

Santa Cruz County Community School

400 Encinal St. • Santa Cruz, CA 95060-2115 • (831) 466-5728 • Grades 7-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Santa Cruz County Office of Education

400 Encinal St.

Santa Cruz, CA 95060-2115

(831) 466-5600

www.santacruzcoe.org

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**Assistant Director, Alternative
Education Programs**

School Description

The mission of the Santa Cruz COE, Alternative Education Program is to provide a safe, supportive learning environment where students are empowered to achieve academic, social, and vocational excellence.

The Santa Cruz County Office of Education Alternative Programs operates 23 school programs at 19 different sites throughout Santa Cruz County. The mission of our programs is to ensure that every student in our County has access to an educational program that suits the individual's unique needs through a variety of locations, educational models, and programmatic structures. During the course of the school year, we serve anywhere between 600 and 900 students. The vast majority of our students come to us deficient in credits. Typically our students are affected by one or more significant life challenges. These include drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, lack of fluency in English, academic failure, and various other trauma.

We provide a number of services for our students intended to ensure that our students can benefit from the academic program. In addition to ensuring that all students have access to courses required for graduation (Ed Code 51220) we provide a variety of programs to meet student needs. These include: counseling, free and reduced meals, special education services, work based learning, and employment counseling. Our programs include a site at Juvenile Hall, an independent studies center on the local community college campus, two green career center high schools, multiple middle school programs, thematic single classroom programs, conventional community schools, and an all girls program. None of these programs serve more than 75 students at a time.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	4
Grade 8	17
Grade 9	25
Grade 10	95
Grade 11	185
Grade 12	332
Total Enrollment	658

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	0.6
Filipino	0.9
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	0.2
White	42.6
Two or More Races	3.5
Socioeconomically Disadvantaged	38.4
English Learners	19.9
Students with Disabilities	7
Foster Youth	2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Santa Cruz County Community School	14-15	15-16	16-17
With Full Credential	33	34	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Santa Cruz County Office of Education	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Cruz County Community	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	84.7	15.3
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	84.2	15.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: January 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Alternative Education Programs are housed in 19 sites located strategically throughout Santa Cruz county. Sites are leased or are provided in-kind. Sites are clean, safe and are maintained by either the SCCOE or by the partnering agency. A recent safety inspection found no deficiencies.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	28	33	26	24	55	53	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	22	29	49	53	44	48
Math	5	9	38	40	34	36

* Percentages are not calculated 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	207	152	73.4	25.7
Male	118	84	71.2	25.0
Female	89	68	76.4	26.5
Hispanic or Latino	99	72	72.7	9.7
White	93	73	78.5	41.1
Socioeconomically Disadvantaged	77	50	64.9	16.0
English Learners	35	22	62.9	
Students with Disabilities	12	10	83.3	30.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	--	--	--	--
	7	13	11	84.6	9.1
	8	31	24	77.4	
	11	270	177	65.6	33.7
Male	6	--	--	--	--
	7	--	--	--	--
	8	20	15	75.0	
	11	140	90	64.3	28.2
Female	7	--	--	--	--
	8	11	9	81.8	
	11	130	87	66.9	39.5
Black or African American	11	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	6	--	--	--	--
	7	--	--	--	--
	8	17	14	82.3	
	11	119	81	68.1	19.5
White	7	--	--	--	--
	8	11	8	72.7	
	11	122	81	66.4	46.8
Two or More Races	8	--	--	--	--
	11	11	5	45.5	25.0
Socioeconomically Disadvantaged	7	--	--	--	--
	8	16	13	81.3	
	11	98	60	61.2	31.0
English Learners	7	--	--	--	--
	8	--	--	--	--
	11	52	34	65.4	3.1
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	--	--	--	--
	7	13	11	84.6	20.0
	8	31	22	71.0	
	11	268	173	64.5	9.9
Male	6	--	--	--	--
	7	--	--	--	--
	8	20	15	75.0	
	11	139	88	63.3	13.4
Female	7	--	--	--	--
	8	11	7	63.6	
	11	129	85	65.9	6.3
Black or African American	11	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	6	--	--	--	--
	7	--	--	--	--
	8	17	12	70.6	
	11	117	77	65.8	1.4
White	7	--	--	--	--
	8	11	8	72.7	
	11	122	81	66.4	15.6
Two or More Races	8	--	--	--	--
	11	11	5	45.5	25.0

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	7	--	--	--	--
	8	16	11	68.8	
	11	97	59	60.8	3.6
English Learners	7	--	--	--	--
	8	--	--	--	--
	11	50	30	60.0	
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

School counselors conduct private and small group counseling for parents and students on an as needed basis. Parents are welcome and encouraged to participate at all campus events. Parent/Family Teacher conferences are held throughout the school year. The School Site Council is composed of teachers and parents, including group home parents, Social Service Agencies and the Probation Department. Regular ELAC, DELAC, and LCAP Parent Advisory meetings are held throughout the school year. Please Contact Denise Sanson, Director, at (831) 466-5728 for further information.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.0	0.5	0.6
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	50.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.5
Counselor (Social/Behavioral or Career Development)	10
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	3.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	251.6

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

For the 2015-2016 school year a great deal of our efforts focused on the continued implementation of the Common Core State Standards. We focused on the integration of technology into the classrooms, project based learning, and authentic collaboration that includes all students. Training in Conflict Mediation and Resolution was a major focus for staff development. Social emotional learning was a major focus integrated throughout the different Professional Development offerings. Staff were partnered strategically with peer coaches in order to promote dialogue around both challenges as well as successes. We also implemented an English Language Development curriculum specifically designed for Alternative Education classrooms. Monthly ELD meetings took place to discuss curriculum, review student work, and explore best practice. Teachers are using our CTE curriculum, Roadmaps, in classrooms as well as Independent Studies Programs. Lastly, we ensured that both teachers and students were ready for the Smarter Balanced Assessments that took place in the Spring.

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 Alternative Education administration meet with the entire staff to set the tone for the year and to outline goals regarding student achievement. Goals are determined based on student data.

Orientation day allows veteran staff members to meet new staff, which begins the process of forging community. A holiday party mid-way through the year followed by an end-of-the-year celebration provides more opportunities for the same. At least one other opportunity each year is provided specifically for team building. At each celebration staff members are recognized and awarded for outstanding service.

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

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

Veteran teachers are encouraged to attend outside professional development conferences of personal interest. Often teachers will provide a brief report-back at the staff meeting following their visit.

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

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded Counseling

The aim of the Alternative Education Programs is not only to build academic skills, but also develop life skills, a positive self-concept, appropriate peer relationships, and to help students become productive citizens for the future. A counselor is assigned to each school site to assist with academic counseling, and group or personal counseling in the areas of anger management, decision-making, drug and alcohol issues, and to make referrals to the appropriate community agencies. Teachers and support staff also receive training in the area of conflict resolution.

English Language Learners

Alternative Education aims to close the achievement gap for English Language Learners. The Assistant Director works closely with teachers to provide mentorship and professional development around best practice for English Language Learners.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9287.69	8971.21	316.48	\$54,928.79
District	◆	◆	\$386	
State	◆	◆	\$5,677	
Percent Difference: School Site/District			-18.0	0.0
Percent Difference: School Site/ State			-94.1	N/A

* Cells with ◆ do not require data.

Career/Vocational (Preparedness to Enter Workforce)

Two Work Experience Specialists assist students to find meaningful employment. Classroom teachers are all trained in the Roadmaps Career Education curriculum. Students identify their skills and abilities, learn how to use the Internet, and create resumes and letters of introduction. The California CareerZone is utilized to assist students in identifying career pathways and interests. Over work experience permits were processed by the Alternative Education Programs in the 2014- 2015 school year.

Career Technical Education

In conjunction with Regional Occupation Programs (ROP), several CTE classes are provided to alternative education students on-site. Classes include: Organic Gardening, Bike Repair, Medical Terminology, Computer Applications, and Sports Occupations. A Green Careers Academy exists in partnership with ROP. The school provides academics to students 16 and older and includes CTE classes in Green Construction and Organic Gardening and Farming. Students also participate in weekly internships. A culinary program is also being offered.

Arts

Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site. The classes include: watercolor painting, sculpture, graphic design, mural design and painting, mask making, collage, ceramics, and sewing.

Physical Education

The Alternative Education Department participates in the Monterey Bay Alternative Athletic League. Over ten schools participate in competitive team sports including volleyball, basketball and softball. In addition to organized sports, students have the opportunity to participate in health and wellness classes.

Supplemental Educational Services

Alternative Educations offers after school tutoring to students who qualify through an approved SES vendor. Students are able to focus on basic skills and improve their confidence in academic subjects.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Cruz County Community School	2011-12	2013-14	2014-15
Dropout Rate	9.30	9.10	7.10
Graduation Rate	84.91	86.34	87.38
Santa Cruz County Office of Education	2011-12	2013-14	2014-15
Dropout Rate	9.30	9.10	7.10
Graduation Rate	84.91	86.34	87.38
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	106
% of pupils completing a CTE program and earning a high school diploma	42
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	57

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	79	77	86
Black or African American	100	67	78
American Indian or Alaska Native	100	100	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	56	54	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	71	78	89
Socioeconomically Disadvantaged	100	100	66
English Learners	37	31	54
Students with Disabilities	58	54	78

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	11
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	60.2

* Where there are student course enrollments.

Career Technical Education Programs

In close cooperation with classroom teachers, students are provided comprehensive vocational assessment using the California CareerZone Interest Inventory (part of our Roadmaps Curriculum) and individualized goals are developed at intake as part of an individualized learning plan (ILP). Students are provided an array of services ranging from individual job search and placement assistance, credit analysis and review, exposure to community service activities, guest speakers and field trips, enrollment in on-site Job Search and Work Experience Programs, and assistance with enrollment in post-secondary and other vocational training programs (such as ROP, Adult Education and community college classes). We issued 173 work permits for the 15-16 school year. Students are taken out in the community to facilitate job acquisition and are provided assistance in requesting applications, filling out applications, interviewing and completing new-job paperwork requirements. Once employed, students are provided a comprehensive Work Experience program focused on job retention and success. Teaching staff has been provided in-service training in integrating the Roadmaps Curriculum into the regular curriculum and provided materials for use in the classroom. The primary representative for the CTE advisory committee is Mark Hodges, ROP Director. The industries represented are: Green Careers, Construction Technology, Agricultural Production, Medical Technology, and Sports Occupations.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

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.