" in the National Merit Scholarship Program, 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 second 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	290
Grade 10	270
Grade 11	248
Grade 12	219
Total Enrollment	1,027

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.7
Asian	2
Filipino	1.1
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.4
White	61
Two or More Races	4.7
Socioeconomically Disadvantaged	30.5
English Learners	3.5
Students with Disabilities	10.1
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	15-16	16-17	17-18
With Full Credential	59	50	51
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Cruz High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions		0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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	Algebra 1 - Houghton Mifflin Adopted 2008 Algebra 2 - Houghton Mifflin Adopted 2008 Geometry - Houghton Mifflin Adopted 2008 Algebra Readiness - Houghton Mifflin Adopted 2008 Core Connections-Geometry - CPM May 2012 Core Connections-Integrated Math I, II, III-CPM May 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%

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
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
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	N/A The textbooks listed are from most recent adoption: N/A 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 (1895) in which it was built. The campus incorporates various structures, including the gymnasium, pool, shops, music, science, home economics, and math buildings, and the cafeteria and library. The Trident Building, which holds the physics lab, and a ceramics studio, is our second-oldest structure. Students as far back as the Class of 1945 recall journalism classes in the Trident Building. Santa Cruz High's campus also includes multiple shop buildings, where auto, wood, bicycle technology, digital photography, and computer technology classes are held. SCHS continues to work with the District Facilities Department to identify needed maintenance and facility repairs. This school year, plans are being developed for a significant remodel and upgrade to several buildings on the campus.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/30/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		RM 11: ITEMS STACKED EVERYWHERE / FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 15: BLACK BOOKCASE NEEDS TO BE ANCHORED DOWN AND TALL WHITE CABINET / LIGHT BULBS OUT / MOVE FIRE EXTINGUISHER TO FRONT DOOR RM 21: ITEMS STACKED ON BOOKCASE / DIFFUSER HANGING / FIRE EXTINGUISHER NOT SIGNED RM 31: BLACK METAL BOOKCASE NEEDS TO BE ANCHORED DOWN / FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 36: ITEMS STACKED ON GREY CABINETS THAT ARE BLOCKING MOTION SENSOR / DRAINS ARE CLOGGED / FIRE EXTINGUISHER MOUNTED TOO HIGH / DOOR WILL NOT CLOSE RM 62: BROWN BOOKCASE NEEDS TO BE ANCHORED DOWN RM 83: BLUE BOOKCASE WITH GLASS DOORS NEED TO BE ANCHORED / NEEDS ROOM SIGN RM 85: ORANGE BOOKCASE NEEDS TO BE ANCHORED DOWN RM 86: THREE BOOK CASES NEED TO BE ANCHORED DOWN / NO PHONE RM 87: GREEN BOOKCASE BY THE DOOR NEEDS TO BE ANCHORED DOWN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/30/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			RM 15: BLACK BOOKCASE NEEDS TO BE ANCHORED DOWN AND TALL WHITE CABINET / LIGHT BULBS OUT / MOVE FIRE EXTINGUISHER TO FRONT DOOR RM 21: ITEMS STACKED ON BOOKCASE / DIFFUSER HANGING / FIRE EXTINGUISHER NOT SIGNED RM 86: THREE BOOK CASES NEED TO BE ANCHORED DOWN / NO PHONE
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		GIRLS GYM RESTROOM: SCREW IN WALL FOR WATER SHUT OFF NEEDS THE SCREW REPLACED / SINKS ARE LEAKING GIRLS RESTROOM MAIN BUILDING: SECOND TOILET IS LEAKING GYM BOYS RESTROOM: SINK NEEDS NEW NETERING VALVE CARTRIDGE, SINKS ARE LEAKING RM 36: ITEMS STACKED ON GREY CABINETS THAT ARE BLOCKING MOTION SENSOR / DRAINS ARE CLOGGED / FIRE EXTINGUISHER MOUNTED TOO HIGH / DOOR WILL NOT CLOSE WEIGHT ROOM: DRINKING FOUNTAIN IS LEAKING / FIRE EXTINGUISHER NOT SIGNED

<p>Safety: Fire Safety, Hazardous Materials</p>			X	<p>AUTO SHOP: FIRE EXTINGUISHER NOT SIGNED BOYS LOCKER ROOM: FIRE EXTINGUISHER NOT SIGNED BOYS TRAINING ROOM: FIRE EXTINGUISHER NOT SIGNED COUNSELING: FIRE EXTINGUISHER NOT SIGNED GIRLS TRAINING ROOM: FIRE EXTINGUISHER NOT SIGNED GYM: FIRE EXTINGUISHER NOT SIGNED LIBRARY: FIRE EXTINGUISHER NEEDS TO BE SIGNED MPR: FIRE EXTINGUISHER NOT SIGNED OFFICE: FIRE EXTINGUISHER NOT SIGNED RM 11: ITEMS STACKED EVERYWHERE / FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 12: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 13: FIRE EXTINGUISHER TAG READS 2013 RM 14: FIRE EXTINGUISHER NOT SIGNED RM 15: BLACK BOOKCASE NEEDS TO BE ANCHORED DOWN AND TALL WHITE CABINET / LIGHT BULBS OUT / MOVE FIRE EXTINGUISHER TO FRONT DOOR RM 16: FIRE EXTINGUISHER NOT SIGNED RM 21: ITEMS STACKED ON BOOKCASE / DIFFUSER HANGING / FIRE EXTINGUISHER NOT SIGNED RM 22: FIRE EXTINGUISHER NOT SIGNED RM 23: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 24: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 31: BLACK METAL BOOKCASE NEEDS TO BE ANCHORED DOWN / FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 32: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 33: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 34: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 36: ITEMS STACKED ON GREY CABINETS THAT ARE BLOCKING MOTION SENSOR / DRAINS ARE CLOGGED / FIRE EXTINGUISHER MOUNTED TOO HIGH / DOOR WILL NOT CLOSE RM 40: FIRE EXTINGUISHER NOT SIGNED RM 41: FIRE EXTINGUISHER NOT SIGNED RM 42 WOODSHOP: FIRE EXTINGUISHER NOT SIGNED RM 44: FIRE EXTINGUISHER NOT SIGNED RM 45: FIRE EXTINGUISHER NOT SIGNED RM 52: FIRE EXTINGUISHER NEEDS TO BE SIGNED / DOOR DOES NOT CLOSE, HITS AT THE TOP RM 53: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 54: FIRE EXTINGUISHER NOT SIGNED RM 55: FIRE EXTINGUISHER NOT SIGNED RM 55A: FIRE EXTINGUISHER NOT SIGNED / BLINDS ARE BROKEN RM 56: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p>
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School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/30/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				RM 57: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 58: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 61: FIRE EXTINGUISHER NOT SIGNED RM 63: FIRE EXTINGUISHER NEAR THE DOOR NEEDS TO BE SIGNED RM 65: FIRE EXTINGUISHER NOT SIGNED RM 66: FIRE EXTINGUISHER NOT SIGNED RM 67: FIRE EXTINGUISHER NOT SIGNED / GUTTERS ARE BACKED UP RM 70: ITEMS STACKED ON RED BOOKCASE / FIRE EXTINGUISHER NOT SIGNED RM 71: FIRE EXTINGUISHER NOT SIGNED RM 72: FIRE EXTINGUISHER NOT SIGNED RM 73: FIRE EXTINGUISHER NOT SIGNED / 1 WINDOW IS MISSING BLINDS RM 74: FIRE EXTINGUISHER NOT SIGNED SPEECH 52A: FIRE EXTINGUISHER NEEDS TO BE SIGNED WEIGHT ROOM: DRINKING FOUNTAIN IS LEAKING / FIRE EXTINGUISHER NOT SIGNED
Structural: Structural Damage, Roofs	X			RM 64: WATER PIPE IN CEILING IS LEAKING RM 67: FIRE EXTINGUISHER NOT SIGNED / GUTTERS ARE BACKED UP RM 83: BLUE BOOKCASE WITH GLASS DOORS NEED TO BE ANCHORED / NEEDS ROOM SIGN
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			AD OFFICE: DOOR SWING ON FRONT DOOR IS NOT WORKING RM 36: ITEMS STACKED ON GREY CABINETS THAT ARE BLOCKING MOTION SENSOR / DRAINS ARE CLOGGED / FIRE EXTINGUISHER MOUNTED TOO HIGH / DOOR WILL NOT CLOSE RM 52: FIRE EXTINGUISHER NEEDS TO BE SIGNED / DOOR DOES NOT CLOSE, HITS AT THE TOP RM 55A: FIRE EXTINGUISHER NOT SIGNED / BLINDS ARE BROKEN RM 73: FIRE EXTINGUISHER NOT SIGNED / 1 WINDOW IS MISSING BLINDS
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	62	57	60	59	48	48
Math	51	40	45	42	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	266	242	91.0	66.9
Male	128	118	92.2	67.0
Female	138	124	89.9	66.9
Hispanic or Latino	78	70	89.7	52.9
White	161	149	92.6	75.2
Two or More Races	11	9	81.8	66.7
Socioeconomically Disadvantaged	74	65	87.8	44.6
Students with Disabilities	29	22	75.9	36.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	78	67	70	64	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12	23.2	48.3

* 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 2016-17 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	239	236	98.74	57.45
Male	119	118	99.16	45.76
Female	120	118	98.33	69.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	67	97.1	41.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	145	100	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	63	98.44	36.51
English Learners	11	11	100	9.09
Students with Disabilities	23	22	95.65	27.27
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 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	239	235	98.33	40.43
Male	119	118	99.16	35.59
Female	120	117	97.5	45.3
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	66	95.65	28.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	145	100	46.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	62	96.88	24.19
English Learners	11	11	100	0
Students with Disabilities	23	22	95.65	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 Pruett, the principal's secretary, who can be reached at (831) 429-3960, extension 200.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

School Safety Plan

Two campus supervisors monitor school grounds before and after school and throughout the school day. A Santa Cruz Police Department School Resource Officer (SRO) visits the campus daily. Visitors to the campus must register in the main office. Santa Cruz High School is an open campus, and students are allowed to leave the site at lunch and at breaks. We hold regular fire drills and have earthquake, disaster and lockdown (Intruder on Site) drills at least twice a year. Our Safety Plan includes exit routes, evacuation sites, procedures for emergencies, and inventories of emergency supplies. The Santa Cruz High School Safety Committee, convened in the fall of 2014, consists of faculty, staff, district administration, parents, trustees, and community members. The charge for the Safety Committee is to ensure that students and the overall SCHS community is safe, clean, and protected from outside threat. The committee meets quarterly, and has advised the district about critical needs around the campus. The School Safety Plan is reviewed and revised annually. During School Year 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	2014-15	2015-16	2016-17
Suspensions Rate	1.4	2.2	2.2
Expulsions Rate	0.0	0.4	0.3
District	2014-15	2015-16	2016-17
Suspensions Rate	1.3	2.5	3.5
Expulsions Rate	0.1	0.4	0.3
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	1
Social Worker	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.8
Resource Specialist	2.43
Other	0
Average Number of Students per Staff Member	
Academic Counselor	343

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	24	27	7	8	5	15	11	9	1	3	7
Mathematics	25	25	24	8	8	9	14	11	16	3	6	5
Science	28	27	27	3	1	2	12	14	13	1		
Social Science	30	34	32	1		1	12	3	7	1	9	5

* 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 Single Plan for Student Achievement.

Our AVID team including one 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

Types of Services Funded

The district's Director of Academic Equity and Categorical Programs administers state and federal funding. The Santa Cruz High School Single Plan for Student Achievement is updated each year to ensure that instruction is focused on students' academic needs as shown by current local and state assessment results. The Santa Cruz High School Site Council a) develops and approves the plan and related expenditures in accordance with all state and federal laws and regulations, b) recommends the plan and expenditures to the governing board for approval, and c) provides ongoing review of the implementation of the plan with the principal, teachers, other school staff members, parents and students. Our English Language Learners are supported through the Local Control Funding Formula (LCFF). This funding that provides a .20 FTE Counselor, Instructional Materials for English Language Development, a School Community Coordinator, staffing for after school Peer Tutoring and supports the academic needs of English Learners, foster children and homeless students.

FY 2015-16 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	♦	♦	\$6,574	
Percent Difference: School Site/District			0.0	-8.2
Percent Difference: School Site/ State			-7.0	

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Cruz High School	2013-14	2014-15	2015-16
Dropout Rate	0	2	2.7
Graduation Rate	97.83	96.88	96.88
Santa Cruz City Schools	2013-14	2014-15	2015-16
Dropout Rate	4.2	3.9	4.2
Graduation Rate	91.92	89.71	92.51
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.74
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	55.2

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	2	♦
Science	1	♦
Social Science	1	♦
All courses	6	21.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	98.66	95.3	87.11
Black or African American	83.33	73.33	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	98.39	92.8	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	97.78	97.25	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	91.94	85.45
English Learners	100	71.19	55.44
Students with Disabilities	100	92.86	63.9
Foster Youth	100	100	68.19

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 <http://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.