

Santa Cruz County Community School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	7-12
County-District-School (CDS) Code	44-10447-4430278

2024-25 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	www.santacruzcoe.org

2024-25 School Description and Mission Statement

The Santa Cruz County Office of Education (COE) operates a robust Alternative Education department comprising of Court and Community Schools situated around the county. A snapshot of our enrollment on a given day throughout the year tends to hover between 700-800 students with a total of roughly 1,100 to 1,200 students being served annually. The mission of our program is to ensure that every student has access and supports to an educational program that suits their individual needs and aspirations. This is accomplished through a variety of educational models offered throughout the county at our various locations.

2024-25 School Description and Mission Statement

Our students enter our programs with their own history and educational experience. We take the time to learn about each student, what has worked in the past, what has not worked and what their goals are. Each student who enters our programs has an intake to get to know our program offerings and for us to learn more about the student. This process helps us transition the student into our programs. The unique needs of the student are also addressed and plans are put into place upon enrollment to connect students with team members to provide appropriate support such as special education services, coordination of foster youth support, services for students experiencing homelessness, counseling, or multilingual program support for English Learners. Students have access to a broad course of study, counseling, food, work-based learning, employment counseling, language acquisition support as needed, special education services, and an individually tailored academic experience.

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 adapt to meet individual needs. We value personal and professional development.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	3
Grade 8	9
Grade 9	38
Grade 10	134
Grade 11	239
Grade 12	310
Total Enrollment	733

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	47.5
Non-Binary	0.8
American Indian or Alaska Native	1.2
Asian	1.2
Black or African American	1.4
Filipino	0.5
Hispanic or Latino	51.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.8
White	41.5
English Learners	17.9
Foster Youth	1.1
Homeless	2.2
Socioeconomically Disadvantaged	56.9
Students with Disabilities	17.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.70	37.22	47.20	51.03	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.83	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.70	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	22.20	60.05	32.90	35.55	12115.80	4.41
Unknown/Incomplete/NA	1.00	2.70	4.00	4.32	18854.30	6.86
Total Teaching Positions	37.00	100.00	92.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.20	37.05	46.80	52.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.70	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	7.54	13.50	15.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	18.10	54.80	27.50	31.08	11953.10	4.28
Unknown/Incomplete/NA	0.20	0.60	0.20	0.23	15831.90	5.67
Total Teaching Positions	33.10	100.00	88.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.70	38.38	49.10	53.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.10	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.26	7.00	7.70	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	17.80	58.29	29.50	32.41	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	4.30	4.79	14303.80	5.15
Total Teaching Positions	30.60	100.00	91.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	1.50	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	2.50	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	22.20	18.10	17.8
Total Out-of-Field Teachers	22.20	18.10	17.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4.1	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	2.7

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

2024-25 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 2024

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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Santa Cruz COE The Alternative Education Programs are housed throughout Santa Cruz County. Sites are leased, 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. Santa Cruz COE makes 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 that 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.

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 2024

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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	21	30	62	60	46	47
Mathematics (grades 3-8 and 11)	8	5	43	43	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	262	169	64.50	35.50	29.76
Female	141	87	61.70	38.30	39.08
Male	116	78	67.24	32.76	19.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	135	84	62.22	37.78	14.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	5	35.71	64.29	--
White	106	75	70.75	29.25	41.33
English Learners	43	24	55.81	44.19	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	97	61.01	38.99	20.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	45	73.77	26.23	13.33

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	167	63.26	36.74	5.49
Female	141	88	62.41	37.59	5.75
Male	118	75	63.56	36.44	5.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	137	84	61.31	38.69	1.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	5	35.71	64.29	--
White	106	74	69.81	30.19	9.59
English Learners	43	25	58.14	41.86	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	96	60.00	40.00	2.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	43	70.49	29.51	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.28	14.58	18.83	14.43	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	257	192	74.71	25.29	14.58
Female	117	80	68.38	31.62	16.25
Male	138	111	80.43	19.57	13.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	96	75.00	25.00	2.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	111	84	75.68	24.32	27.38
English Learners	37	26	70.27	29.73	3.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	104	73.76	26.24	5.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	34	70.83	29.17	2.94

2023-24 Career Technical Education Programs

Students have an opportunity to enroll in a variety of Career Technical Education courses throughout the county. Fire Technology, Culinary Arts, Baking and Pastry, IT Essentials, Robotics, Construction Technology, and Medical Terminologies, through the COE. Students also have the opportunity to take Santa Cruz City Schools CTE courses and have taken, Auto-Mechanics, Welding, Floral Design, and Health Careers.

All COE CTE courses are articulated with Cabrillo College, so they are course 1 in a sequence that can be completed at Cabrillo College. These courses are offered through the Santa Cruz COE Career and Adult Learning Services department and scheduled at different school sites throughout the county.

Fire Technology North Co.(Santa Cruz County, main office)

Fire Technology S.Co. (Watsonville Fire Station)

Culinary Arts(Mission Hill Middle School, Cabrillo College, and Sequoia Schools)

Baking and Pastry (Cabrillo College)

IT Essentials (Scotts Valley High School, Soquel High School, and Sequoia Schools)

Robotics (Sequoia Schools)

Construction Technologies (Santa Cruz County, main office and Sequoia Schools)

Medical Terminologies (Scotts Valley Middle)

2023-24 Career Technical Education Programs

The primary representative for CTE is our Director of CTE programming in our Career and Adult Learning Services Department.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	88
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	9.29

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	100	100	100	100	100
Grade 9	94	94	94	94	94

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.

2024-25 Opportunities for Parental Involvement

The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. We hold staff, student, and family surveys which also provided an opportunity to discuss the coordination of other pandemic relief funding. In addition to the surveys, we hold family and community events as well as student-teacher-family conferences to amplify and honor the voices and experiences of our students. Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participated in providing feedback and direction for our programs.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	12.5	33.2	30.4	28.2	33.8	42.0	7.8	8.2	8.9
Graduation Rate	76.6	65.7	69.6	64.4	65.4	57.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	385	268	69.6
Female	178	129	72.5
Male	204	137	67.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	198	135	68.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	162	116	71.6
English Learners	72	47	65.3
Foster Youth	--	--	--
Homeless	53	34	64.2
Socioeconomically Disadvantaged	284	191	67.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	68	39	57.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1100	985	153	15.5
Female	547	494	85	17.2
Male	544	484	68	14.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	11	5	45.5
Filipino	--	--	--	--
Hispanic or Latino	638	578	99	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	22	4	18.2
White	388	342	39	11.4
English Learners	190	177	25	14.1
Foster Youth	20	16	4	25.0
Homeless	18	17	4	23.5
Socioeconomically Disadvantaged	624	573	107	18.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	218	181	24	13.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.18	0.09	0.27	1.12	0.39	0.73	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.27	0.00
Female	0.37	0.00
Male	0.18	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.05	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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 with input from the Santa Cruz COE School Site Council and local law enforcement. The plan for the 23-24 school year was reviewed and discussed with staff in Fall 2023 and updated and approved by the board in February 2024. The timeline is the same for the 24-25 school year. The Santa Cruz COE 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
- 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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
6	2	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
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2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
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2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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English Language Arts				
Mathematics				
Science				
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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				
Mathematics				
Science				
Social Science				

2023-24 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	733

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$25,927	\$1,795	\$17,541	\$80,208
District	N/A	N/A	\$34,349	\$80,208
Percent Difference - School Site and District	N/A	N/A	-64.8	0.0
State	N/A	N/A	\$10,771	\$95,160
Percent Difference - School Site and State	N/A	N/A	47.8	-17.1

Fiscal Year 2023-24 Types of Services Funded

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 mental health and supports. There are social-emotional counselors at all school sites to support students and staff. To increase services, Alternative Education has added additional counselors and contracted Encompass Youth Services and Children's Behavioral Health. We have a multilingual coordinator who works with the admin team and teachers to support curriculum and instructional needs of our students are met. The Admin team facilitates the ELAC and DELAC, working directly with parents in support of their students' education. 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. CTE courses are offered to students in all programs. Courses are offered in partnership with the Career and Adult Learning Services department at the Santa Cruz County Office of Education. Some students also participate in weekly internships. Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site as well as the Artist Teacher Partnership. Additional partners include the Santa Cruz Arts Council. 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 Where there are student course enrollments of at least one student.	0

Professional Development

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

Professional Development

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 or home groups, 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 and curriculum. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3