

# School Accountability Report Card Reported for School Year 2007-08

## Published During 2008-09

### Executive Summary School Accountability Report Card, 2007-08

#### Santa Cruz County Community School

Address: 400 Encinal Street Phone: 831 466-5728  
Principal: Sandy Mast 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 school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

The Santa Cruz County Office of Education's Alternative Education Programs serve at-risk students in grades 6-12 at seventeen small school sites throughout the county. Students are referred by local districts, probation, School Attendance Review Boards and social service agencies. The purpose of these programs is to identify and remediate the factors that have prevented students from succeeding in comprehensive school environments. Our programs focus on accelerating literacy and numeracy skills, and independent 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 success oriented.

#### Student Enrollment

Group	Percent
African American	2.23%
American Indian or Alaska Native	0%
Asian	0.61%
Filipino	0%
Hispanic or Latino	51.32%
Pacific Islander	0.41%
White (not Hispanic)	42.39%
Multiple or No Response	3.04%
Socioeconomically Disadvantaged	30%
English Learners	20%
Students with Disabilities	13%
<b>Total Number of students</b>	<b>493</b>

## Teachers

Indicator	Teachers
Teachers with full credential	29
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## 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. A recent survey finds that 96% of staff agree to strongly agree that the alternative education schools are safe.

### Repairs Needed

No Major Repairs are required at this time.

### Corrective Actions Taken or Planned

No corrective actions are planned at this time.

## Curriculum and Instructional Materials

Core Curriculum Areas	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	N/A
District	N/A
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	% 11
Mathematics	% 21
Science	% 7
History-Social Science	% 8

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	552
Statewide Rank (from 2007 Base API Report)	B
2008-09 Program Improvement Status (PI Year)	In PI

## School Completion

Indicator	Result
Graduation Rate	84%

## Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

## 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. 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 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Santa Cruz County Community	District Name	Santa Cruz County Office of Education
Street	400 Encinal Street	Phone Number	831-466-5600
City, State, Zip	Santa Cruz , CA 95060	Web Site	www.santacruz.k12.ca.us
Phone Number	831-466-5728	Superintendent	Michael Watkins
Principal	Sandy Mast	E-mail Address	iris1996@aol.com
E-mail Address	smast@santacruz.k12.ca.us	CDS Code	44-10447-4430278

#### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

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 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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 2007-08)

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	1
Grade 7	5
Grade 8	14
Ungraded Elementary	0
Grade 9	40
Grade 10	80
Grade 11	136
Grade 12	217
Ungraded Secondary	0
Total Enrollment	493

## Student Enrollment by Group (School Year 2007-08)

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
African American	2.23 %
American Indian or Alaska Native	0%
Asian	0.61 %
Filipino	0%
Hispanic or Latino	51.32 %
Pacific Islander	0.41 %
White (not Hispanic)	42.39 %
Multiple or No Response	3.04 %
Socioeconomically Disadvantaged	30 %
English Learners	20 %
Students with Disabilities	13 %

## 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	2005-06			2006-07			2007-08					
	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+
English	17.8				23.3	10	8	2	21.4	14	6	4
Mathematics	17.8				23.3	10	7	2	21.7	11	6	4
Science	17.8				23.3	10	7	2	21.8	11	6	4
Social Science	17.8				23.3	10	7	2	21.7	12	7	4

### III. School Climate

#### School Safety Plan (School Year 2007-08)

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	21.0	13.7	24.5	14.3	7.5	21.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

### IV. School Facilities

#### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, 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.

## School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)	√			
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

## 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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	23	24	29	65
Without Full Credential	2	1	2	15
Teaching Outside Subject Area of Competence	0	0	0	N/A

### 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	2006-07	2007-08	2008-09
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 No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	69.7	30.3
All Schools in District	69.8	30.2
High-Poverty Schools in District	54.5	45.5
Low-Poverty Schools in District	81.3	18.8

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

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	5.5	89.6
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	4	N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 Instructional Materials
Reading/Language Arts	Sufficient, standards-based textbooks are available for each student.	0%
Mathematics	Sufficient, standards-based textbooks are available for each student.	0%
Science	Sufficient, standards-based textbooks are available for each student.	0%
History-Social Science	Sufficient, standards-based textbooks are available for each student.	0%
Foreign Language	Sufficient, standards-based textbooks are available for each student.	0%
Health	Sufficient, standards-based textbooks are available for each student.	0%
Visual and Performing Arts	Sufficient, standards-based textbooks are available for each student.	0%
Science Laboratory Equipment (grades 9-12)	Sufficient, standards-based textbooks are available for each student.	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$12,026.53	\$12,026.53	0	\$51,470
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5300	\$
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

## Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

### **Counseling**

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.

### **Career/Vocational (Preparedness to Enter Workforce)**

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.

### **Career Technical Education:**

In conjunction with Regional Occupation Programs (ROP), several CTE classes are provided to alternative education 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 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 41,841	\$
Mid-Range Teacher Salary	\$53,415	\$
Highest Teacher Salary	\$ 76,645	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	% 35	%
Percent of Budget for Administrative Salaries	% 7.7	%

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	12	10	15	48	44	45	42	43	46
Mathematics	6	1	18	35	27	49	40	40	43
Science	7	12	14	43	38	43	35	38	46
History-Social Science	10	6	8	41	32	43	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CST 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
African American	8	*	*	*
American Indian or Alaska Native	*	*		*
Asian				
Filipino	*	*	*	*
Hispanic or Latino	9	17	8	1
Pacific Islander	*			*
White (not Hispanic)	23	22	22	17
Male	12	21	18	10
Female	18	14	7	7
Economically Disadvantaged	8	19	8	
English Learners	2	9	0	0
Students with Disabilities	6	5	8	
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

## CAHSEE Results by Performance Level for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English			20.8			21.3			52.9
Mathematics			15.1			13.3			51.3

*Note: Scores are not shown when the number of students tested is 10 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.*

## CAHSEE Results by Performance Level for Student Groups- Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	79.2	13.2	7.5	84.9	15.1	0.0
Male	81.8	12.1	6.1	84.4	15.6	0.0
Female	75.0	15.0	10.0	85.7	14.3	0.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	92.0	8.0	0.0	95.8	4.2	0.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	60.9	21.7	17.4	75.0	25.0	0.0
English Learners	88.2	11.8	0.0	93.8	6.2	0.0
Socioeconomically Disadvantaged	82.4	14.7	2.9	93.8	6.2	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 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.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at the [API](#) Web page.

### API Ranks- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	B	B	B
Similar Schools	B	B	B

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 4430278

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	98	-27	-32	552
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				519
Pacific Islander				
White (not Hispanic)				579
Socioeconomically Disadvantaged				532
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## Adequate Yearly Progress

The federal NCLB 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 English-language arts (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 at the [AYP](#) Web page.

### AYP Overall and by Criteria (School Year 2007-08)

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 AYP criteria.

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

### Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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 at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California 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 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 [University of California](#) Web site.

#### 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 site.

### 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 is 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 [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)			45.5			34.0	3.1	3.5	4.4
Graduation Rate	96.9	87.5	84.0	100.0	87.5	84.0	85.0	83.0	79.5

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	187	195	N/A
African American	4	4	N/A
American Indian or Alaska Native	2	2	N/A
Asian	2	2	N/A
Filipino	2	2	N/A
Hispanic or Latino	76	81	N/A
Pacific Islander	1	1	N/A
White (not Hispanic)	100	103	N/A
Socioeconomically Disadvantaged	28	30	N/A
English Learners	19	20	N/A
Students with Disabilities	16	16	N/A

## Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	3
Percent of the school's pupils completing a CTE program and earning a high school diploma	n/a
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

## Courses for University of California and/or California State University Admission (School Year 2007-08)

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 at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	39.0
Graduates Who Completed All Courses Required for UC/CSU Admission	6.5

## 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.