

Aptos High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Aptos High School
Street	100 Mariner Way
City, State, Zip	Aptos, CA 95003
Phone Number	(831) 728-7832
Principal	Peggy Pughe
Email Address	margaret_pughe@pvusd.net
School Website	https://www.aptohs.net
County-District-School (CDS) Code	44-69799-4430518

2021-22 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2021-22 School Overview

Aptos High School is a community of 1,411 students, 71 teachers, 4.5 school counselors, 1.2 school psychologist, 3 mental health clinicians, 1 registered school nurse, 2 Health Care Assistants, 1 School Resource Officer, 4 campus supervisors, 5 custodians, 34 other classified support staff, and 4 administrators. The mission of Aptos High School is to educate and support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and the global society.

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 prep and one for collaboration with colleagues. We are committed to providing all teachers with collaborative professional development opportunities that are both supportive and challenging.

We believe timely, concise, and clear communication is a priority for students, staff, and parents. Parents stay informed about the school by navigating to 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	431
Grade 10	379
Grade 11	306
Grade 12	319
Total Enrollment	1,435

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.4
Asian	2.2
Black or African American	1.2
Filipino	1.5
Hispanic or Latino	42.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.5
White	50
English Learners	6.3
Foster Youth	0.3
Homeless	1.7
Socioeconomically Disadvantaged	35.2
Students with Disabilities	11.8

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

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

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)	43.8	69.3	675.7	75.6	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	1.6	12.0	1.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	13.1	20.9	129.3	14.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.3	16.3	1.8	12115.8	4.4
Unknown	5.0	7.9	59.8	6.7	18854.3	6.9
Total Teaching Positions	63.2	100.0	893.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	12.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	13.1

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.2
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.2

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.4
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

2021-22 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 2021

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; 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 10th: Night, Animal Farm, Antigone, Things Fall Apart, Kite Runner or A Thousand Splendid Suns, Metamorphosis. 11th: The Crucible, Great Gatsby, Huckleberry Finn, The Things they Carried, Raisin in the Sun, Old Man and the Sea. 12th: Beowulf, Frankenstein, 1984, A Doll's House, Brave New World AP Language: 50 Essays: A Portable Anthology (textbook) AP Literature: Beloved, Grendel, Beowulf, Slaughterhouse Five, The Scarlet Letter, Hamlet, A Doll's House	Yes	0%
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;	Yes	0%

	Calculus Concepts & Applications (AP), Key Curriculum/2013; Calculus: Early Transcendentals (AP), Cengage/2016; Calculus of a Single Variable (AP)/2013, Thompson, Brooks & Cole		
Science	HMH Living Earth/2021; Chemistry, Pearson; ; 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; Temas (AP), Vista/2013; D'accord Level 1, Vista/2014; D'accord Level 2, Vista/2014; D'accord Level 3, Vista/2014	Yes	0%
Health	Inclusive Sex Education, Cutter/2020; Human Kinetics; Hole's Essentials of Human Anatomy, McGraw Hill; Food for Life, McGraw Hill	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)	YES	Yes	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/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

September 2020

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	298	NT	NT	NT	NT
Female	138	NT	NT	NT	NT
Male	159	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	135	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	144	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	40	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	298	NT	NT	NT	NT
Female	138	NT	NT	NT	NT
Male	159	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	135	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	144	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	40	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA-MAP Growth Student Groups	NWEA-MAP Growth Total Enrollment	NWEA-MAP Growth Number Tested	NWEA-MAP Growth Percent Tested	NWEA-MAP Growth Percent Not Tested	NWEA-MAP Growth Percent At or Above Grade Level
All Students	293	0	0	100	0
Female	134	0	0	100	0
Male	158	0	0	100	0
American Indian or Alaska Native	1	0	0	100	0

Asian	10	0	0	100	0
Black or African American	2	0	0	100	0
Filipino	2	0	0	100	0
Hispanic or Latino	135	0	0	100	0
Native Hawaiian or Pacific Islander	na	na	na	na	na
Two or More Races	2	0	0	100	0
White	140	0	0	100	0
English Learners	17	0	0	100	0
Foster Youth	na	na	na	na	na
Homeless	3	0	0	100	0
Socioeconomically Disadvantaged	10	0	0	100	0
Students Receiving Migrant Education Services	13	0	0	100	0
Students with Disabilities	38	0	0	100	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA-MAP Growth Student Groups	NWEA-MAP Growth Total Enrollment	NWEA-MAP Growth Number Tested	NWEA-MAP Growth Percent Tested	NWEA-MAP Growth Percent Not Tested	NWEA-MAP Growth Percent At or Above Grade Level
All Students	293	0	0	100	0
Female	134	0	0	100	0
Male	158	0	0	100	0
American Indian or Alaska Native	1	0	0	100	0
Asian	10	0	0	100	0
Black or African American	2	0	0	100	0
Filipino	2	0	0	100	0
Hispanic or Latino	135	0	0	100	0
Native Hawaiian or Pacific Islander	na	na	na	na	na
Two or More Races	2	0	0	100	0
White	140	0	0	100	0
English Learners	17	0	0	100	0
Foster Youth	na	na	na	na	na
Homeless	3	0	0	100	0
Socioeconomically Disadvantaged	10	0	0	100	0
Students Receiving Migrant Education Services	13	0	0	100	0
Students with Disabilities	38	0	0	100	0

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	7.10	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	NT	NT	NT	NT
Female	148	NT	NT	NT	NT
Male	163	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	138	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	153	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	28	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Aptos High School offers courses intended to help students prepare for the world of work. These Career Technical Education (CTE) courses are open to all students. Multiple pathways are available and they include:

- Graphic Design Pathway Courses -- Graphic Design 1, Graphic Design 2
- Visual/Commercial Art Pathway Courses -- Visual/Commercial Art: Photo 1, Visual/Commercial Art: Photo 2
- Video Production Pathway Courses -- Video Production 1, Video Production 2
- Building and Construction Trades Pathway Courses -- Building & Construction Trades 1, Building & Construction Trades 2
- Food Service and Hospitality Pathway Courses -- Culinary Arts 1, Culinary Arts 2
- Biotechnology Pathway Courses -- The Technology of Biology, Applied Chemistry & Biotechnology, The Science & Ethics of Biotechnology
- Emergency Response Pathway Courses -- Fire Technology

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	611
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.5
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.68
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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

Senior Awards/Scholarship Night

Athletics Awards Nights (by sport/season)

Academics, Activities, Athletics and Arts Events

Individual parent volunteers support Aptos High in many ways including Grad Night, ACCESS to Professionals Program, Hospitality, Staff Appreciation Events, Campus Beautification and more.

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

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.3	2.5	5.6	6.9	8.4	10.1	9.0	8.9	9.4
Graduation Rate	91.7	92.6	92.0	89.5	84.7	86.1	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	323	297	92.0
Female	154	143	92.9
Male	169	154	91.1
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	144	126	87.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	158	150	94.9
English Learners	27	17	63.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	163	145	89.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	41	32	78.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1484	1445	148	10.2
Female	727	708	57	8.1
Male	756	736	90	12.2
American Indian or Alaska Native	6	6	0	0.0
Asian	31	31	0	0.0
Black or African American	18	18	3	16.7
Filipino	21	21	2	9.5
Hispanic or Latino	637	617	76	12.3
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	25	23	3	13.0
White	740	723	63	8.7
English Learners	95	91	18	19.8
Foster Youth	7	6	3	50.0
Homeless	25	24	4	16.7
Socioeconomically Disadvantaged	534	521	75	14.4
Students Receiving Migrant Education Services	39	38	10	26.3
Students with Disabilities	182	175	37	21.1

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.00	0.00	4.65	0.02	3.47	0.20
Expulsions	0.07	0.00	0.05	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.11	3.68	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our School Safety Plan focuses on the physical and social-emotional safety of our students. The administration, teachers, counseling staff, School Site Council, and other support staff, including the support of local law enforcement and emergency response agencies, review the plan annually each Spring. The Aptos High School Safety Plan includes staff development which begins in August and includes emergency safety drills throughout the year.

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	28	8	23	21
Mathematics	28	9	23	19
Science	31	3	20	21
Social Science	30	3	14	19

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	22
Mathematics	27	10	27	15
Science	30	4	18	23
Social Science	29	5	15	16

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

2020-21 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	318.9

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$67,516
Percent Difference - School Site and District	N/A	N/A	35.2	0.3
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-19.7	-24.2

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$46,666	\$52,562
Mid-Range Teacher Salary	\$64,722	\$83,575
Highest Teacher Salary	\$90,640	\$104,166
Average Principal Salary (Elementary)	\$101,669	\$131,875
Average Principal Salary (Middle)	\$107,221	\$137,852
Average Principal Salary (High)	\$117,462	\$150,626
Superintendent Salary	\$222,832	\$260,243
Percent of Budget for Teacher Salaries	26%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30.8
--	------

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	0
English	3
Fine and Performing Arts	2
Foreign Language	1
Mathematics	4
Science	6
Social Science	6
Total AP Courses Offered	26

Professional Development

Our school and the district are committed to continuous improvement through regular teacher collaboration. This is facilitated through four time per week collaboration periods and weekly early release days for site professional development and department collaboration. Certificated educators engage in structured collaboration based on both the district-supported instructional processes and on site-specific professional development. Our teachers participate in structured collaborative conversations rooted in texts from Fisher, Frey, & Hattie (Distance Learning Playbook, Rebound). Certificated staff also benefit from professional development opportunities through PVUSD, the Santa Cruz County Office of Education, and outside of the district from respected organizations such as: College Preparatory Mathematics (CPM), Hatching Results (school counselors), PBIS, and the CollegeBoard.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3

Pajaro Valley Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9146	2	0.02	99.98	--
Female	4428	0	0.00	100.00	--
Male	4716	2	0.04	99.96	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	60	0	0.00	100.00	--
Black or African American	25	0	0.00	100.00	--
Filipino	51	0	0.00	100.00	--
Hispanic or Latino	7769	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	0	0.00	100.00	--
White	1128	2	0.18	99.82	--
English Learners	3397	0	0.00	100.00	--
Foster Youth	26	0	0.00	100.00	--
Homeless	2806	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4579	0	0.00	100.00	--
Students Receiving Migrant Education Services	657	0	0.00	100.00	--
Students with Disabilities	1421	2	0.14	99.86	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9146	2	0.02	99.98	--
Female	4428	0	0.00	100.00	--
Male	4716	2	0.04	99.96	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	60	0	0.00	100.00	--
Black or African American	25	0	0.00	100.00	--
Filipino	51	0	0.00	100.00	--
Hispanic or Latino	7769	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	0	0.00	100.00	--
White	1128	2	0.18		--
English Learners	3397	0	0.00	100.00	--
Foster Youth	26	0	0.00	100.00	--
Homeless	2806	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4579	0	0.00	100.00	--
Students Receiving Migrant Education Services	657	0	0.00	100.00	--
Students with Disabilities	1421	2	0.14	99.86	--