

## Executive Summary School Accountability Report Card, 2009–10

# For Santa Cruz County Office of Education Court Schools

**Address:** 400 Encinal St. Santa Cruz, CA 95060  
**Principal:** Sandy Mast

**Phone:** (831) 466-5728  
**Grade Span:** 6-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Santa Cruz County Office of Education's Alternative Education Programs serve at-risk students in grades 6-12 at seventeen school sites throughout the county. Students are referred by local districts, probation, School Attendance Review Boards and service agencies. The purpose of these programs is to identify and remediate the factors that have prevented students from thriving in comprehensive school environments. Our programs focus on accelerating literacy and numeracy skills, and student living and vocational skills. A strong emphasis is placed on building personal and social responsibility and the development of a positive self-concept. The program's content and structure are based on students' needs and it is successful.

### Student Enrollment

Group	Enrollment
Number of students	52
Black or African American	1
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	46
Native Hawaiian/Pacific Islander	0
White (not of Hispanic origin)	3
Two or More Races	2
Socioeconomically Disadvantaged	16
English Learners	20
Students with Disabilities	0

### Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	6.5%
Mathematics	2.5%
Science	0.0%
History-Social Science	4.0%

## Academic Progress<sup>2</sup>

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	507
Statewide Rank (from 2009 Base API Report)	N/A
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	4/5
2010–11 Program Improvement Status (PI Year)	Year 1

## School Facilities

### Summary of Most Recent Site Inspection

The Alternative Education Programs are housed in seventeen sites located strategically throughout Santa Cruz county. Sites are leased or are provided in-kind. SCCOE owns no sites at this time. Sites are clean, safe and are maintained by either the SCCOE or by the partnering agency. All sites are inspected annually by SCCOE maintenance staff.

### Repairs Needed

No Major Repairs are required at this time.

### Corrective Actions Taken or Planned

*No corrective actions are required at this time.*

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8215.00
District	\$8483.00
State	N/A

## School Completion

## Postsecondary Preparation

<sup>1</sup> Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

<b>Indicator</b>	<b>Result</b>
Graduation Rate (if applicable)	N/A

<b>Measure</b>	<b>Percent</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	12%
Graduates Who Completed All Courses Required for University of California or California State University Admission	2%

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Santa Cruz County Office of Education Community	<b>District Name</b>	Santa Cruz County Office of Education
<b>Street</b>	400 Encinal Street	<b>Phone Number</b>	(831) 466-5770
<b>City, State, Zip</b>	Santa Cruz, CA 95060	<b>Web Site</b>	<a href="http://www.santacruz.k12.ca.us">www.santacruz.k12.ca.us</a>
<b>Phone Number</b>	(831) 466-5770	<b>Superintendent</b>	Michael Watkins
<b>Principal</b>	Sandy Mast	<b>E-mail Address</b>	<a href="mailto:mwatkins@santacruz.k12.ca.us">mwatkins@santacruz.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:smast@santacruz.k12.ca.us">smast@santacruz.k12.ca.us</a>	<b>CDS Code</b>	44-10447-4430278

### **School Description and Mission Statement (School Year 2009–10)**

This section provides information about the school, its programs, and its goals.

The Mission of the Alternative Education Program is to provide a safe, supportive learning environment for a diverse student population. Our specialized programs are designed to include standards-based instruction across the curriculum with a focus on academic literacy, numeracy and technology. Through a continuum of services, we collaborate with community partners in order to build character and to teach social responsibility. We are committed to supporting students as they transition from high school to adulthood.

### Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

School counselors conduct private and small group counseling for parents and students on an as needed basis. Parents are welcome and encouraged to participate at all campus events. The School Site Council is composed of teachers and parents, including group home parents, Social Service Agencies and the Probation Department. Please Contact Johnny Rice, Project Director, at 466-5728.

### Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	1
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	12
Grade 3	0	Grade 10	10
Grade 4	0	Grade 11	14
Grade 5	0	Grade 12	15
Grade 6	0	Ungraded Secondary	0
Grade 7	3	Total Enrollment	52

### Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2	White	6
American Indian or Alaska Native	0	Two or More Races	4
Asian	0	Socioeconomically Disadvantaged	31
Filipino	0	English Learners	39
Hispanic or Latino	89	Students with Disabilities	0
Native Hawaiian/Pacific Islander	0		

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>K-3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3-4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4-8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	24.0	1	2	0	18.6	5	0	0	15	3	0	0
<b>Mathematics</b>	24.0	1	2	0	18.6	5	0	0	15	3	0	0
<b>Science</b>	24.5	1	1	0	18.6	5	0	0	15	3	0	0
<b>Social Science</b>	24.0	1	2	0	18.6	5	0	0	15	3	0	0

## III. School Climate

### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

SCCOE Alternative Education updates and reviews its School Safety Plan annually. The Plan includes a Safe School Vision, a description of the school grounds and the condition of facilities. The plan also provides school rules and regulations as well as strategies and procedures for preventing and dealing with emergency situations.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	19.0	46.9	17.6	21.6	11.4	28.3
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The Alternative Education Programs are housed in seventeen sites located strategically throughout Santa Cruz county. Sites are leased or are provided in-kind. SCCOE owns no sites at this time. Sites are clean, safe and are maintained by either the SCCOE or by the partnering agency. A recent survey finds, 96% of staff agree to strongly agree that the alternative education schools are safe. All sites are inspected annually by SCCOE maintenance staff.

### School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	2	5	2	75
<b>Without Full Credential</b>	1	0	0	15
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	68.9%	68.9%
High-Poverty Schools in District	68.9%	68.9%
Low-Poverty Schools in District	N/A	N/A

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	2	n/a
Other	1	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Sufficient, standards-based textbooks are available for each student.	0	Yes
Mathematics	Sufficient, standards-based textbooks are available for each student.	0	Yes
Science	Sufficient, standards-based textbooks are available for each student.	0	Yes
History-Social Science	Sufficient, standards-based textbooks are available for each	0	Yes

	student.		
<b>Foreign Language</b>	Sufficient, standards-based textbooks are available for each student.	0	Yes
<b>Health</b>	Sufficient, standards-based textbooks are available for each student.	0	Yes
<b>Visual and Performing Arts</b>	Sufficient, standards-based textbooks are available for each student.	0	Yes
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient, standards-based textbooks are available for each student.	0	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,298.00	\$2083.00	\$8215.00	\$69,492.00
<b>District</b>	n/a	n/a	\$8483.00	\$63,952.00
<b>Percent Difference – School Site and District</b>	n/a	n/a	N/A	N/A
<b>State</b>	n/a	n/a	N/A	N/A
<b>Percent Difference – School Site and State</b>	n/a	n/a	N/A	N/A

### Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

<p><b>Counseling</b></p> <p>The aim of the Alternative Education Programs is not only to build academic skills, but also develop life skills, a positive self-concept, appropriate peer relationships, and to help students become productive citizens for the future. A counselor is assigned to each school site to assist with academic counseling, and group or personal counseling in the areas of anger managements, decision-making, drug and alcohol issues, and to make referrals to the appropriate community agencies.</p> <p style="text-align: center;"><b>Career/Vocational (Preparedness to Enter Workforce)</b></p> <p>A Vocational Education Coordinator and two Work Experience Specialists assist students to find meaningful employment. They administer a complete career assessment (the Eureka) to all students fifteen years of age and older during a 9-week Job Search class. Over 200 work experience permits were processed by the Alternative Education Programs in the 2006-2007 school year.</p> <p style="text-align: center;"><b>Career Technical Education:</b></p> <p>In conjunction with Regional Occupation Programs (ROP), several CTE classes are provided to alternative education</p>
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students on-site. Classes include: Organic Gardening, Pre-apprenticeship program, and Computer skills for the workplace. A Green Careers Academy was opened this year in partnership with ROP. The school provides academics to students 15 and above and includes CTE classes in Green construction and Organic gardening and farming. Students also participate in weekly internships. A culinary program is in the works.

#### **Arts**

Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site. The classes include: watercolor painting, sculpture, graphic design, mural design and painting, mask making, collage, and ceramics. Alternative Education partners with Shakespeare Santa Cruz and Making Our Voices Empowered (MOVE) in order to provide Performing Arts opportunities.

#### **Distinguished Artist, Concert and Lecture Series**

In a partnership with Cabrillo College, distinguished artists visit with and perform for students in alternative education settings on a regular basis.

#### **Physical Education**

The Alternative Education Department participates in the Monterey Bay Alternative Athletic League. Over ten schools participate in competitive team sports including volleyball, basketball and softball. In addition to organized sports, students have the opportunity to participate in health and wellness classes such as Aikido and yoga provided through our Body, Mind, Spirit Program.

#### **Poetry**

The Alternative Education Department partners with California Poets in the Schools (CPITS) to provide poetry instruction at each of the school sites. Many of the Alternative Education students have won outstanding awards for their poetry in local and state competitions.

#### **Oasis**

Alternative Education has responded to the growing number of independently capable students seeking alternatives to comprehensive school programs by creating the Online Academy Site and Independent Studies (OASIS) Program. The OASIS staff includes five independent studies teachers, an academic tutor, and a counselor. Facilities include a student study area, a seminar room, a fully equipped computer Lab, and separate areas for individual meetings between students and their independent studies teacher. Students enrolled in OASIS can learn at their own pace, affording the opportunity for students to excel in areas of special interest. To ensure we are meeting the needs of all of our students, OASIS offers an entire battery of A-G University approved courses. Oasis is a learning support program for all students.

#### **Teen-age Parenting (TAP) Program**

TAP provides a comprehensive, integrated, community-linked, school-based program for expectant and parenting teens as well as their children. In addition to offering an accredited high school diploma, TAP provides childcare and child development classes to pregnant and parenting teens.

### **Teacher and Administrative Salaries (Fiscal Year 2008–09)**

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$41,662	
<b>Mid-Range Teacher Salary</b>	\$58,380	
<b>Highest Teacher Salary</b>	\$75,402	
<b>Average Principal Salary (Elementary)</b>	N/A	
<b>Average Principal Salary (Middle)</b>	N/A	
<b>Average Principal Salary (High)</b>	N/A	
<b>Superintendent Salary</b>	\$143,875	
<b>Percent of Budget for Teacher Salaries</b>	33.2%	

<b>Percent of Budget for Administrative Salaries</b>	17.29	
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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>English-Language Arts</b>	9	5	6.5%	45	49	21%	46	50	80%
<b>Mathematics</b>	12	0	2.5%	49	34	4.5%	43	46	70%
<b>Science</b>	6	7	0.0%	43	48	1.4%	46	50	
<b>History-Social Science</b>	0	6	4.0%	43	43	11.6%	36	41	

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	21%	21%	21%	21%
All Students at the School	6.5%	6.5%	6.5%	6.5%
Male	*	*	*	*
Female	*	*	*	*
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*
White	*	*	*	*
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	24%	50%	0%	45%	61%	10%	79%	79%	50%
Mathematics	8%	50%	*	48%	58%	20%	78%	80%	54%

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	*	*	*	*	*	*
All Students at the School	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

## California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	*	*	*
9	26.7	20	13.3

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	B	B	B
Similar Schools	B	B	B

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	N/A	N/A	55
Black or African American	N/A	*	*
American Indian or Alaska Native	N/A	*	*
Asian	N/A	*	*
Filipino	N/A	*	*
Hispanic or Latino	N/A	*	*
Native Hawaiian/Pacific Islander	N/A	*	*
White	N/A	*	*
Two or More Races	N/A	*	*
Socioeconomically Disadvantaged	N/A	*	*
English Learners	N/A	*	*
Students with Disabilities	N/A	*	*

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	507	513	729
Black or African American	*	*	638
American Indian or Alaska Native	*	*	703
Asian	*	*	857
Filipino	*	*	812
Hispanic or Latino	*	495	672
Native Hawaiian/Pacific Islander	*	*	706
White	*	557	801
Two or More Races	*	*	747
Socioeconomically Disadvantaged	*	492	669
English Learners	*	483	626
Students with Disabilities	*	*	494

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	N/A	No
Graduation Rate	N/A	N/A

## Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008	2008
Year in Program Improvement	1	3
Number of Schools Currently in Program Improvement	n/a	2
Percent of Schools Currently in Program Improvement	n/a	50%

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	---	---	---	34%	21.6%	26.3%	5.5%	4.9%	5.7%
Graduation Rate	32.4%	20.5%	5.4%	62.1%	63%	46.4%	80.6	80.2	78.6%

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 school year in grade twelve and were a part of the school’s most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>	13.3%	45%	80%
<b>Black or African American</b>	---	22%	72%
<b>American Indian or Alaska Native</b>	---	33%	73%
<b>Asian</b>	---	100%	91%
<b>Filipino</b>	---	66%	94%
<b>Hispanic or Latino</b>	14%	27%	72%
<b>Native Hawaiian/Pacific Islander</b>	---	---	82%
<b>White</b>	---	70%	92%
<b>Two or More Races</b>	---	25%	16%
<b>Socioeconomically Disadvantaged</b>	25%	8%	79%
<b>English Learners</b>	---	5%	47%
<b>Students with Disabilities</b>	---	44%	52%

## Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

In close cooperation with classroom teachers, students are provided comprehensive vocational assessment using the Eureka Career Interest Inventory and individualized goals are developed at intake as part of an individualized learning plan (ILP). Students are provided an array of services ranging from individual job search and placement assistance, credit analysis and review, exposure to community service activities, guest speakers and field trips, enrollment in on-site Job Search and Work Experience Programs, assistance with enrollment in post-secondary and other vocational training programs (such as ROP, Adult Education and community college classes). Students are taken out in the community to facilitate job acquisition and are provided assistance in requesting applications, filling out applications, interviewing and completing new-job paperwork requirements. Once employed, students are provided a comprehensive Work Experience program focused on job retention and success. Teaching staff has been provided in-service training in integrating SCANS competencies into the regular curriculum and provided materials for use in the classroom. Approximately 500 students are served annually in the Career Education Program of the Santa Cruz County Office of Education Alternative Education Program.

## Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school’s CTE programs.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	30
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	0%
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0%

## Courses for University of California and/or California State University Admission (School Year 2009–10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	2%
Graduates Who Completed All Courses Required for UC/CSU Admission	0%

## Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	0	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	0	n/a
Social Science	0	n/a
All courses	0	n/a

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Alternative Education leadership and staff share a strong collegial bond based on trust and shared commitment to students and each other. Every year begins with a full-day orientation where the superintendent addresses the entire County Office staff. At this time, the Director and Assistant Director of Alternative Education meet with the entire staff to set the tone for the year and to outline goals regarding student achievement.

Orientation day allows veteran staff members to meet new staff, which begins the process of forging community. A holiday party mid-way through the year followed by an end-of-the-year celebration provides more opportunities for the same. At least one other opportunity each year is provided specifically for team building. One year, the entire staff traveled together to visit the museum of tolerance at the Simon Wiesenthal Center in Los Angeles. Other years have included a staff meeting directed by a visiting team-building expert. At each celebration staff members are recognized and awarded for outstanding service.

At the beginning of the year, each staff member also receives a yearlong calendar outlining the focus of each weekly scheduled staff meeting. In addition to a calendar, a staff handbook is provided that details everything from district policy to classroom procedures, as well as testing dates and evaluation procedures.

Staff trainings and professional development are offered throughout the year. Offerings depend on current student and staff needs as well as on staff interest. Interest and needs are determined by survey data, formal and informal discussions between and among administrators and staff, and by data analysis.

Veteran teachers are encouraged to attend outside professional development conferences of personal interest. Often teachers will provide a brief report-back at the staff meeting following their visit. Last year teachers attended Science and Ethics camps hosted by the Markkula Center for Applied Ethics at Santa Clara University, Special Education conferences as well as many others. When possible, conferences are funded by the alternative education department.

All new teachers are afforded the opportunity to clear their credential through the Santa Cruz New Teacher Project, a BTSA Induction program. SCNTP is a two-year program that involves the building of a participating teacher/mentor relationship and a series of New Teacher seminars designed to meet the California Standards for the Teaching Profession and facilitate development as a skilled teacher. New Alt. Ed. teachers are often mentored by a veteran teacher of the department, someone whose experience can help them with the everyday ins and outs specific to our unique department. The mentor also fosters visitations to other alternative education sites in order to view different instructional strategies and management systems unique to particular at-risk populations.

During the year, teachers attend weekly, mandatory staff meetings. While they are often held at the COE- centrally located- staff sometimes host meetings at their site in an effort to promote collaboration and collegiality. One of these each quarter is a. Other staff meetings during the year focus on school business such as testing updates, preparation and procedures, ESLR and standards attainment, the presentation of teacher best practices, NCLB, and the status of Highly Qualified Teachers. Alt. Ed. leadership has been working hard with the Human Resources department to assure HQT compliance through credentialing or the HOUSSE process