Santa Cruz County Court School

400 Encinal St. • Santa Cruz, CA 95060-2115 • (831) 466-5728 • Grades 7-12
John Rice, Senior Director, Principal
jrice@santacruzcoe.org

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Santa Cruz County Office of Education

400 Encinal Street
Santa Cruz, CA 95060
(831) 466-5600
www.santacruzcoe.org

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School Description

The Alternative Education Department of the Santa Cruz County Office of Education offers 24 unique academic programs at 19 different school sites throughout the county. The Alternative Education Court and Community programs serve students in grades 6 to 12 with the vast majority of students being in high school. The Alternative Education Program has steadily grown and evolved over the years to meet the ever-changing demands of our student population but our mission and philosophy remain the same. The ultimate goal of our program is to ensure that every student in our County has access to an educational program that suits the individual's unique need. This is accomplished through a variety of locations, educational models, and 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. Frequently, these include drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, lack of fluency in English, academic failure, and trauma. The majority of our students are continuously enrolled for less than an academic year. High student mobility and short length of enrollment make data collection for student outcomes problematic.

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

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

We Believe That:
- All students can learn.
- All students can grow socially and emotionally to become productive citizens.
- Each student should be given the opportunity to fully develop his/her potential.
- There is a need to facilitate learning by drawing on individual strengths and learning styles.
- Structured educational environments and programs help our students to learn.
- Each student has a right to a physically and emotionally safe environment that is conducive to learning.
- There is strength in diversity.
- Collaborative relationships are essential in delivering quality services and effective programs to our students.
- We are accountable through evaluation of students and programs.

We provide a number of services for our students intended to ensure that our students can benefit from the academic program. In addition to ensuring that all students have access to courses required for graduation, we provide a variety of services to meet student needs. These include: counseling, free and reduced priced meals, special education services, work based learning, and college and career counseling. Our programs include a site at Juvenile Hall, 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.

Court School Programs Include:

Robert A. Hartman School

Robert A. Hartman School provides for the education of Youth detained at Santa Cruz County Juvenile Hall. Hartman School provides a highly structured learning environment that supports individualized and group learning. Curriculum is a blend of traditional text based learning as well as hands on kinesthetic learning. Named after a dedicated teacher, the school is open year round and employs a staff with extensive experience and training related to delinquent youth.

Esquela Quetzal

Escuela Quetzal is a school counseling program designed for youth who are willing to actively participate in counseling services to learn how to make empowered decisions toward positive personal growth. The program is made possible through collaboration between Youth Services and the Santa Cruz County Office of Education. Each day students attend core academic classes and receive group and individual counseling. Family and community involvement are also important components of the program. Along with academics, students are offered courses in art, music,vocational education, sports, an organic garden, and computer training.

Freedom Community School

Freedom Community is a single classroom site for students who excel in a smaller, supportive, and structured learning environment. Our vision is to empower intrinsic motivation to lead and educate family and peers.The teacher and staff meet each individual learner at their current academic and social levels in order to create attainable goals, which creates a positive learning experience.

Sequoia Academy

A self-contained classroom designed to assist students who need extra support with study skills and setting educational goals. Sequoia Academy is committed to Social, Emotional, Academic learning with an opportunity for vocational training and community involvement.

Corralitos Community

Corralitos Community supports students with their rehabilitation and credit recovery. Provides educational and empowering environment for high school students by supporting their achievements in personal growth, academics, and career-oriented goals.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 8	1
Grade 9	3
Grade 10	11
Grade 11	16
Grade 12	33
Total Enrollment	64

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	96.9
Native Hawaiian or Pacific Islander	0.0
White	1.6
Socioeconomically Disadvantaged	100.0
English Learners	54.7
Students with Disabilities	21.9
Foster Youth	7.8

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

Teacher Credentials			
Santa Cruz County Court School	**16-17**	**17-18**	**18-19**
With Full Credential	5	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz County Office of Education	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	35.9
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Cruz County Court School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	2011 Adoption - For complete listing of Instructional Materials contact Alternative Education administrative staff. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	2011 Adoption - For complete listing of Instructional Materials contact Alternative Education administrative staff. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	2011 Adoption - For complete listing of Instructional Materials contact Alternative Education administrative staff. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	2011 Adoption - For complete listing of Instructional Materials contact Alternative Education administrative staff. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	2011 Adoption - For complete listing of Instructional Materials contact Alternative Education administrative staff. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	2011 Adoption - For complete listing of Instructional Materials contact Alternative Education administrative staff. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	2011 Adoption - For complete listing of Instructional Materials contact Alternative Education administrative staff. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** 0

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

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 facilities inspection found a few minor deficiencies, but they have all been corrected and there are no outstanding work orders at this time. SCCOE takes great efforts to ensure that all schools are clean, safe, and in "Good Repair." To assist in this effort, SCCOE Maintenance & Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions which may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

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

- Maintenance and Repair

SCCOE 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

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

- New School Construction Projects

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

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. 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); 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

	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	12.0	0.0	53.0	64.0	48.0	50.0
Math	0.0	0.0	43.0	49.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)				
Subject	School		District		State	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	23	5	21.74	0.00
Male	11	0	0.00	0.00
Female	12	5	41.67	0.00
Hispanic or Latino	21	5	23.81	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	23	5	21.74	0.00
English Learners	18	5	27.78	0.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	23	6	26.09	0
Male	11	1	9.09	0
Female	12	5	41.67	0
Hispanic or Latino	21	6	28.57	0
White	--	--	--	--
Socioeconomically Disadvantaged	23	6	26.09	0
English Learners	18	6	33.33	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
In the Fall of each year, the Local Control Accountability Plan (LCAP) leadership team, which includes the Alternative Education Administration, meets with parents from the School Site Councils, ELAC, DELAC, and the LCAP Parent Advisory to review our current implementation of the LCAP and metric results as well as the School Plan for Student Achievement (SPSA). Ideas for goals are solicited, and actions and expenditures are reported out. Flyers in English and Spanish are sent home with students to invite all families. Personal phone calls home are made to invite and encourage families to attend. Each parent group is informed of our progress in specific goal areas. Parent surveys are distributed in English and Spanish via email, at parent-teacher conferences, and available at the school sites in paper form. Regional LCAP parent input meetings take place once again in Spring to share the draft and collect more information from stakeholders.

Parent input indicated that there is widespread interest in and support for:
1. Increased communication
2. Continued social emotional counseling
3. Continued implementation of 1:1 devices in classrooms
4. Personalized Learning Community classrooms

Therefore as a result of parent input, we will continue our efforts to improve communication. We will improve our electronic communication with families by using email and text applications. Social emotional counselors will continue to be available at all school sites. The 1:1 device implementation will continue for the 18-19 school year and professional development around best practice will be maintained. Our highly successful PLC classrooms will continue in the 18-19 school year, meeting the needs of a diverse group of students through a comprehensive and nurturing approach.

School counselors also 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 the principal, teachers, parents, and students. 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 State priority: School Climate (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.

The SCCOE 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 a two action plans, one pertaining to school physical safety and the other centering on issues connected to maintaining a safe and positive school climate. Appendices follow the action plan. These Appendices include specific, mandated policies and procedures connected to the safety strategies and programs described within the analysis section.

The plan was developed by a safety committee with representation and input from the SCCOE School Site Council and local law enforcement. The plan was last reviewed, updated, and discussed with staff in January 2018. The safety committee utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

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

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	7.4	8.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	7.4	8.2	0.7
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	128

*   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.

Professional Development provided for Teachers

For the 2016-2017, 2017-18, and 2018-19 school years, professional development has been focused on the implementation of the Common Core State Standards and Next Generation Science Standards, supporting English Learners, effective Math instruction, and the integration of technology. Social Emotional Learning and School Safety have also been a major focus integrated throughout the different Professional Development offerings.Training in Restorative Practices is a focus for professional development in 2018-19 and Trauma Informed Care was a focus for 2016-17 and 2017-18.

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. Some years have included a staff meeting directed by a visiting team-building expert. At the beginning of the year, each staff member also receives a yearlong calendar outlining the focus of each weekly staff meeting and professional development days. In addition to a calendar, a staff handbook is provided that details everything from district policy to classroom procedures, as well as testing dates and evaluation procedures.

Three full days of professional development are offered each school year. Topics depend on current PD focus areas, student and staff needs, as well as on staff interest. Interest and needs are determined by survey data, formal and informal discussions between and among administrators and staff, and by data analysis. Teachers are also encouraged and supported to attend outside professional development conferences and workshops of interest. All new teachers are provided the opportunity to clear their credential through the Santa Cruz/Silicon Valley New Teacher Project, a teacher induction program. SCSVNTP is a two-year program that involves the building of a teacher/mentor relationship and a series of New Teacher seminars designed to meet the California Standards for the Teaching Profession and facilitate development as a skilled teacher. New teachers are also mentored by a veteran teacher from Alternative Education, someone whose experience can help them with everyday operations and systems of classroom management. The mentor also facilitates visits to other alternative education sites to experience instructional strategies and management systems unique to particular alternative education student populations.

During the year, teachers and instructional aides attend weekly staff meetings. Each month, one meeting is focused on all staff (in 2017-18 the WASC accreditation self-study process was the primary focus), one is focused on collaboration at school sites, one is focused on Collaborative Learning Communities implementation, and in some months an additional meeting is focused on leadership teams and subject-specific cohorts. Collaborative Learning Communities (CLC) were developed for teachers to come together to learn about interactive instructional routines that work in conjunction with vocabulary instruction. The vocabulary instruction focuses on high impact words necessary for success in college and career. With the CLC, teachers have the opportunity to collaborate and compare instructional efforts. There is dedicated time for teachers to come together and evaluate student work, successes and challenges. Although we value our diverse and unique programs we hope that through this instructional emphasis, we can collectively focus on emphasizing effective instruction. In 2018-19 cohorts for Instructional Technology, Science, Social Studies, and Math were implemented to continue developing common curriculum and instructional practices.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	42,111	N/A
Mid-Range Teacher Salary	58,717	N/A
Highest Teacher Salary	87,939	N/A
Average Principal Salary (ES)	N/A	N/A
Average Principal Salary (MS)	109,535	N/A
Average Principal Salary (HS)	109,535	N/A
Superintendent Salary	243,101	N/A
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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$23,217.38	$5,977.95	17,239.43	$70,405.13
District	◆	◆	$12,560.31	
State	◆	◆	$7,125	
Percent Difference: School Site/District			31.4	-11.9
Percent Difference: School Site/ State			83.0	N/A

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Counseling

The aim of the SCCOE Alternative Education programs is not only to build academic skills, but also develop life skills, a positive self-concept, appropriate peer relationships, and to help students become productive citizens for the future. Teachers and support staff receive training in the area of conflict resolution and restorative justice. There are social-emotional counselors who work at various sites to support students and staff. To increase services, Alternative Education contracted with Encompass Youth Services to provide additional counseling to our programs and hired a Gang Prevention Counselor as well as a Health and Sex Ed Educator.

English Language Learners

The Alternative Education Director also serves as the English Learner (EL) Coordinator who reviews and recommends curriculum, and oversees staffing to ensure bilingual and bi-cultural personnel are appropriately placed at sites as determined by student and community need. The Director/ EL Coordinator facilitates ELAC and DELAC, working directly with parents in support of their students' education. A substantial amount of time and money has been allocated to piloting and implementing programs to support English Learners. The Monthly English Language Development (MELD) program from the Orange County Department of Education has been adopted. Teachers have access to all the units, some teachers have received formal trainings, and many teachers modify the curriculum to meet the needs of their students. MELD is arranged by eight language functions (Making Predictions, Explain and Describe, Sequencing Events, Compare and Contrast, Expressing Opinions, Requesting Information, etc.). MELD's intention is to engage the student in the use of language structures necessary to complete the focused language function.

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.

Career Technical Education (CTE)

CTE courses are offered to students within some programs. Courses include: Video Production, Digital Photography, Graphic Design, Construction Technology, Bicycle Technology, Engine Repair General Automotive Service, Horticulture, Computer Aided Drafting, Health Careers, Agriculture Production, Fire Science Technology, Culinary Arts, and Building Green Construction. Courses are offered in partnership with the Career and Technical Education Partnership (CTEP) at the Santa Cruz County Office of Education. Some students also participate in weekly internships.

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.

Academic Tutoring Services

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Cruz County Court School	2014-15	2015-16	2016-17
Dropout Rate	55.3	65.9	36.6
Graduation Rate	19.1	19.5	26.8
Santa Cruz County Office of Education	2014-15	2015-16	2016-17
Dropout Rate	30.5	29.0	20.4
Graduation Rate	55.7	60.1	62.2
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	77.8

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	90.7	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	77.3	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	100.0	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	47.1	89.2	88.6
English Learners	80.0	54.6	56.7
Students with Disabilities	60.0	54.6	67.1
Foster Youth	0.0	80.0	74.1

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 the Career & Technical Education Partnership (CTEP), Adult Education and community college classes). Students are taken out in the community to facilitate job acquisition and are provided assistance in requesting applications, filling out applications, interviewing and completing new-job paperwork requirements. Once employed, students are provided a comprehensive Work Experience program focused on job retention and success. Teaching staff has been provided in-service training in integrating 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, CTEP Director. The industries represented are: Green Careers, Construction Technology, Agricultural Production, Medical Technology, and Sports Occupations.

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

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

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).

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.