Aptos 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	Aptos High School
Street	100 Mariner Way

City, State, Zip	Aptos, CA 95003
Phone Number	(831) 728-7832
Principal	Dr. Alison Hanks-Sloan
Email Address	alison_hanks-sloan@pvusd.net
School Website	https://www.aptoshs.net
County-District-School (CDS) Code	44-69799-4430518

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

Aptos High School is a California Distinguished School. As Mariners, our values SAIL: Safe Community, Aspire Higher, Integrity Oriented, and Lead by Example. Aptos High School prides itself on its robust academic, athletic, arts, CTE, and activities programs to foster all students' growth and development. It is one of three comprehensive high schools in Pajaro Valley Unified School District.

Our Mission:
The mission of Aptos High School is to educate and support learners in reaching their highest potential. We prepare students to pursue a successful future and to make positive contributions to the community and the global society.

Our Schools Goals:
Goal 1: Prepare all students to graduate from AHS ready to enter a career and college by increasing the percentage of students meeting content area standards and A-G eligibility.
Goal 2: Identify and implement instructional strategies and interventions to increase academic performance for all students, including: students who receive Special Education services, English learners, long-term English learners, socio-economical challenges, and students in-transition.
Goal 3: Maintain a safe educational and social-emotional environment that fosters a caring community where all students feel connected to and supported by peers and adults.
AHS is a community of 1,356 students, 73 teachers, 4 school counselors, 1 school psychologist, 4 mental health clinicians,1 registered school nurse, 1 health care assistant,1 school resource officer, 4 campus supervisors, 4 custodians, 33 other classified support staff, and 4 administrators.

Our school community is committed to providing all students with a safe, healthy, and positive school environment that is academically engaging, challenging, and supportive. The Aptos High faculty takes pride in working to continually improve our practices as a professional learning community. In our 7 period schedule, teachers are provided two preparation periods--one for lesson preparation and one for collaboration with colleagues. We are committed to providing all teachers with collaborative professional development opportunities that are both supportive and challenging.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	358

Grade 10	338
Grade 11	364
Grade 12	300
Total Enrollment	1,360

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	50.8%
American Indian or Alaska Native	0.4%
Asian	1.6%
Black or African American	0.8%
Filipino	1.4%
Hispanic or Latino	46.5%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.2%
White	45.8%
English Learners	6.1%
Foster Youth	0.2%
Homeless	0.6%
Migrant	3%
Socioeconomically Disadvantaged	49.7%
Students with Disabilities	12.4%

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.

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)	43.80	69.30	675.70	75.64	228366.10	83.12

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Intern Credential Holders Properly Assigned	1.00	1.58	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	13.10	20.87	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.32	16.30	1.82	12115.80	4.41
Unknown	5.00	7.91	59.80	6.70	18854.30	6.86
Total Teaching Positions	63.20	100.00	893.30	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)	48.40	72.78	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	3.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	14.20	21.44	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	1.80	2.78	43.40	4.93	15831.90	5.67
Total Teaching Positions	66.60	100.00	880.20	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	1.00	0.00
Misassignments	12.10	14.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	13.10	14.20

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	0.00	0.00
Total Out-of-Field Teachers	0.20	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)	19.4	21.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.8	2.5

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

Curriculum:
Aptos High School provides a standards-based curriculum based on State Frameworks in the content areas. The curriculum, textbooks and assessments used are based on California State Content Standards in alignment California Common Core State Standards (CCSS), Literacy Standards, and Next Generation Science Standards (NGSS). PVUSD has been adopting state approved curriculum based on the CCSS over the last several years. Other supplementary materials, assessments and daily instruction are based on the CCSS/NGSS. This shift to the CCSS/NGSS results in instructional strategies and lessons that focus on deeper conceptual understanding, collaboration and problem solving. PVUSD utilizes literacy standards based performance tasks for grades 9-11 two times per year, and NWEA MAP assessments three times per year. Teachers teaching common courses have developed common pacing calendars, common final exams and in some cases, common unit assessments also aligned to these standards. Work continues on further alignment of grade-level and course-specific expectations including development and use of site-developed, common formative assessments and grading practices.

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature Grade 9, McDougal Littell; Language of Literature Grade 10, McDougal Littell; Language of Literature Grade 11, McDougal Littell; Language of Literature Grade 12, McDougal Littell; British Literature, Houghton Mifflin; Language Composition, R.R. Donnelly & Sons; Literature 9th Edition, Kennedy-Gioia;	Yes	0%

	National Geographic - Inside for Newcomers, Hampton Brown; National Geographic - "Inside USA" A,B,C,D,E, Hampton Brown; National Geographic - "Edge" A,B,C, Hampton Brown; 9th: To Kill a Mockingbird; Of Mice and Men; Romeo and Juliet; selected books from The Odyssey; selected readings from Heroes, Gods, and Monsters of the Greek Myths; Lord of the Flies; selections from The Iliad, Circe, Joy Luck Club 10th: Night, Animal Farm, Antigone, Things Fall Apart, Kite Runner or A Thousand Splendid Suns, Metamorphosis, Born a Crime, Persepolis Ethnic Lit 1 10th: Gabi, A Girl in Pieces, Monster, The Hate U Give 11th: The Crucible, Great Gatsby, Huckleberry Finn, The Things They Carried, Raisin in the Sun, A Long Way Down, There, There, Clap When You Land. 12th: Frankenstein, 1984, Brave New World, A Long Way Gone, The Curious Incident of a Dog in the Nighttime AP Language: A Language of Composition AP Literature: Beloved, Grendel, Beowulf, Slaughterhouse Five, The Scarlet Letter, Hamlet, A Doll's House		
Mathematics	Integrated 1, College Preparatory Math/2016; Integrated 2, College Preparatory Math/2017; Integrated 3, College Preparatory Math/2018; Precalculus with Trigonometry, Key Curriculum/2018; Calculus Concepts & Applications (AP), Key Curriculum/2013; Calculus: Early Transcendentals (AP), Cengage/2016; Calculus of a Single Variable (AP)/2013, Thompson, Brooks & Cole	Yes	0%
Science	HMH Living Earth/2021; Chemistry in the Earth System Stemscopes; Marine Biology, McGraw Hill/2007; Biotechnology for the New Millennium, Holt/2007; Physics 6th Edition Pearson/Prentice Hall/2006	Yes	0%
History-Social Science	History Alive! World Connections/2019; Psychology Text, Glencoe; US History Through the Lens Cengage/2019; Principals of American Democracy, McGraw Hill/2018; Principals of Economics/2018, McGraw Hill; The Cultural Landscape: An Intro to Human Geography, Pearson/2013; United States Government & Politics (AP)/2018, Principals of Macroeconomics (AP), WW Norton & Company/2018	Yes	0%
Foreign Language	Realidades Level 1, Pearson/2014; Realidades Level 2, Pearson/2014; Realidades Level 3, Pearson/2014;	Yes	0%

	Temas (AP), Vista/2013; D'accord Level 1, Vista/2014; D'accord Level 2, Vista/2014; D'accord Level 3, Vista/2014		
Health	Inclusive Sex Education, Cutter/2020	Yes	0%
Visual and Performing Arts	Visual Experience, 3rd Edition, Davis Publication; Exploring Painting, Davis Publication; Focus on Photography, Davis Publication	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Year and month of the most recent FIT report	9/27/2023

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		101: secure file cabinet 102: replace ceiling tiles (4) 103: missing vent/ replace water stained ceiling tiles 103: secure bookcase 104: secure bookcase + file cabinet/ dirty ceiling tile + vents 105: missing light cover 108: check ceiling tiles 203: replace dirty ceiling tile 210: replace ceiling tiles (dirty) 211: replace ceiling tiles (dirty) 212 Boy's RR: replace ceiling tiles (dirty) D 100: check vent cover secure file cabinet H LIB: replace dirty ceiling tiles (8) missing blinds
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			207: secure file cabinet/ check for termites outside
Electrical	X			Café: 5 bawks of lights out D 200: light out RR 103:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			201: missing screw to drinking fountain handle 203: #4 sink leaks #7 + #8 missing handle 205: #3 missing faucet #6 loose 206: no H2O to faucet secure file cabinet 213 Girl's RR: missing toilet seat

School Facility Conditions and Planned Improvements

				G 100: Drink fountain loose + missing handle
Safety: Fire Safety, Hazardous Materials	X			I 201: needs fire extinguisher
Structural: Structural Damage, Roofs		X		101: secure file cabinet 103: secure bookcase 104: secure bookcase + file cabinet/ dirty ceiling tile + vents 106: secure file cabinet + bookcase 106: wood rot above pull station 107: secure bookcase 201: secure bookcase 202: secure file cabinet 203: secure bookcase 204: secure bookcase 204: secure file cabinet 206: no H2O to faucet secure file cabinet 207: secure file cabinet 207: secure file cabinet/ check for termites outside F Music Cl + DIR: trip hazard top step down too far I 103: secure file cabinet + bookcase/ Rain gutter leaks I 202: secure bookcase Kitchen: ramp backside of kitchen is a trip hazard RR 102: light out/boy's RR#1 + #2 stalls behind roilets (replace)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			104: secure bookcase + file cabinet/ dirty ceiling tile + vents

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)	66	57	28	26	47	46
Mathematics (grades 3-8 and 11)	36	31	17	17	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	341	319	93.55	6.45	57.23
Female	170	157	92.35	7.65	65.61
Male	170	161	94.71	5.29	48.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	121	91.67	8.33	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	179	170	94.97	5.03	68.82
English Learners	15	11	73.33	26.67	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	154	92.77	7.23	50.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	34	85.00	15.00	18.18

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	341	314	92.08	7.92	31.21
Female	170	155	91.18	8.82	31.61
Male	170	158	92.94	7.06	30.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	118	89.39	10.61	16.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	179	169	94.41	5.59	38.46
English Learners	15	11	73.33	26.67	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	151	90.96	9.04	25.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	32	80.00	20.00	9.38

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)	33.33	34.80	16.22	16.11	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	302	276	91.39	8.61	34.78
Female	161	149	92.55	7.45	40.94
Male	140	126	90.00	10.00	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	131	94.24	5.76	22.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	137	122	89.05	10.95	48.36
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	132	94.29	5.71	25.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	27	93.10	6.90	7.41

2022-23 Career Technical Education Programs

Aptos High School aims to ensure that Career Technical Education (CTE) provides choice to high-quality pathways leading to certifications, internships, and/or dual enrollment aligned with career industries. With the support of PVUSD, we continually work to articulate our courses with Cabrillo College so that our CTE courses are Honors courses. At Aptos High School, the Career Technical Education Program strives to provide 21st century, academically rigorous, and industry standard programs for students. Our CTE teachers are industry certified and bring a wealth of expertise and experience to share with our students. Students who complete CTE pathways are well-prepared for college and career pursuits related to high-demand, high-wage careers after graduation. These Career Technical Education (CTE) courses are open to all students. The CTE pathways include (H indicates Honors Courses):

Pathways

Visual/Commercial Art (VCA): VCA 1: Graphic Arts VCA 2: Photography (H)

Video Production (VP): VP 1(H); VP 2

Building Trades and Construction (BTC): BTC 1 (H); BTC 2

Food Service and Hospitality: Culinary Arts 1 (H); Culinary Arts 2

2022-23 Career Technical Education Programs

Biotechnology: The Technology of Biology; Applied Chemistry and Biotechnology; The Science and Ethics of Biotechnology (H); Emergency Response; Fire Technology (off site)

Our counselors and teachers help students determine their post-high school plans and career goals via interest assessments, career research, and through our college planning tool, Naviance. PVUSD promotes work-based learning, school-based learning, and connecting to the world of work. The PVUSD Advisory Board brings community members and industry partners together to advise on the trends in industry and to support internships for our students.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	691
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37
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	99.93
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	59.23

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	76.4	76.1	78.7	77	79.8

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

Aptos High School enjoys strong parent participation through a variety of opportunities including:

- School Site Council
- English Learner Advisory Committee
- Booster Club
- Grade level and College/Career related informational nights
- Financial Aid Night
- LCAP Input Session Night
- Casa Abierta for Spanish speaking families
- Parent Advisory
- Community Meetings
- Parent Education Events
- Senior Awards/Scholarship Night
- Athletics Awards Nights (by sport/season)
- Academics, Activities, Athletics and Arts Events
- Back to School Night
- Mariner Expo Night

Individual parent volunteers support Aptos High in many ways including staff appreciation events, Aptos Sports Foundation events, school fundraisers, as well as campus beautification and more. We strive for timely, concise, and clear communication is a priority for students, staff, and parents. Parents stay informed about the school by navigating our website and reading school news updates, checking assignments and grades on Synergy, and communicating with teachers as a partner in their student's education.

Evening programming is provided for families throughout the school year. Our ACCESS program is funded through partnership grants with the University of California Santa Cruz to increase access for students to post-secondary institutions and career pathways. It is open to all students and targets first generation college bound students. ACCESS is committed to successfully help students attain college eligibility, enroll in college, and set themselves up for success as professionals in the workforce. They provide workshops for parents and collaborate with the counseling team on family and classroom presentations.

To get involved or volunteer, contact the representative for each of these groups. This can be found on the Aptos High website, www.aptoshs.net. The Ship To Shore monthly parent update is sent electronically to all families in English and Spanish and informs them of important events happening in the school community.

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	5.6	2.7	2.3	10.1	7.7	5.6	9.4	7.8	8.2
Graduation Rate	92	96	94.5	86.1	88.4	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	309	292	94.5
Female	163	156	95.7
Male	145	135	93.1
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	143	130	90.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	140	136	97.1
English Learners	20	16	80.0
Foster Youth	--	--	--
Homeless	11	9	81.8
Socioeconomically Disadvantaged	175	163	93.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	34	24	70.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1409	1388	401	28.9
Female	690	676	213	31.5
Male	715	708	186	26.3
Non-Binary	4	4	2	50.0
American Indian or Alaska Native	5	5	4	80.0

Asian	22	21	5	23.8
Black or African American	11	11	3	27.3
Filipino	19	19	4	21.1
Hispanic or Latino	662	652	214	32.8
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	45	45	11	24.4
White	641	631	158	25.0
English Learners	95	91	39	42.9
Foster Youth	9	6	3	50.0
Homeless	12	11	6	54.5
Socioeconomically Disadvantaged	715	702	232	33.0
Students Receiving Migrant Education Services	43	42	19	45.2
Students with Disabilities	180	175	70	40.0

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	0.00	5.04	4.68	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.20	0.07	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.68	0.07
Female	1.45	0
Male	7.83	0.14
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0

Filipino		0	0
Hispanic or Latino		6.65	0.15
Native Hawaiian or Pacific Islander		0	0
Two or More Races		0	0
White		3.28	0
English Learners		10.53	1.05
Foster Youth		0	0
Homeless		33.33	0
Socioeconomically Disadvantaged		6.15	0.14
Students Receiving Migrant Education Services		4.65	0
Students with Disabilities		11.11	0

2023-24 School Safety Plan

Aptos High School aims to educate and support all learners by maintaining a safe educational and social emotional environment that fosters a caring community. AHS is a closed campus and has four campus supervisors that monitor upper, mid, and lower campus before the start of the school day and after school. The principal and three assistant principals also provide an additional layer of supervision before school, after school, and during break and lunch. AHS also has a School Resource Officer and Mental Health Clinician Restorative Response team that supervises during break and lunch, and they support behavior management processes.

The Pajaro Valley Unified School District partners with the Pajaro Valley Prevention and Student Assistance, Inc. to offer Tobacco Use Prevention and Education Program and Drug and Alcohol counseling services. Once a year, AHS hosts the Impact Teen Driver Parent-Teen educational workshop, which supports teen driver safety on the road. AHS staff have access to an email safety system to report safety concerns. Students, staff, and families have access to the STOPit Solutions, an app to anonymously report incidents such as bullying, discrimination, and/ot threats. Another safety tool is Gaggle, identifying at-risk behaviors or trigger words of concern when students are online.

Administration communicates and reinforces school-wide behavioral expectations, and uses Positive Behavior Intervention Supports. Behavioral expectations, interventions, and consequences are outlined in the student handbook. The student handbook is revised every year to reflect changes in state laws and educational practices. AHS schedules and performs safety drills each semester. Safety drills include: earthquake, fire/explosion, shelter-in-place, and A.L.I.C.E. A.L.I.C.E. training empowers schools and individuals to respond to a violent critical incident, such as an active shooter, by providing options that increase survival. The Comprehensive School Safety Plan is updated annually, in December, with the School Site Council and local law enforcement and emergency response agencies. Key aspects of the School Safety Plan include: Chain of Command, Safety Committee members, protocols and practices, drill types and schedule, evacuation protocols and procedures, and a communication plan.

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	14	17	22
Mathematics	27	9	26	16
Science	29	4	21	18
Social Science	30	2	20	13

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	24	18	34	3
Mathematics	27	9	26	16
Science	28	6	32	15
Social Science	30	3	22	13

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	26	12	21	14
Mathematics	26	16	20	16
Science	29	5	31	16
Social Science	29	5	18	15

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	302.22

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)	4.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	$13,524.83	$1,735.19	$6,931.30	$67,744.45
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	35.2	-7.0
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-9.3	-28.9

Fiscal Year 2022-23 Types of Services Funded

Aptos High School (AHS) receives funding from the State of California to support the basic educational needs of our students. These needs include, but are not limited to, classroom supplies, classroom furniture, paper and copy costs, technology, and teacher professional development. Local voters approved Measure L in November of 2012 to repair and improve our PVUSD schools including AHS. Completed Measure L projects include: upgraded site water tank, visitor bleachers in the school stadium, a practice field for athletics, improved technology infrastructure, a lighted walking path/sidewalk from the base of campus, provided three hydration stations, new roof and repairs on most buildings on campus, and a new quad.

The AHS Booster Club is the fund-raising arm of our parent community, with its efforts extending beyond fulfilling athletic needs. The Boosters annual fund-raising campaigns help AHS purchase supplies and support classroom activities, athletics, field trips, college and career readiness activities, and extracurricular programs. Many parents donate funds through participation in Booster events, in order to support classroom, athletic and activity needs.

AHS sports teams are grateful for the assistance of the Aptos Sports Foundation. Annual fund-raising efforts provide field maintenance, field improvements, equipment, and team uniforms. The Foundation funded the purchase and installation of our new marquee message sign located at the entrance of campus. The Foundation promotes good will among the AHS community.

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	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	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	30.9

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	3
Foreign Language	1
Mathematics	4
Science	4
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

Professional Development

Aptos High School aims to educate and support all learners by identifying and implementing instructional strategies and interventions that improve student achievement. Pajaro Valley Unified School District and AHS are committed to continuous improvement through teacher collaboration. PVUSD provides weekly early release Wednesdays for professional learning or department collaboration. Each month, approximately two Wednesdays are dedicated for department collaboration, one Wednesday is district-led professional development, and one Wednesday is site-led faculty meeting. Additionally, PVUSD provides three in-service teacher professional development days.

For the 2022-23 school year, PVUSD and AHS have selected Zaretta L. Hammond's Culturally Responsive Teaching and the Brain for site and district professional development. This year, AHS administration has developed professional learning focused on building educators' awareness in Hammond's Ready for Rigor framework. AHS has a Grading Inquiry Team that explores, implements, and reflects on equitable grading practices within the site and with other educators across the county. The Grading Inquiry Team is supported by PVUSD and the Santa Cruz County Office of Education, and includes an administrator and four teachers. AHS has a Data Committee that collects and analyzes grade data, NWEA MAP data, and benchmark data to identify inequities and propose solutions to address inequities. The Data Committee consists of an administrator and six teachers. Staff also benefit from professional development opportunities outside of the district from respected organizations, such as PBIS, LGTBQ+ County Task Force, Grading Equity Action Research, and the CollegeBoard. The school also hosts Instructional Council (IC) with elected department chairpersons on a bi-weekly basis. IC is responsible for collaborating with administration to reflect on school-wide systems and improve instruction in support of student achievement.

Administrators evaluate new teachers each year and tenured teachers every other year. All teachers self-evaluate using the California Standards for the Teacher Profession (CSTP) continuum. Probationary teachers are on an administrative mandate evaluation cycle, in which an administrator observes, coaches, and provides instructional feedback a minimum of three times in an academic year. A probationary teacher receives a minimum of two administrative observations in the fall term: one in October and one in November. The third administrative observation occurs between February and March. The intended outcome of administrative observations for probationary teachers is to support them in meeting 1-2 of their six CSTP goals during their cycle. Tenured staff that are on cycle can engage in a partner evaluation cycle, administrative portfolio cycle, or administrative observation cycle. The intended outcome of the tenured evaluation cycles is to provide differentiated support to teachers with varied experience to improve or enhance their instruction according to their professional goals as aligned to the CSTPs.

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	3	3	10