Santa Cruz County Community School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.
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.

2025-26 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

2025-26 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

2025-26 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.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 8	11
Grade 9	48
Grade 10	123
Grade 11	297
Grade 12	249
Total Enrollment	730

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	46.3
Non-Binary	1.1
American Indian or Alaska Native	1.1
Asian	0.7
Black or African American	1.2
Filipino	1
Hispanic or Latino	58.8
Two or More Races	1.5
White	35.8
English Learners	19.9
Foster Youth	1.5
Socioeconomically Disadvantaged	63.7
Students with Disabilities	20.8

A. Conditions of Learning

State Priority: Basic

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

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

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)	12.2	37.05	46.8	52.77	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.6	0.7	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	7.54	13.5	15.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	18.1	54.8	27.5	31.08	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.6	0.2	0.23	15831.9	5.67
Total Teaching Positions	33.1	100	88.7	100	279044.8	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.

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)	11.7	38.38	49.1	53.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.1	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.26	7	7.7	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17.8	58.29	29.5	32.41	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.3	4.79	14303.8	5.15
Total Teaching Positions	30.6	100	91	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	10.7	33.92	41.8	46.61	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3	3.39	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	9.44	10.4	11.64	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	18	56.64	28.8	32.09	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.6	6.24	13705.8	4.91
Total Teaching Positions	31.7	100	89.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	1
Misassignments	1.50	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.50	1	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	18.10	17.8	18
Total Out-of-Field Teachers	18.10	17.8	18

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	4.5	8
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	2.7	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	0
Mathematics	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	0
Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	0
History-Social Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	0
Foreign Language	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	0
Health	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	0
Visual and Performing Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	0
Science Laboratory Equipment (grades 9-12)	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	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 Coordinator 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 2025

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** |

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	31	60	60	47	48
Mathematics (grades 3-8 and 11)	5	6	43	38	35	37

2024-25 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	271	180	66.42	33.58	31.11
Female	144	99	68.75	31.25	36.36
Male	123	78	63.41	36.59	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	98	64.90	35.10	23.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	104	71	68.27	31.73	38.03
English Learners	43	20	46.51	53.49	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	103	63.98	36.02	23.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	34	64.15	35.85	8.82

2024-25 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	271	187	69.00	31.00	6.42
Female	144	101	70.14	29.86	5.94
Male	123	83	67.48	32.52	7.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	105	69.54	30.46	2.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	104	71	68.27	31.73	9.86
English Learners	43	20	46.51	53.49	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	108	67.08	32.92	3.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	39	73.58	26.42	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.58	18.01	14.43	17.9	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	162	83.08	16.92	18.01
Female	101	81	80.20	19.80	18.75
Male	91	78	85.71	14.29	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	79	85.87	14.13	10.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	86	69	80.23	19.77	24.64
English Learners	25	21	84.00	16.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	87	80.56	19.44	5.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	45	88.24	11.76	2.22

2024-25 Career Technical Education Programs

Students have the opportunity to enroll in a variety of magnet Career Technical Education (CTE) courses offered throughout the county. All Santa Cruz County Office of Education (COE) year-long magnet CTE courses -Fire Technology, Culinary Arts, Baking and Pastry, and IT Essentials- are articulated with Cabrillo College and are UC-G Honors approved. These courses are offered through the Santa Cruz COE Career and Adult Learning Services Department and are scheduled at various school sites across the county.

Santa Cruz COE Year-Long Magnet CTE Courses and Locations:

-Fire Technology: COE, Sequoia Schools, Scotts Valley High School
-Culinary Arts: Mission Hill Middle School, Cabrillo College
-Baking and Pastry: Cabrillo College
-IT Essentials: Scotts Valley High School

In addition, the Career and Adult Learning Services Department offers semester-long CTE courses through Alternative Education CTE programs at the following sites:
-Applied Technology: Sequoia Schools, Costanoa High School
-Construction Technology: Santa Cruz COE, Sequoia Schools
-Robotics: Sequoia Schools

2024-25 Career Technical Education Programs

-Fire Technology: Sequoia Schools
-In partnership with Cabrillo College, Career and Adult Learning Services also offers the following dual enrollment courses:
-Medical Terminology: Scotts Valley Middle School
-ETECH (Engineering Technology): Cabrillo College

Students also have the opportunity to enroll in Santa Cruz City Schools CTE courses and have participated in Auto Mechanics, Welding, Floral Design, and Health Careers.

The primary representative for CTE is the Assistant Director of CTE Programming within the Career and Adult Learning Services Department.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	110
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	3.13

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.

2024-25 California Physical Fitness Test Participation Rates

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	--	--	--	--	--
Grade 7	40%	40%	40%	40%	40%
Grade 9	83%	83%	83%	83%	83%

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.

2025-26 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. Annually we ask our staff, students, and families to complete surveys that help us refine our goals and gauge our progress. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	33.2	30.4	21.1	33.8	42	34.6	8.2	8.9	8
Graduation Rate	65.7	69.6	78.9	65.4	57.8	65.4	86.2	86.4	87.5

2024-25 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	331	261	78.9
Female	171	132	77.2
Male	155	124	80.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	211	160	75.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	100	87	87.0
English Learners	76	51	67.1
Foster Youth	--	--	--
Homeless	41	28	68.3
Socioeconomically Disadvantaged	263	206	78.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	67	47	70.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1004	958	144	15.0
Female	502	491	82	16.7
Male	493	459	61	13.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	11	1	9.1
Filipino	--	--	--	--
Hispanic or Latino	685	652	99	15.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	16	0	0.0
White	272	263	42	16.0
English Learners	216	201	20	10.0
Foster Youth	14	13	4	30.8
Homeless	24	23	5	21.7
Socioeconomically Disadvantaged	651	624	113	18.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	197	184	27	14.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.09	0.27	1.59	0.39	0.73	1.16	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.59	0.00
Female	1.00	0.00
Male	2.23	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	2.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.37	0.00
English Learners	2.31	0.00
Foster Youth	7.14	0.00
Homeless	4.17	0.00
Socioeconomically Disadvantaged	2.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.05	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.

2025-26 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 with input from the Santa Cruz COE School Site Council and local law enforcement. The plan for the 24-25 school year was reviewed and discussed with staff in Fall 2024 and updated and approved by the board in February 2025. The timeline is the same for the 25-26 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

2022-23 Secondary 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 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2023-24 Secondary 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 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	--	--	--	--

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	--	--	--	--

2024-25 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	293.2

2024-25 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)	2.5
Library Media Teacher (Librarian)	--
Library Media Services Staff (Paraprofessional)	--
Psychologist	--
Social Worker	--
Nurse	--
Speech/Language/Hearing Specialist	--
Resource Specialist (non-teaching)	--
Other	9.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$31,571	$2,919	$28,652	$92,031
District	N/A	N/A	$42,283	$92,031
Percent Difference - School Site and District	N/A	N/A	-38.4	0.0
State	N/A	N/A	$23,000	$101,084
Percent Difference - School Site and State	N/A	N/A	21.9	-9.4

Fiscal Year 2024-25 Types of Services Funded

Santa Cruz County Office of Education Alternative Education funding priorities are grounded in a mission to create safe, supportive, community-based learning environments where students grow academically, socially, and emotionally and develop the skills to become agents of their own futures. Resources are directed toward student-centered programs that cultivate curiosity, conscientiousness, and confidence, while supporting engaged, lifelong learners who are compassionate, self-empowered, and active contributors to their communities. Funding prioritizes structured, emotionally and physically safe learning environments that adapt to individual strengths, learning styles, and needs, ensuring that all students are given the opportunity to fully develop their potential. This includes investment in high-quality instructional and support staff, and professional development that promotes collaboration, continuous improvement, and accountability through evaluation of students and programs.

Additional funding priorities support rigorous, flexible instructional models and strong community partnerships that expand opportunities for student success. Alternative Education programs offer WASC-accredited, standards-based coursework aligned with California graduation requirements while emphasizing college and career readiness, credit recovery, and real-world learning experiences. Investments support integrated and thematic instruction, project-based and hands-on learning,

Fiscal Year 2024-25 Types of Services Funded

technology-enhanced coursework, and opportunities for students to earn credit through work experience, physical education, and community service. Funding also strengthens partnerships with community-based organizations and government agencies to provide coordinated services such as counseling, wellness, supervision, and career development. Together, these priorities ensure that students can recover credits, graduate, transition successfully to college or employment, and thrive as productive, engaged members of their communities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

2024-25 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 Where there are student course enrollments of at least one student.	0

Professional Development

Alternative Education leadership and staff maintain a strong, collegial culture grounded in trust, collaboration, and a shared commitment to student success. Each year begins with a full-day County Office orientation, during which the Superintendent addresses all staff and the Alternative Education administrative team meets with program staff to establish shared expectations, reaffirm our mission, and set priorities for the year. Annual goals for student achievement and professional growth are informed by multiple data sources, including state assessments, local benchmarks, and program-level indicators. Orientation also provides intentional opportunities for veteran and new staff to build relationships and strengthen a sense of community, which is further supported through at least one additional team-building opportunity during the year. To promote clarity and coherence, staff receive a comprehensive yearlong calendar outlining weekly meeting topics and professional development days, as well as a detailed staff handbook that includes policies, instructional expectations, testing schedules, and evaluation procedures.

Alternative Education offers three full days of professional development each school year, with learning opportunities aligned to identified student needs, staff interests, and program priorities. Professional development focus areas are determined through staff surveys, ongoing dialogue between administrators and educators, and analysis of student performance and engagement data. Teachers are encouraged and supported to attend external conferences and workshops that enhance instructional practice and align with Alternative Education priorities. New teachers are provided structured induction support through the Santa Cruz/Silicon Valley New Teacher Project, a two-year program aligned to the California Standards for the Teaching Profession. This program pairs new educators with trained mentors and includes targeted seminars designed to support instructional effectiveness, reflective practice, and professional growth. In addition, new teachers are matched with experienced Alternative Education mentors who provide site-based guidance, support classroom management and systems development, and facilitate visits to other Alternative Education programs to observe instructional strategies responsive to diverse student populations.

Ongoing professional learning is embedded throughout the school year through weekly staff meetings and collaborative structures. Monthly meeting cycles include dedicated time for whole-staff learning, site-based collaboration, and participation in Collaborative Learning Communities (CLCs). CLCs provide structured opportunities for teachers to deepen instructional practice through shared learning, examination of student work, and reflection on successes and challenges across programs. Additional leadership-focused meetings are scheduled as needed to support instructional leadership and expanded professional learning opportunities. While Alternative Education values the diversity and uniqueness of its programs, these collaborative professional learning structures ensure a shared focus on effective, research-informed instruction that supports student achievement, engagement, and social-emotional growth across all Alternative Education settings.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3