

Santa Cruz County Community 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 | Santa Cruz County Community School |
| Street | 400 Encinal St. |
| City, State, Zip | Santa Cruz, CA 95060-2115 |
| Phone Number | (831) 466-5728 |
| Principal | John Rice, Executive Director |
| Email Address | jrice@santacruzcoe.org |
| School Website | www.santacruzcoe.org |
| County-District-School (CDS) Code | 44-10447-4430278 |

2021-22 District Contact Information

| | |
|---------------------------------|---------------------------------------|
| District Name | Santa Cruz County Office of Education |
| Phone Number | (831) 466-5600 |
| Superintendent | Faris Sabbah |
| Email Address | fsabbah@santacruzcoe.org |
| District Website Address | www.santacruzcoe.org |

2021-22 School Overview

The Alternative Education Department of the Santa Cruz County Office of Education offers a variety of unique academic programs at 18 different school sites throughout the county. The Alternative Education Court and Community programs serve students in grades 6 to 12 with the vast majority of students being in high school. The Alternative Education Program has steadily grown and evolved over the years to meet the ever-changing demands of our student population, but our mission and philosophy remain the same. The ultimate goal of our program is to ensure that every student in our County has access to an educational program that suits the individual's unique need. This is accomplished through a variety of locations, educational models, and structures. The vast majority of our students come to us deficient in credits. Typically, our students are affected by significant life challenges. A significant portion of our students are continuously enrolled for less than an academic year. High student mobility and short length of enrollment make data collection for student outcomes problematic.

Our Mission: The mission of the Santa Cruz County Office Alternative Education Program is to provide a safe, supportive learning environment that empowers students to achieve academic, social, and vocational excellence.

Our Philosophy: We believe that the educational success of our students is dependent upon quality academic and effective programs, which are supported by a healthy organization, our students' families, and effective community partnerships. Our programs are student-centered and adaptive to meet individual needs. We value personal and professional development. Staff works collaboratively to facilitate learning and change.

We Believe That:

- All students can learn.
- All students can grow socially and emotionally to become productive citizens.
- Each student should be given the opportunity to fully develop their potential.
- There is a need to facilitate learning by drawing on individual strengths and learning styles.
- Structured educational environments and programs help our students to learn.

2021-22 School Overview

- Each student has a right to a physically and emotionally safe environment that is conducive to learning.
- There is strength in diversity.
- Collaborative relationships are essential in delivering quality services and effective programs to our students.
- We are accountable through evaluation of students and programs.

We provide a number of services for our students intended to ensure that our students can benefit from the academic program. These include: social and emotional counseling, free and reduced priced meals, special education services, work-based learning, and college and career counseling. Our programs include a site at Juvenile Hall, independent studies centers, personalized learning communities, middle school programs, thematic single classroom programs, conventional community schools, and an all girls program.

Community School Programs Include:

Natural Bridges High School

Natural Bridges High School/Career Training Center is a program for students in grades 10-12 seeking employment training while earning credits toward high school graduation. The program includes training for careers in agriculture, construction, alternative energy, habitat restoration and computers; courses in local ecology, history, economics, as well as other graduation requirements; and instruction in written and spoken communication, presentation and leadership skills.

Santa Cruz Community School (Phoenix)

Santa Cruz Community School is a structured learning environment that uses the S.E. L. framework to guide adolescents in grades 7-9. We focus on and encourage students' interests and abilities, so that each student achieves academic, social, and emotional success.

San Lorenzo Valley Community School (Highlands)

Highlands is a unique learning environment. Based on a riverfront park in the redwoods, we provide a nurturing, homelike atmosphere for students in need of a more personalized approach to education. Beyond individualized academics, our core focus is on acceptance, compassion and flexibility, based on Trauma Informed Care, self-empowerment and building healthy life skills. With an abundance of creativity and "love", Highlands has been an often life-changing fixture in the San Lorenzo Valley community for over 30 years. Our goal is to support our students in learning to love themselves and to believe in their ability to be kind, happy, and successful members of the community.

Lighthouse High School

At Lighthouse, The teacher, student, and family plan a course of study together, allowing for personalization and flexibility in the time, place, delivery model, and pace. Online, classroom-based, and individualized learning opportunities are available. Students may wish to include ROP courses that are available on or off-campus. Lighthouse is focused on future success. Students can pursue a-g (University of California approved) coursework here. Concurrent enrollment at Cabrillo College is encouraged, and the personalized learning community operates by contracted learning.

Louden Nelson Community School

Louden Nelson Community School serves students located in Downtown Santa Cruz. This program focuses on life skills as well as academics. The program is also an opportunity to get involved in the community. Loudon Nelson was a Santa Cruz resident in the 1850's. A former slave, Nelson donated his land to the school district upon his death in 1860. The community center was built as an elementary school in 1932, but is now named after Nelson for his support of local schools.

2021-22 School Overview

Oasis High School (Aptos and Watsonville)

Oasis is designed to meet the needs of students who benefit from a personalized learning program. Oasis staff work collaboratively with the student, their parents/guardians, teacher, and counselor to design an education plan. Oasis is located on the Cabrillo College campus and works closely with the college to provide students the opportunity to fulfill the requirements for admission to a CSU or UC through a combination of Oasis and Cabrillo coursework. Oasis staff work to empower students and provide a literal "oasis" that is safe and supportive.

Seabright High School

At Seabright High School, we are creative, flexible, ambitious, independent and responsible learners. We are creating a learning community where students have choices, reach their goals, appreciate diversity and feel safe. Through individualized programming, small daily classes, and recreational activities, we work together in a personalized learning community, supporting each individual to realize their potential!

Star Community School

Star Community is a small, student-centered community that provides a safe, nurturing environment that fosters academic and behavioral growth, so students can develop the self-confidence needed to be successful adults in the 21st century.

Star Personalized Learning Community (Star PLC)

Star PLC provides a safe space for students to grow, develop, and work towards their personal and academic goals. Star PLC is a hybrid between Independent Studies and a Day Program. Star PLC focuses on supporting students in a small, holistic, safe environment. Juniors and seniors will be encouraged to attend a Cabrillo class and while in high school.

The Cottage

The Cottage is an late start program designed for students who benefit from a small classroom setting with individual attention. Centrally located in Harvey West Park, The Cottage is accessible to students countywide and the afternoon class schedule allows students who are working or who have been out of school to reconnect with a high school education with an emphasis on career choices, character education, and literacy.

Independent Studies Programs

Located at the Santa Cruz County Office of Education and Sequoia Schools campus. Students meet with teachers individually once a week. Independent Studies students are offered the same supports as day program students and each student is supported to move forward academically, emotionally and vocationally through an individual approach.

DeWitt Anderson School

DeWitt Anderson School provides an educational environment for girls who are supported in setting and achieving academic goals. The school focuses on the unique challenges that face adolescent girls. The teaching and counseling staff are trained and experienced in supporting students as they transition to comprehensive high school, the workplace, or college. The curriculum emphasizes women's studies and art in addition to basic academics, and students have the opportunity to work in an organic garden.

2021-22 School Overview

La Manzana

A small, personalized learning community that provides a small, safe learning environment. All students are supported and encouraged to achieve their individualized academic, social and emotional goals.

Sequoia High School

Sequoia High School is committed to Social, Emotional, Academic learning with an emphasis on vocational training and community involvement. We promote this through restorative practices and ROP classes all encompassed in a 21st Century learning environment.

Sequoia Junior High

Sequoia Junior High is for students in grades 7-8. The Emphasis is on Social Emotional Learning in a safe, healthy, and positive learning environment. Adolescents in the Sequoia Junior High Program learn study skills as well as life skills, and gain experience in the classroom and community to be able to transition to comprehensive high school.

El Nido

El Nido provides a small classroom learning environment on the Cabrillo College campus in Watsonville. Students have the opportunity to be dually enrolled and to participate in a myriad of opportunities such as CTE courses, outdoor learning opportunities, the arts, and digital media.

The Camp

The Camp is a school program within an in-patient drug and alcohol treatment center. The school is open year round and employs a staff with extensive experience and training related to providing education services within a therapeutic setting.

Cypress High School

Cypress High School graduates self-actualized citizens who utilize creativity, critical-thinking, and a comprehensive worldview, to be engaged and informed members of their communities. Cypress fosters a diverse student body through an inclusive community where each individual is seen and valued. Students utilize critical thinking skills in real-world applications, achieving personal and academic growth through a student-centered learning environment and a college preparatory, a-g curriculum.

About this School

2020-21 Student Enrollment by Grade Level

| 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 | 6 |
| Grade 8 | 9 |
| Grade 9 | 62 |
| Grade 10 | 168 |
| Grade 11 | 238 |
| Grade 12 | 285 |
| Total Enrollment | 769 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 52 |
| Male | 48 |
| American Indian or Alaska Native | 1 |
| Asian | 1 |
| Black or African American | .5 |
| Filipino | .1 |
| Hispanic or Latino | 47 |
| Native Hawaiian or Pacific Islander | .1 |
| Two or More Races | 4 |
| White | 37 |
| English Learners | 14 |
| Foster Youth | 1 |
| Homeless | 1 |
| Migrant | 0 |
| Socioeconomically Disadvantaged | 50 |
| Students with Disabilities | 12 |

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>

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 39.8 |
| Intern Credential Holders Properly Assigned | 1 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 |
| Unknown | 0 |
| Total Teaching Positions | 40.8 |

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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | 0 |
| Misassignments | 0 |
| Vacant Positions | 0 |
| Total Teachers Without Credentials and Misassignments | 0 |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 |
| Local Assignment Options | 0 |
| Total Out-of-Field Teachers | 0 |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Annually, in September, the Santa Cruz County Office of Education's Governing Board holds a public meeting and passes a resolution regarding the sufficiency of textbooks and instructional materials for Alternative Education programs in English Language Arts, Mathematics, Science, History-Social Science, Foreign Language, Health, and Visual and Performing Arts. To prepare for this, Alternative Education staff inventories texts at all school sites prior to the start of the school year, makes appropriate purchases, and distributes textbooks and instructional materials to each site. At the beginning of the school year, administrators conduct a survey to identify additional textbooks and instructional materials needed by teachers and deliver them from storage. Administrators then visit all sites to visually verify the sufficiency of textbooks and instructional materials in all classrooms. Textbooks and instructional materials are selected by a teacher committee and selections are based on several factors including accessibility, state board approval/recommendation, standards alignment, student engagement elements, and appropriate reading level.

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 | Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff. | Yes | 0 |
| Mathematics | Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff. | Yes | 0 |
| Science | Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff. | Yes | 0 |
| History-Social Science | Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff. | Yes | 0 |
| Foreign Language | Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff. | Yes | 0 |
| Health | Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff. | Yes | 0 |
| Visual and Performing Arts | Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff. | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff. | Yes | 0 |

School Facility Conditions and Planned Improvements

Santa Cruz COE The Alternative Education Programs are housed in 18 sites located strategically throughout Santa Cruz county. Sites are leased or are provided in-kind, except for Sequoia Schools, which is owned by the COE. Sites are clean, safe and are maintained by either the Santa Cruz COE or by the partnering agency. A recent facilities inspection found a few minor deficiencies, but they have all been corrected and there are no outstanding work orders at this time. Santa Cruz COE takes great efforts to ensure that all schools are clean, safe, and in "Good Repair." To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions which may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

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

- **Maintenance and Repair**

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

- **Cleaning Process and Schedule**

Santa Cruz COE has adopted cleaning standards for all school sites. The Director of Maintenance and Operations works daily with the custodial staff to assign cleaning schedules to ensure clean and safe schools.

- **New School Construction Projects**

Construction of a new school site (Sequoia Schools) was completed during the 2016-17 school year. This school site is the largest Alternative Education program offered by Santa Cruz COE. There is a high school, junior high, independent studies program, personalized learning program, child development center, and Sequoia Academy, all housed at the new Sequoia campus.

Overall, all sites and classrooms were in "Good Repair" and there were no high priority recommendations offered in the inspection report.

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 | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | NT | NT | NT | NT | NT |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | 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 | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | NT | NT | NT | NT | NT |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | 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.

| 6th Student Groups | 6th Total Enrollment | 6th Number Tested | 6th Percent Tested | 6th Percent Not Tested | 6th Percent At or Above Grade Level |
|--------------------|----------------------|-------------------|--------------------|------------------------|-------------------------------------|
| All Students | 1 | 1 | 100 | 0 | 0 |
| Male | 1 | 1 | 100 | 0 | 0 |
| English Learners | 1 | 1 | 100 | 0 | 0 |
| 7th Student Groups | 7th Total Enrollment | 7th Number Tested | 7th Percent Tested | 7th Percent Not Tested | 7th Percent |

| | | | | | At or Above Grade Level |
|--|---|---|-----|----|-------------------------|
| All Students | 6 | 2 | 33 | 67 | 17 |
| Female | 4 | 1 | 25 | 75 | 25 |
| Male | 2 | 1 | 50 | 50 | 0 |
| Hispanic or Latino | 3 | 2 | 67 | 33 | 33 |
| English Learners | 1 | 1 | 100 | | 0 |
| Socioeconomically Disadvantaged | 4 | 3 | 75 | 25 | 25 |
| Students with Disabilities | 1 | 1 | 100 | | 100 |

| 8th Student Groups | 8th Total Enrollment | 8th Number Tested | 8th Percent Tested | 8th Percent Not Tested | 8th Percent At or Above Grade Level |
|--|----------------------|-------------------|--------------------|------------------------|-------------------------------------|
| All Students | 9 | 4 | 44 | 56 | 25 |
| Female | 3 | 1 | 33 | 67 | 0 |
| Male | 6 | 3 | 50 | 50 | 33 |
| Hispanic or Latino | 8 | 6 | 75 | 25 | 33 |
| Socioeconomically Disadvantaged | 6 | 4 | 67 | 33 | 50 |

| 11th Student Groups | 11th Total Enrollment | 11th Number Tested | 11th Percent Tested | 11th Percent Not Tested | 11th Percent At or Above Grade Level |
|--|-----------------------|--------------------|---------------------|-------------------------|--------------------------------------|
| All Students | 238 | 117 | 49 | 51 | 12 |
| Female | 124 | 54 | 44 | 56 | 11 |
| Male | 114 | 63 | 55 | 45 | 12 |
| Asian | 1 | 1 | 100 | | 100 |
| Hispanic or Latino | 77 | 33 | 43 | 57 | 0 |
| White | 37 | 21 | 57 | 43 | 27 |
| English Learners | 33 | 18 | 55 | 45 | 0 |
| Socioeconomically Disadvantaged | 91 | 37 | 41 | 59 | 9 |
| Students with Disabilities | 28 | 18 | 64 | 36 | 21 |

*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.

| 6th Student Groups | 6th Total Enrollment | 6th Number Tested | 6th Percent Tested | 6th Percent Not Tested | 6th Percent At or Above Grade Level |
|---------------------|----------------------|-------------------|--------------------|------------------------|-------------------------------------|
| All Students | 1 | 1 | 100 | | 0 |
| Male | 1 | 1 | 100 | | 0 |

| Hispanic or Latino | 1 | 1 | 100 | | 0 |
|---------------------------------|-----------------------|--------------------|---------------------|-------------------------|--------------------------------------|
| 7th Student Groups | 7th Total Enrollment | 7th Number Tested | 7th Percent Tested | 7th Percent Not Tested | 7th Percent At or Above Grade Level |
| All Students | 6 | 2 | 33 | 4 | 67 |
| Female | 4 | 1 | 25 | 3 | 75 |
| Male | 2 | 1 | 50 | 1 | 50 |
| Hispanic or Latino | 3 | 2 | 67 | 1 | 33 |
| Socioeconomically Disadvantaged | 4 | 3 | 75 | 25 | 25 |
| Students with Disabilities | 1 | 1 | 100 | | 100 |
| 8th Student Groups | 8th Total Enrollment | 8th Number Tested | 8th Percent Tested | 8th Percent Not Tested | 8th Percent At or Above Grade Level |
| All Students | 9 | 2 | 22 | 78 | 11 |
| Female | 5 | 1 | 20 | 80 | 20 |
| Male | 4 | 1 | 25 | 75 | 0 |
| Hispanic or Latino | 3 | 2 | 67 | 33 | 33 |
| English Learners | 1 | 1 | 100 | | 0 |
| Socioeconomically Disadvantaged | 4 | 3 | 75 | 25 | 25 |
| Students with Disabilities | 1 | 1 | 100 | | 100 |
| 11th Student Groups | 11th Total Enrollment | 11th Number Tested | 11th Percent Tested | 11th Percent Not Tested | 11th Percent At or Above Grade Level |
| All Students | 238 | 115 | 48 | 52 | 12 |
| Female | 124 | 54 | 44 | 56 | 11 |
| Male | 114 | 61 | 54 | 46 | 12 |
| Asian | 1 | 1 | 100 | | 100 |
| Hispanic or Latino | 77 | 33 | 43 | 57 | 0 |
| White | 37 | 21 | 57 | 43 | 27 |
| English Learners | 33 | 18 | 55 | 45 | 0 |
| Socioeconomically Disadvantaged | 91 | 37 | 41 | 59 | 9 |
| Students with Disabilities | 28 | 18 | 64 | 36 | 21 |

*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 | NT | N/A | NT |

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 | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | NT | NT | NT | NT | NT |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | NT | NT | NT | NT |

2020-21 Career Technical Education Programs

In close cooperation with classroom teachers, students are provided a comprehensive vocational assessment using the California CareerZone Interest Inventory (part of our Roadmaps Curriculum) 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, and assistance with enrollment in post-secondary and other vocational training programs (such as the Career and Technical Education Partnership (CTEP), Adult Education and community college classes). We take students out in the community to facilitate job acquisition and we provide assistance in requesting applications, filling out applications, interviewing and completing new-job paperwork requirements. Once employed, we provide students with comprehensive Work Experience program focused on job retention and success. Teaching staff has received in-service training in integrating the Roadmaps Curriculum into the regular curriculum and provided with materials for use in the classroom. The primary representative for the CTE advisory committee in 2020-21 was Mark Hodges, CTEP Director. The industries represented were: Construction Technology, Agriculture Production, Early Childhood Education, Culinary Arts, Fire Science, Hospitality, Tourism, and Recreation, Criminal Justice and Landscape Design. The 2021-22 school year has seen the addition of an Information Technology course.

The Santa Cruz County Alternative Education department works in conjunction with community colleges throughout the greater San Francisco Bay Area and our local Cabrillo College to help facilitate the transition from our program to college. In addition, the Santa Cruz COE Alternative Education department works closely with local industry to support students in finding and keeping jobs in our community. Our Work Experience Coordinator and specialists work with our Alternative Education students throughout Santa Cruz County. Students in our programs have access to individualized assistance with their resume, interview preparation, and career exploration.

Teachers at all of our sites tie their curriculum and instruction to college and career themes. At numerous sites, students have the opportunity to engage in Work Based Learning (WBL). WBL is a great opportunity for students to bridge their in-class learning with real world, hands-on activities. Students who participate in WBL or internships have the chance to learn valuable soft skills alongside their peers.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 77 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 1.5 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100 |

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 | 16 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 4.3 |

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

As in previous years, we have aligned our continuous improvement efforts and solicited stakeholder involvement to inform and provide feedback regarding our goals and actions. During the 21-22 school year, for Covid-19 safety reasons, we continued with our adherence to virtual meetings. The Alternative Education Administration and staff have met with parents from the School Site Council, ELAC, DELAC, and the LCAP Parent Advisory Group. The purpose of these meetings were to review the implementation of the LCAP, examine metric results, solicit ideas for goals, and report out on actions and expenditures. Flyers in English and Spanish are sent to students and families. Personal phone calls home were made to invite and encourage attendance.

Parent input has indicated that there is widespread interest in and support for:

1. Increased ways to communicate between parents and teachers.
2. Continued social emotional counseling.
3. Personalized Learning Community (PLC) classrooms.
4. Opportunities for online and in-person learning.

As a result of the input, the district and school sites are using app-based communications. Our counseling efforts have increased through hiring additional counselors and beginning a counseling cohort which meets monthly to continuously improve. Parents and students continue to discuss their interest in our PLC programs and we have adjusted resources to allow for the PLC programs to grow. There are sufficient devices for one-to-one use in classrooms and at home.

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 | N/A | N/AN/A | NA | NA | NA | NA | NA | NA | NA |
| Graduation Rate | 85 | 84 | 90 | 85 | 84 | 91 | 85 | 87 | 87 |

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 | 351 | 317 | 90 |
| Female | * | * | * |
| Male | * | * | * |
| American Indian or Alaska Native | 2 | * | * |
| Asian | 4 | * | * |
| Black or African American | 3 | * | * |
| Filipino | 1 | * | * |
| Hispanic or Latino | 173 | 156 | 90 |
| Native Hawaiian or Pacific Islander | * | * | * |
| Two or More Races | 12 | 12 | 100 |
| White | 121 | 107 | 88.4 |
| English Learners | 47 | 40 | 85 |
| Foster Youth | 2 | * | * |
| Homeless | 3 | * | * |
| Socioeconomically Disadvantaged | 175 | 156 | 89 |
| Students Receiving Migrant Education Services | * | * | * |
| Students with Disabilities | 41 | 32 | 78 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1059 | 995 | 112 | 11.3 |
| Female | 536 | 494 | 63 | 12.8 |
| Male | 523 | 501 | 49 | 9 |
| American Indian or Alaska Native | * | * | * | * |
| Asian | * | * | * | * |
| Black or African American | * | * | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | * | * | * | * |
| Native Hawaiian or Pacific Islander | * | * | * | * |
| Two or More Races | * | * | * | * |
| White | * | * | * | * |
| English Learners | 154 | 149 | 11 | 7.4 |
| Foster Youth | 13 | 13 | 3 | 23.1 |
| Homeless | 6 | 6 | 1 | 12.9 |
| Socioeconomically Disadvantaged | 498 | 487 | 63 | 12.9 |
| Students Receiving Migrant Education Services | * | * | * | * |
| Students with Disabilities | 119 | 112 | 14 | 12.5 |

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 | .2 | 0 | .7 | 0 | 3.5 | NA |
| Expulsions | 0 | 0 | 0 | 0 | .1 | NA |

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 | 3.4 | 3.3 | NA |
| Expulsions | 0 | 0 | NA |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2021-22 School Safety Plan

Santa Cruz COE 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.

The Santa Cruz COE Alternative Education Comprehensive School Safety Plan analyzes current school safety conditions, describes programs in place at our schools, and defines strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning. The analysis results in two action plans, one pertaining to school physical safety and the other centering on issues connected to maintaining a safe and positive school climate. Appendices follow the action plan. These Appendices include specific, mandated policies and procedures connected to the safety strategies and programs described within the analysis section.

The plan was developed by a safety committee with representation and input from the Santa Cruz COE School Site Council and local law enforcement. The plan was last reviewed and discussed with staff in September 2021 and will be updated prior to March 2022 for the 2021-22 school year. The safety committee utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual Facilities Inspections
- WASC Self-Study
- Student, Teacher, Parent Perception Surveys
- Program Course of Study
- Board Policies
- Healthy Kids Survey
- United Way Community Assessment Project
- Site walk-throughs
- School Site Handbooks
- Student and Staff Interviews

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | NA | NA | NA | NA |
| 1 | NA | NA | NA | NA |
| 2 | NA | NA | NA | NA |
| 3 | NA | NA | NA | NA |
| 4 | NA | NA | NA | NA |
| 5 | NA | NA | NA | NA |
| 6 | NA | NA | NA | NA |
| Other | NA | NA | NA | NA |

2019-20 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | NA | NA | NA | NA |
| 1 | NA | NA | NA | NA |
| 2 | NA | NA | NA | NA |
| 3 | NA | NA | NA | NA |
| 4 | NA | NA | NA | NA |
| 5 | NA | NA | NA | NA |
| 6 | NA | NA | NA | NA |
| Other | NA | NA | NA | NA |

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | NA | NA | NA | NA |
| 1 | NA | NA | NA | NA |
| 2 | NA | NA | NA | NA |
| 3 | NA | NA | NA | NA |
| 4 | NA | NA | NA | NA |
| 5 | NA | NA | NA | NA |
| 6 | NA | NA | NA | NA |
| Other | NA | NA | NA | NA |

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 | 17 | 19 | 0 | 0 |
| Mathematics | 17 | 19 | 0 | 0 |
| Science | 17 | 19 | 0 | 0 |
| Social Science | 17 | 19 | 0 | 0 |

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 | 21 | 18 | 18 | NA |
| Mathematics | 21 | 18 | 18 | NA |
| Science | 21 | 18 | 18 | NA |
| Social Science | 21 | 18 | 18 | NA |

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 | 19 | 22 | NA | NA |
| Mathematics | 19 | 22 | NA | NA |
| Science | 19 | 22 | NA | NA |
| Social Science | 19 | 22 | NA | NA |

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 | 77 |

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) | 10 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | .25 |
| Resource Specialist (non-teaching) | 3.5 |

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 | \$13,972.03 | \$1,49405 | \$12,477.97 | \$72,750 |
| District | N/A | N/A | \$12,663.86 | \$66,610 |
| Percent Difference - School Site and District | N/A | N/A | -1.5 | 8.8 |
| State | | | N/A | N/A |
| Percent Difference - School Site and State | N/A | N/A | 46.7 | N/A |

2020-21 Types of Services Funded

Counseling

The aim of the Santa Cruz COE 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. Teachers and support staff receive training in the area of conflict resolution and restorative justice. There are social-emotional counselors at all school sites to support students and staff. To increase services, Alternative Education has added additional FTE and contracted with Encompass Youth Services and Children's Behavioral Health.

English Learners

The Alternative Assistant Director serves as the English Learner (EL) Coordinator and works with the Admin team to review and recommend ELD curriculum, oversee staffing, and to ensure bilingual and bi-cultural personnel are appropriately placed at sites as determined by student and community need. The EL Coordinator and Admin team facilitate the ELAC and DELAC, working directly with parents in support of their students' education. Teachers have complete access to our ELD curriculum, and many teachers modify the curriculum to meet the needs of their students. The curriculum is arranged by eight language functions (Making Predictions, Explain and Describe, Sequencing Events, Compare and Contrast, Expressing Opinions, Requesting Information, etc.). Its intention is to engage the student in the use of language structures necessary to complete the focused language function. Staff have been introduced to and are exploring the California EL Roadmap and we send a group of teachers to the countywide Multilingual Network Meetings. This year we are improving stakeholder engagement and gathering input to better serve our English Learners.

Career/Vocational (Preparedness to Enter Workforce)

Three Work Experience Specialists assist students in finding meaningful employment. Classroom teachers are all trained in the Roadmaps Career Education curriculum. Students identify their skills and abilities, learn how to use the Internet, and create resumes and letters of introduction. The California CareerZone is utilized to assist students in identifying career pathways and interests.

Career Technical Education (CTE)

CTE courses are offered to students in all programs. Courses include: Construction Technology, Agriculture Production and Landscape Design, Culinary Arts, Fire Science, Criminal Justice, and Information Technology. Courses are offered in partnership with the Career and Technical Education Partnership (CTEP) at the Santa Cruz County Office of Education. Some students also participate in weekly internships.

2020-21 Types of Services Funded

Visual and Performing Arts

Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site. Additional partners include the Santa Cruz Arts Council. Classes include: watercolor painting, sculpture, graphic design, mural design and painting, mask making, collage, ceramics, and quilting. In 2020-21, the Santa Cruz COE was awarded one of the state SSAE grants. Part of the mission of the grant was to increase the arts opportunities for our Alternative Education students. We have several programs at various locations in our county. While the grant has sunsetted, these visiting artist programs continue to be supported using additional funding sources.

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, including Yoga and other soft-form martial arts.

Academic Tutoring Services

Alternative Educations offers tutoring to students who are performing two or more years below grade level on state tests and local benchmark assessments. Students are able to focus on basic skills and improve their confidence in academic subjects.

Restorative Practices and Conflict Resolution

As part of our commitment to providing alternatives to suspension and expulsion, Alternative Education is committed to relying on Restorative Practices and Conflict Resolution Strategies where ever possible. Restorative Practices seek to repair harm and restore relationships between people and communities. Conflict resolution is used as a method to proactively as well as reactively involve stakeholders, such as students in solving problems through non-violent communication.

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 | \$50,713 | N/A |
| Mid-Range Teacher Salary | \$66,610 | N/A |
| Highest Teacher Salary | \$92,389 | N/A |
| Average Principal Salary (Elementary) | N/A | N/A |
| Average Principal Salary (Middle) | N/A | N/A |
| Average Principal Salary (High) | \$103,892 | N/A |
| Superintendent Salary | \$215,000 | N/A |
| Percent of Budget for Teacher Salaries | 31% | N/A |
| Percent of Budget for Administrative Salaries | 12% | N/A |

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 | 0 |
|--|---|

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 | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered | 0 |

Professional Development

During the 2020-21 and 2021-22 school years, professional development has been focused on the implementation of the Common Core State Standards and Next Generation Science Standards, effective English Language Arts curriculum and instructional strategies that include supporting our multilingual students, effective Math instruction, and the integration of technology (especially around Distance Learning). Social Emotional Learning and School Safety have also been a major focus integrated throughout the different Professional Development offerings.

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 administrative team of Alternative Education meets with the entire staff to set the tone for the year and to outline goals regarding student achievement and professional development. Goals are determined based on student achievement data from state tests and local benchmark assessments. Orientation day allows veteran staff members to meet new staff, which begins the process of forging community. At least one other opportunity each year is provided specifically for team building. At the beginning of the year, each staff member also receives a yearlong calendar outlining the focus of each weekly staff meeting and professional development days. 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.

Three full days of professional development are offered each school year. Topics depend on current PD focus areas, 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. Teachers are also encouraged and supported to attend outside professional development conferences and workshops of interest. All new teachers are provided the opportunity to clear their credential through the Santa Cruz/Silicon Valley New Teacher Project, a teacher induction program. SCSVNTP is a two-year program that involves the building of a 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 teachers are also mentored by a veteran teacher from Alternative Education, someone whose experience can help them with everyday operations and systems of classroom management. The mentor also facilitates visits to other alternative education sites to experience instructional strategies and management systems unique to particular alternative education student populations.

During the year, teachers and instructional aides attend weekly staff meetings. Each month, one meeting is focused on all staff, one is focused on collaboration at school sites, one is focused on Collaborative Learning Communities implementation, and in some months an additional meeting is focused on leadership teams and professional learning options. Collaborative Learning Communities (CLC) were developed for teachers to come together to learn about interactive instructional routines that work in conjunction with vocabulary instruction. The vocabulary instruction focuses on high impact words necessary for success in college and career. With the CLC, teachers have the opportunity to collaborate and compare instructional efforts. There is dedicated time for teachers to come together and evaluate student work, successes and challenges. Although we value our diverse and unique programs we hope that through this instructional emphasis, we can collectively focus on emphasizing effective instruction.

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 | 3 | 3 |

Santa Cruz County Office of Education

2020-21 Local Accountability Report Card (LARC) Addendum

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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 Student 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 | Santa Cruz County Office of Education |
| Phone Number | (831) 466-5600 |
| Superintendent | Dr. Faris Sabbah |
| Email Address | fsabbah@santacruzcoe.org |
| District Website Address | www.santacruzcoe.org |

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 | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | NT | NT | NT | NT | NT |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | 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 | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | NT | NT | NT | NT | NT |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | 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.

| | | | | | |
|--------------------|---|---|-----|----|----|
| All Students | 1 | 1 | 100 | 0 | 0 |
| Male | 1 | 1 | 100 | 0 | 0 |
| Hispanic or Latino | 1 | 1 | 100 | 0 | 0 |
| English Learners | 1 | 1 | 100 | 0 | 0 |
| All Students | 6 | 2 | 33 | 67 | 17 |
| Female | 4 | 1 | 40 | 75 | 25 |
| Male | 2 | 1 | 50 | 50 | 0 |
| Hispanic or Latino | 3 | 2 | 67 | 33 | 33 |

| | | | | | |
|---------------------------------|----|---|-----|----|-----|
| English Learners | 1 | 1 | 100 | 0 | 0 |
| Socioeconomically Disadvantaged | 4 | 3 | 75 | 25 | 25 |
| Students with Disabilities | 1 | 1 | 100 | 0 | 100 |
| All Students | 12 | 5 | 42 | 58 | 8 |
| Female | 5 | 2 | 40 | 60 | 0 |
| Male | 7 | 3 | 43 | 57 | 29 |
| Hispanic or Latino | 11 | 7 | 64 | 36 | 27 |
| English Learners | 3 | 1 | 2 | 67 | 0 |
| Socioeconomically Disadvantaged | 9 | 5 | 56 | 44 | 33 |

| 11 Student Groups | 11 Total Enrollment | 11 Number Tested | 11 Percent Tested | 11 Percent Not Tested | 11 Percent At or Above Grade Level |
|---------------------------------|---------------------|------------------|-------------------|-----------------------|------------------------------------|
| All Students | 255 | 128 | 50 | 50 | 7 |
| Female | 129 | 59 | 46 | 54 | 9 |
| Male | 126 | 69 | 55 | 45 | 2 |
| Hispanic or Latino | 94 | 44 | 47 | 53 | 1 |
| White | 37 | 21 | 57 | 43 | 27 |
| English Learners | 69 | 20 | 30 | 70 | 0 |
| Military | 1 | 1 | 100 | 0 | 0 |
| Socioeconomically Disadvantaged | 99 | 42 | 43 | 57 | 1 |
| Students with Disabilities | 1 | 1 | 100 | 0 | 100 |

*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.

| | | | | | |
|---------------------------------|----|---|-----|----|-----|
| All Students | 1 | 1 | 100 | 0 | 0 |
| Male | 1 | 1 | 100 | 0 | 0 |
| Hispanic or Latino | 1 | 1 | 100 | 0 | 0 |
| All Students | 6 | 2 | 33 | 67 | 17 |
| Female | 4 | 1 | 25 | 75 | 25 |
| Male | 2 | 1 | 50 | 50 | 0 |
| Hispanic or Latino | 3 | 2 | 67 | 33 | 33 |
| Socioeconomically Disadvantaged | 4 | 3 | 75 | 25 | 25 |
| Students with Disabilities | 1 | 1 | 100 | 0 | 100 |
| All Students | 11 | 3 | 27 | 73 | 1 |
| Female | 7 | 2 | 29 | 71 | 14 |
| Male | 5 | 1 | 20 | 80 | 0 |

| Hispanic or Latino | 6 | 3 | 50 | 50 | 33 |
|---------------------------------|------------------------------------|---------------------------------|----------------------------------|--------------------------------------|---|
| English Learners | 4 | 2 | 50 | 50 | 0 |
| Socioeconomically Disadvantaged | 7 | 4 | 57 | 43 | 15 |
| Students with Disabilities | 1 | 1 | 100 | 0 | 100 |
| 11 Student Groups | 11 Total Enrollment | 11 Number Tested | 11 Percent Tested | 11 Percent Not Tested | 11 Percent At or Above Grade Level |
| All Students | 255 | 126 | 49 | 51 | 11 |
| Female | 129 | 59 | 46 | 54 | 12 |
| Male | 126 | 68 | 54 | 46 | 15 |
| Asian | 1 | 1 | 100 | 0 | 100 |
| Hispanic or Latino | 94 | 44 | 47 | 53 | 2 |
| White | 37 | 21 | 57 | 43 | 27 |
| English Learners | 69 | 20 | 30 | 70 | 0 |
| Military | 1 | 1 | 100 | 0 | 0 |
| Socioeconomically Disadvantaged | 100 | 42 | 42 | 58 | 8 |
| Students with Disabilities | 28 | 18 | 64 | 36 | 21 |

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