Santa Cruz High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Santa Cruz High School
Street	415 Walnut Ave
City, State, Zip	Santa Cruz, CA 95060-3633
Phone Number	(831) 429-3960
Principal	Michelle Poirier
Email Address	michellepoirier@sccs.net
School Website	http://schs.sccs.net/
County-District-School (CDS) Code	4469823447109

2023-24 District Contact Information

District Name	Santa Cruz City Schools
Phone Number	(831) 429-3410
Superintendent	Kris Munro
Email Address	krismunro@sccs.net
District Website	www.sccs.net

2023-24 School Description and Mission Statement

Santa Cruz High School is the oldest high school in Santa Cruz, opening in 1875. It occupied the 4th floor of a school building that sat atop Mission Hill for about 20 years before moving to a new building on its current site in 1895. Sadly, the building burned to the ground in 1913 and the community immediately began work on the current building, which SCHS has continuously occupied since 1915. Santa Cruz High is a comprehensive public school with a student population of approximately 1,100 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.

The mission of SCHS is to ensure high levels of learning for all students and adults. The vision of the school is to "nurture lifelong learners who demonstrate critical thinking, creativity, integrity and personal responsibility as members of our school and greater community. We collaborate to ensure equity to achieve college and career readiness for all students." Recognized as a California Distinguished School in 2011, SCHS 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 are given the tools to adjust that plan to fit changing circumstances and goals.

Santa Cruz High School offers Advanced Placement (AP) and honors courses in content areas including Science, Mathematics, English Language Arts, French, Spanish, Social Sciences, Computer Science, and Fine and Performing Arts. SCHS also offers a variety of elective and Career Technical Education courses, including Ceramics, Dance Choreography, Drawing and Painting, Jewelry Design, Photography, Video Production, Woodworking, Instrumental and Vocal Music, Theater, Auto, and the Advancement Via Individual Determination (AVID) program, which supports students who aim to be first-

2023-24 School Description and Mission Statement

generation college students. 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 tools to adjust that plan to fit changing circumstances and goals.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	267
Grade 10	302
Grade 11	292
Grade 12	231
Total Enrollment	1,092

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	0.1%
Asian	2.9%
Black or African American	2.3%
Filipino	0.5%
Hispanic or Latino	29.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.4%
White	55.5%
English Learners	3.7%
Foster Youth	0.1%
Homeless	0.5%
Migrant	0.5%
Socioeconomically Disadvantaged	29.4%
Students with Disabilities	8.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.90	87.15	169.00	79.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	9.58	29.20	13.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.40	2.10	1.01	12115.80	4.41
Unknown	0.80	1.85	11.20	5.27	18854.30	6.86
Total Teaching Positions	46.90	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.10	86.20	185.10	78.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	1.25	2.20	0.95	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.40	12.08	41.00	17.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.70	2.03	11953.10	4.28
Unknown	0.20	0.47	1.30	0.58	15831.90	5.67
Total Teaching Positions	53.50	100.00	234.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.90
Misassignments	4.50	4.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.50	6.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.60	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.1	15.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.9	9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	District created standards aligned curriculum maps for each course (English 1, English 2, English 3, & English 4) Adopted 2023	Yes	0%
Mathematics	Core Connections - Integrated Math I, II, III - CPM Adopted 2016	Yes	0%
Science	Model Based Biology - MBER Biology Team UC Davis Adopted 2019 Biology - Houghton Mifflin Adopted 2007 Living by Chemistry - Bedford, Freeman, & Worth Adopted 2020 Chemistry - Pearson Prentice Hall Adopted 2007 Active Physics - Activate Learning Adopted 2018 Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007 AP Environmental Science - Wiley & Sons / People's Publishing Adopted 2011	Yes	0%
History-Social Science	IMPACT: CA Social Studies - World: History, Culture, & Geography - The Modern World McGraw Hill Adopted 2020 IMPACT: CA Social Studies - United States History & Geography - Continuity & Change McGraw Hill Adopted 2020 IMPACT: CA Social Studies - Principles of American Democracy McGraw Hill Adopted 2020 IMPACT: CA Social Studies - Principles of Economics McGraw Hill Adopted 2020	Yes	0%
Foreign Language	Senderos Spanish 1-4 & AP Vista Higher Learning Adopted 2023	Yes	0%
Health		Yes	0%
Visual and Performing Arts		Yes	0%

School Facility Conditions and Planned Improvements

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 construction of new bathrooms, renovation of the kitchen-cafeteria complex, renovation of the home economics building classrooms, science labs, window/door replacements, new stadium seating and lighting, along with modernizing the lighting and technological infrastructure campus-wide.

Year and month of the most recent FIT report	November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	62	58	58	47	46
Mathematics (grades 3-8 and 11)	49	46	36	35	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	274	95.80	4.20	61.54
Female	154	146	94.81	5.19	69.86
Male	132	128	96.97	3.03	51.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	86	82	95.35	4.65	54.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	62.50
White	161	153	95.03	4.97	65.36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	84	94.38	5.62	60.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.65	4.35	13.64

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	272	95.10	4.90	45.96
Female	154	145	94.16	5.84	46.90
Male	132	127	96.21	3.79	44.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	86	80	93.02	6.98	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	29.41
White	161	153	95.03	4.97	56.21
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	85	95.51	4.49	38.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	21	91.30	8.70	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.41	43.63	32.47	38.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	215	206	95.81	4.19	43.20
Female	111	107	96.40	3.60	44.86
Male	103	98	95.15	4.85	40.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	64	95.52	4.48	32.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	61.11
White	111	107	96.40	3.60	47.66
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	64	94.12	5.88	29.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	0.00

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	341
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.73
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	79.12

B. Pupil Outcomes	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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94%	93%	94%	94%	91%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Santa Cruz High School parents can join our School Site Council (SSC), the Site Bond Committee, the English Learner Advisory Committee (ELAC), Parents of African American Heritage Students (PAAHS), the Cardinal Club (Athletic Boosters), SCHS Band Boosters, and the SCHS Parent Teacher Association (PTA). Parent organizations help plan and participate in various community-building 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 and spring semesters, where they follow shortened schedules of their student's classes and hear from teachers about curricula and expectations for their student's academic success. In the spring, eighth grade parents are invited to visit department presentations of our academic and elective programs.

The contact person for parent involvement is Anna Miller, the principal's secretary, who can be reached at (831) 429-3960, extension 50200.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.4	2	3	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	94.5	97.4	96.2	90.5	93.5	93	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	234	225	96.2
Female	123	118	95.9
Male	110	106	96.4
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	70	68	97.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	18	94.7
White	125	120	96.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	23	23	100.0
Socioeconomically Disadvantaged	102	100	98.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	18	16	88.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1131	1104	253	22.9
Female	560	545	131	24.0
Male	569	557	122	21.9
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	33	32	4	12.5
Black or African American	25	25	10	40.0
Filipino	7	7	3	42.9
Hispanic or Latino	336	322	90	28.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	100	97	22	22.7
White	618	609	122	20.0
English Learners	44	43	14	32.6
Foster Youth	1	1	0	0.0
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	346	338	97	28.7
Students Receiving Migrant Education Services	5	5	1	20.0
Students with Disabilities	102	99	45	45.5

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.59	3.80	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.35	0.00	0.13	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.8	0.35
Female	2.68	0
Male	4.92	0.7
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	20	0
Filipino	0	0
Hispanic or Latino	5.65	0.6
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1	0
White	2.75	0.32
English Learners	2.27	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.36	0.87
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.9	1.96

2023-24 School Safety Plan

The School Safety Plan process ensures that the school will have a current comprehensive plan that results from a systematic planning process, that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school
campus. The Santa Cruz High School Comprehensive School Safety Plan is reviewed annually by teachers, students, and parents in leadership groups, including the English Learners Advisory Committee and the School Site Council. The 2023-2024 School Safety Plan was las reviewed in December 2023 and will be approved by the SCCS School Board in February 2024.

Key components of the plan include the following:
- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

There are two campus supervisors who 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

2023-24 School Safety Plan

Plan includes exit routes, evacuation sites, procedures for emergencies, and inventories of emergency supplies. Our staff has also participated in a review of our Emergency Planning and Procedures Handbook, including in-depth training on school evacuation procedures. This 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. In 2023, Santa Cruz High School became one of two pilot campuses in our district to implement an emergency messaging system called Catapult EMS. Catapult EMS allows any staff member to very quickly report a concerning incident to the Site Safety Team, which can react by classifying the incident and communicating to staff as to what actions to be taken. Staff accounts for all students whereabouts in the opening moments of a safety incident.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	16	2
Mathematics	31	4	13	12
Science	29	2	9	5
Social Science	32	1	8	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	21	
Mathematics	22	14	26	
Science	26	4	15	
Social Science	25	3	14	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	7	17	1
Mathematics	27	5	24	3
Science	26	4	13	2
Social Science	27	5	12	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	330.91

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,448	$1,878	$7,571	$78,650
District	N/A	N/A	$8,457	
Percent Difference - School Site and District	N/A	N/A	-11.1	-0.6
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	13.8	-16.2

Fiscal Year 2022-23 Types of Services Funded

The district's Directors of Learning and Achievement administer 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 and social emotional 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). LCFF funding provides a .17 FTE ELD Language and Literature support class, a full time bilingual paraeducator, instructional materials for English Language Development, a full-time School Community Coordinator, a full time Response to Intervention Coordinator, two sections of Math Intervention support classes, staffing for after and before school Peer Tutoring, and other supports the academic needs of English Learners, foster children, and homeless students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	27.1

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	6
Science	4
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

Professional Development

During the 2023-2024 school year, faculty professional development was organized around formative assessment strategies that are embedded into instructional practices. These include communicating and referring to learning intentions and success criteria, eliciting evidence of student learning, providing students with feedback that moves learning forward, activating peers as resources for learning, and increasing student ownership of their own learning. Teachers were able to experience and practice research-backed strategies that are proven to improve student educational success.

In addition, all meetings of the faculty include demonstrated classroom community building strategies aimed at improving students' sense of belonging in their classes. Teachers experienced mindfulness training, a method that can help students gain calmness and sense of purpose. Additional topics in whole facutly settings include Integrated English Language Development techniques and culturally responsive instruction.

The structure for professional development in the 2023-2024 school year was built around three full days in August, October, and January. As well, time during monthly faculty meetings was devoted to additional topics, in particular the establishment of campus-wide agreements on cell phone use, during class bathroom use, the purpose and uses of Cardinal Connect time (40-minutes of advisory time per week per subject matter).

Faculty works with the facilitation of Santa Cruz Instructional Leaders (SCIL) to complete cycles of inquiry around standards, assessment, and instruction to align rigor and expectations for courses. 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.

Santa Cruz High School's Equitable Grading Team works to create alignment in grading practices with the goal of making all teachers' grading methods transparent, understandable, and fair. The process requires surfacing and exploring and seeking alignment around ideas of allowing students to retake assessments to demonstrate later mastery, to remove behavior from grades, and to based grades solely on level of student learning of agreed-upon standards.

Through attending job-alike professional development meetings twice a month, 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.

Professional Development

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).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	7