Santa Clara 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 Clara High School
Street	3000 Benton Street
City, State, Zip	Santa Clara CA, 95051
Phone Number	(408) 423-2600
Principal	Gregory Shelby
Email Address	gshelby@scusd.net
School Website	https://santaclara.santaclarausd.org/
County-District-School (CDS) Code	43-69674-4330122

2023-24 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Gary Waddell, Ed.D.
Email Address	communications@scusd.net
District Website	www.santaclarausd.org

2023-24 School Description and Mission Statement

Santa Clara High School, originally established in the downtown area of Santa Clara in 1872, moved to its current location on the present 32-acre campus in 1981 as a senior high school serving grades 10-12. In 1987, the ninth grade was added, and now the school serves students as a traditional 9-12 institution. The school is located south of El Camino Real on Benton Street. The service area includes retail commercial establishments, high technology, industry, and residential property ranging from the least expensive property to the most expensive property in the city. The school is located two blocks away from the City of Santa Clara's Central Park, which houses the community Recreation Center and the International Swim Center. The community makes extensive use of the school's facilities, including the Performing Arts Center, which opened in February 2005. A Fab Lab for STEM (science, technology, engineering, and math) education opened in 2016.

Santa Clara High School's teachers and staff believe all students are capable of succeeding. The school is committed to meeting the needs of students in grades 9-12 by providing an effective instructional program that improves students' academic, social, physical, and psychological achievements, as well as one that meets the expectations of the district and state guidelines. We offer a variety of different AP and Honors courses. We are home to the 49ers STEM Leadership Institute (SLI) which provides a very rigorous STEM education for up to 240 SCHS students. We have a Wellness Center that houses a variety of services for our students.

Our vision at Santa Clara High School is that we graduate lifelong learners who aspire to improve themselves and the world. Our mission is to provide a rigorous and comprehensive education that fosters inquiry, inspires compassion, and develops self-reliance for our diverse student body in a physically, emotionally, and socially safe environment. We share in our district's commitment to a Graduate Portrait that promotes all students to be Global Citizens, Equity Ambassadors, Inclusive Empathizers, Effective Communicators, Future-Ready Learners, Collaborative Problem Solvers, Critical Thinking Scholars, and having a Resilient Minday and Healthy Body.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	450
Grade 10	489
Grade 11	462
Grade 12	448
Total Enrollment	1,849

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52%
American Indian or Alaska Native	0.2%
Asian	21.6%
Black or African American	3.2%
Filipino	9%
Hispanic or Latino	38%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5.2%
White	22%
English Learners	13%
Foster Youth	0.1%
Homeless	0.1%
Migrant	0.2%
Socioeconomically Disadvantaged	45.5%
Students with Disabilities	13.8%

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)	81.60	82.06	660.20	87.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	2.15	14.20	1.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.20	3.30	20.70	2.75	12115.80	4.41
Unknown	12.40	12.48	56.70	7.52	18854.30	6.86
Total Teaching Positions	99.40	100.00	753.60	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)	84.60	85.40	690.20	89.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.10	0.15	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	3.42	10.00	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	1.40	20.20	2.63	11953.10	4.28
Unknown	9.60	9.76	48.90	6.36	15831.90	5.67
Total Teaching Positions	99.00	100.00	770.60	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	0.00
Misassignments	2.10	3.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.10	3.30

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	0.20	0.00
Local Assignment Options	3.00	1.30
Total Out-of-Field Teachers	3.20	1.30

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)	2.5	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	3.3

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

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2023 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0

School Facility Conditions and Planned Improvements

General
Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair
SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance
SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects
SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Age of School Buildings
The main campus of Santa Clara was built in 1957-1958. Additions were made in 1973 and 1976. Portables were added and a science wing was built in 1998. A new Performing Art's Theater was constructed in 2005. A library and administration building were completed in the 2006-2007 school year. The auxiliary gymnasium was completed in the summer of 2011. The Main Building has gone through an extensive renovation that was completed in December 2012. A new quad was completed in 2014. There are 79 classrooms, a multipurpose room, a library, locker rooms, two gymnasiums, a swimming pool, and an administration building. In 2016 work was completed to convert one of the rooms into a Fab Lab for STEM (science, technology, engineering, and math) education and is available for students and the community.

Year and month of the most recent FIT report	July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Interior: Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Electrical	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Safety: Fire Safety, Hazardous Materials	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Structural: Structural Damage, Roofs	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

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	74	59	59	47	46
Mathematics (grades 3-8 and 11)	41	47	47	47	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	460	431	93.70	6.30	73.78
Female	203	187	92.12	7.88	77.54
Male	256	243	94.92	5.08	70.78
American Indian or Alaska Native	0	0	0	0	0
Asian	95	89	93.68	6.32	91.01
Black or African American	21	20	95.24	4.76	55.00
Filipino	57	56	98.25	1.75	76.79
Hispanic or Latino	167	149	89.22	10.78	56.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	86.67
White	88	85	96.59	3.41	83.53
English Learners	54	40	74.07	25.93	17.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	230	212	92.17	7.83	65.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	50	92.59	7.41	32.00

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	460	427	92.83	7.17	46.60
Female	203	184	90.64	9.36	45.11
Male	256	242	94.53	5.47	47.93
American Indian or Alaska Native	0	0	0	0	0
Asian	95	90	94.74	5.26	76.67
Black or African American	21	20	95.24	4.76	40.00
Filipino	57	55	96.49	3.51	52.73
Hispanic or Latino	167	145	86.83	13.17	21.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	50.00
White	88	85	96.59	3.41	55.29
English Learners	54	40	74.07	25.93	12.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	230	209	90.87	9.13	30.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	48	88.89	11.11	18.75

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)	43.84	40.98	45.03	42.09	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	488	453	92.83	7.17	40.93
Female	235	216	91.91	8.09	38.14
Male	250	235	94.00	6.00	43.40
American Indian or Alaska Native	--	--	--	--	--
Asian	97	92	94.85	5.15	55.43
Black or African American	18	17	94.44	5.56	11.76
Filipino	42	38	90.48	9.52	47.37
Hispanic or Latino	164	154	93.90	6.10	24.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	21	84.00	16.00	47.62
White	138	128	92.75	7.25	52.34
English Learners	51	48	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	221	203	91.86	8.14	21.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	90	75	83.33	16.67	10.81

2022-23 Career Technical Education Programs

Career Technical Education (CTE) prepares students to continue on to postsecondary education with expertise in specific areas. CTE supports high academic standards, includes career exploration, and is designed to offer students exposure to a broad range of career opportunities, access to relevant and rigorous educational programs that help them achieve their career aspirations, and opportunities to benefit from workplace learning experiences. Visit the school's website to view its course catalog for a full and current list of available career technical programs offered at the school.

Students at Santa Clara Unified School District have a variety of CTE programs to choose from. CTE courses are available to students beginning in middle school with options in technology, culinary arts, and construction technology. The two comprehensive high schools offer pathways in Automotive Technology, Biotechnology, Business Technology, Culinary Arts, Hospitality & Management Preparation, Fashion Design, and Information Technologies. Each CTE Pathway has a sequence of two or more courses that build knowledge, skill and proficiency in a specific industry sector and can lead to an industry certification and higher education programs. Articulation agreements with Mission, Ohlone and West Valley Community Colleges are in place for a number of our CTE Pathways, waiving the introductory course requirements once students begin their postsecondary education. Courses with articulation agreements include Automotive Technology, Business, Bio Technology, Culinary Arts, Hospitality & Management Preparation, Fashion Design, Digital Media and Information Technology. All CTE classes generate elective credits that help students toward meeting the district's graduation requirements. Many of our CTE classes offer University of California A-G approved course credit, making it attractive to students wanting both college preparation and the CTE experience. Junior and Senior students at all high schools also have full access to work experience and a comprehensive selection of courses available at the Silicon Valley Career Technical Education Center though MetroEd's joint powers agency.

Students in CTE courses are counseled by their program teacher as well as the full-time career center technician. All of the four high schools have college and career resources that offer college and career planning. Career center technicians arrange college fairs; college visits and presentations with traditional colleges and universities, as well as technical and trade schools; job shadowing opportunities; job fairs; ASVAB and other career assessment testing; scholarship and financial aid advising; test prep and application workshops for all postsecondary schools.

All CTE teachers have received high-quality professional development around the topics of recruitment and supporting non-traditional and special population students as well as topics within their industry field. All CTE classes are aligned with the CTE model curriculum standards for California public schools. The CTE staff works closely with counselors, special education, and ELL facilitators to ensure full access and support for these special population students. All programs complete an end-of-the-year review which includes student surveys, grade review, and enrollment data review as well as descriptive narratives.

The district has nine Carl Perkins programs that follow the quality indicators and criteria for program approval. The district has developed professional partnerships with community organizations such as NOVA, as well as local businesses such as Intel, Cisco, and NextFlex to help students prepare for the workforce and obtain work placements. The SCUSD CTE Advisory Board is comprised of over 30 local industry representatives from our ten industry sectors with programs in our schools and is led by the Coordinator of Career Technical Education.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	658
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80.6
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	98.81
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	58.06

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	94.9	94.2	94.7	94.7	94.7

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

Parents have several opportunities to get involved at Santa Clara High School. The Parent Teacher Student Association (PTSA) invites all members of the school community to join this organization devoted to supporting school events. The School Site Council, which is comprised of elected parents, students, and both classified and certificated staff members, is responsible for overseeing the School Plan for Student Achievement (SPSA) and the SIP budget. The Music Boosters and Athletic Boosters support their respective programs. Parents from the English Learners Advisory Committee (ELAC) meet throughout the year with school personnel to help us better meet the needs of students learning the English language. We encourage all parents to enroll in our school and district communication platform, ParentSquare, in order to get daily updates on student progress and to facilitate communication between parents, students, teachers, school, and the school district.

As an addtional support to ur Spanish speaking parents, our School Site Council has funded PIQE sessions. All Spanish speaking parents were invited to participate in these parent education sessions designed for parents who are less familiar with the US education system ro know how to best support their students' academic success.

Anyone interested in becoming more involved is encouraged to contact our school office at (408) 423-2600.

C. Engagement	State Priority: Pupil 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	1	3.9	7	3.6	3.9	8.5	9.4	7.8	8.2
Graduation Rate	95.4	92.8	92.3	90.5	92.7	89.2	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	443	409	92.3
Female	221	212	95.9
Male	220	196	89.1
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	91	83	91.2
Black or African American	18	18	100.0
Filipino	40	37	92.5
Hispanic or Latino	151	138	91.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	20	95.2
White	118	110	93.2
English Learners	88	74	84.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	246	222	90.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	77	60	77.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1942	1912	338	17.7
Female	915	904	158	17.5
Male	1021	1002	178	17.8
Non-Binary	6	6	2	33.3
American Indian or Alaska Native	5	5	0	0.0
Asian	414	409	27	6.6
Black or African American	65	63	14	22.2
Filipino	170	169	17	10.1
Hispanic or Latino	751	736	200	27.2
Native Hawaiian or Pacific Islander	10	10	1	10.0
Two or More Races	101	99	17	17.2
White	421	416	60	14.4
English Learners	292	281	80	28.5
Foster Youth	3	3	3	100.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	916	894	210	23.5
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	276	267	80	30.0

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	0.34	3.48	3.96	0.12	2.57	2.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.96	0
Female	2.3	0
Male	5.48	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.24	0
Black or African American	7.69	0
Filipino	0.59	0
Hispanic or Latino	7.32	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.99	0
White	3.33	0
English Learners	8.22	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.22	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.96	0

2023-24 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2023.

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	21	37	44	16
Mathematics	25	26	34	19
Science	26	16	37	10
Social Science	25	17	42	8

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	22	36	41	9
Mathematics	26	17	37	15
Science	25	18	32	5
Social Science	25	21	17	19

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	24	43	26	25
Mathematics	29	16	28	22
Science	29	5	40	8
Social Science	30	14	20	22

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	264.14

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)	7
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

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	13269	0	13269	$123,796
District	N/A	N/A	$12,187	$122,976
Percent Difference - School Site and District	N/A	N/A	8.5	0.7
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	54.2	30.9

Fiscal Year 2022-23 Types of Services Funded

Funded services at Santa Clara High School include class size reduction for Algebra 1 and designated EL 1 classes, access to multiple educational technology platforms such as Desmos and Formative, Chromebooks for all students; professional development for Common Core Instruction, AVID techniques, EL Instruction, NGSS, and Professional Learning Community (PLC) work; field trip support; reading promotion events; GAINS; AP Equity project support; and student culture efforts such as anti-bullying trainings and Link Crew.

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	$81,047	$55,550
Mid-Range Teacher Salary	$122,516	$84,645
Highest Teacher Salary	$145,248	$111,284
Average Principal Salary (Elementary)	$179,532	$139,860
Average Principal Salary (Middle)	$194,368	$146,440
Average Principal Salary (High)	$202,770	$158,447
Superintendent Salary	$298,733	$278,268
Percent of Budget for Teacher Salaries	34.74%	32.21%
Percent of Budget for Administrative Salaries	5.67%	4.89%

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	27.8

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	3
English	6
Fine and Performing Arts	2
Foreign Language	3
Mathematics	6
Science	6
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	40

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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	4	4	4