

# School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06



## Santa Ana Opportunity

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>.

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04).

Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Santa Ana Opportunity	<b>District Name</b>	San Benito Co. Office of Education
<b>Principal</b>	Mike Sanchez	<b>Superintendent</b>	Timothy R. Foley
<b>Street</b>	191 Alvarado	<b>Street</b>	460 Fifth Street
<b>City, State, Zip</b>	Hollister, CA 95023-3841	<b>City, State, Zip</b>	Hollister, CA 95023-
<b>Phone Number</b>	(831)-636-8408	<b>Phone Number</b>	(831)-637-5393
<b>Fax Number</b>	(831)-636-7769	<b>Fax Number</b>	(831)-637-0140
<b>Web Site</b>	<a href="http://www.sbcoe.org">www.sbcoe.org</a>	<b>Web Site</b>	<a href="http://www.sbcoe.org">www.sbcoe.org</a>
<b>Email Address</b>	<a href="mailto:msanchez@sbcoe.org">msanchez@sbcoe.org</a>	<b>Email Address</b>	<a href="mailto:tfoley@sbcoe.org">tfoley@sbcoe.org</a>
<b>CDS Code</b>	35103553530037	<b>SARC Contact</b>	Mike Sanchez

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## School Description and Mission Statement

Information about the school, its programs, and its goals.

Santa Ana Opportunity School provides a small, well maintained, secure campus.

Santa Ana Opportunity School was started over seventeen years ago and is operated by San Benito County Office of Education. It is an alternative school serving students twelve to fifteen in grades seven, eight and nine. Santa Ana remains the only alternative for middle school grade students in the county. Students are referred from the traditional elementary schools, San Benito High School and Anzar High School. Students also enter from the Pinnacles Court and Community /Juvenile Hall Schools.

Students come for a variety of reasons, including many of the following; truancy, falling behind academically and/or social difficulties at school, personal and familial challenges, behavioral challenges within the traditional school setting, and a need for a place to have a new start.

Students are referred by the administration of their district schools of residence to the weekly screening committee. The committee reviews each case to determine if / or which alternative educational option is appropriate. Students approved for Santa Ana are contacted, provided an orientation, and then enrolled.

The mission of Santa Ana Opportunity School is to provide students of the county with a quality alternative education when the traditional high schools are unable to meet their individual educational needs. The goal is to educate all students to their highest potential so they will have the greatest range of personal options upon graduation.

Santa Ana Opportunity School provides a safe, orderly, and supportive environment that offers challenging and equitable opportunities for all students. It fosters academic achievement of all students, while developing vocational and interpersonal skills required for success in a rapidly changing and technological world. It instills a strong work ethic and respect for the community effort, while preparing students for active and productive roles in society as adults. Finally, it promotes individual dignity, integrity and respect for diversity.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name:</b>	Mike Sanchez	<b>Contact Person Phone Number:</b>	(831)-636-8408
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The schools leadership team works closely with key members of various stakeholders, especially parents. Opportunities for involving parents as partners begin with the enrollment/orientation process. Parents learn they are welcome on campus and to consider the school as a source of support for themselves as well. Both the principal and the assistant principal maintain an open-door policy and make themselves available when parents need to talk, or need assistance in making connections with other service agencies.

Teachers are expected to involve parents by provide ongoing communication about the progress of their student(s). For example, teachers call to share student successes and to seek parent support in changing inappropriate student behavior. In addition to making phone calls, teachers also send home "good news" reports, grade progress reports, and other forms of written communication.

Both in the fall and the spring there are evening open house events, including a barbeque. There is a migrant parent advisory committee that meets on a regular basis. Parents have also been involved as members of committees for accreditation, graduation, special trips, etc. Parents provide input through surveys and questionnaires.

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## II. Demographic Information

### Student Enrollment - Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 7	17
Grade 8	28
Grade 9	29
Grade 10	1
Grade 11	1
Grade 12	1
<b>Total Enrollment</b>	<b>77</b>

### Student Enrollment - Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	0	0
American Indian or Alaska Native	1	1.3
Asian	0	0
Filipino	0	0
Hispanic or Latino	61	79.2
Multiple or No Response	2	2.6
Pacific Islander	0	0
White (Not Hispanic)	13	16.9

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Date Last Discussed with Staff

Santa Ana provides a safe, orderly, and supportive environment. Santa Ana reviews and updates the school safety plan on an annual basis. Each year, an in-house inspection and reporting process is conducted. Every other year, Northern California Relief provides a full facility inspection, as well as Workman's Compensation Inspection.

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## School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

The positive learning environment begins with the staff. All staff believe all students deserve the opportunity to succeed. The students come to the school with habits and patterns of communication that do not always support positive academic progress. Changing behavior is a process. Teaching pro-social habits and patterns begins with modeling respect, and responsibility. Relationships are built upon a foundation of respect, kindness, communication and dignity. Students are coached to see how the choices they make lead to the outcomes they receive.

In addition to these practices, there are several school programs that also support the positive learning environment. Some of those programs are school counselors, substance abuse classes, career exploration, school wide activities, guest speakers, and community service projects. In addition, there are also quarterly events: awards assemblies, class fieldtrips, evening events, school-wide sports events, talent shows and barbaques.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

**No Data Available**

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## IV. School Facilities

### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

The school facilities are safe, clean, and well maintained. The buildings were painted during the months of July and August 2004 and remain clean and free of graffiti. The restrooms are also clean and free of graffiti. Maintenance staff ensure that repairs are completed in a timely manner. Each classroom is swept or vacuumed and trash emptied on a daily basis.

Santa Ana Opportunity School shares the physical plant with San Andreas Continuation School, which is also operated by San Benito County Office of Education. A city park is on the same parcel of land and is well-maintained. The community uses the facility extensively for evening events, club meetings, and as a polling place during elections. It has also been the community disaster center during natural disasters.

### School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks			
Mechanical Systems			
Windows/Doors/Gates (interior and exterior)			
Interior Surfaces (walls, floors, and ceilings)			
Hazardous Materials (interior and exterior)			
Structural Damage			
Fire Safety			
Electrical (interior and exterior)			
Pest/Vermin Infestation			
Drinking Fountains (inside and outside)			
Restrooms			
Sewer			
Playground/School Grounds			
Other			

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## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	4	4	9	3	5	9	35	36	40
Mathematics	1	0	3	1	0	3	35	34	38
Science	--	*	--	--	5	4	27	25	27
History-Social Science	0	2	8	4	3	8	28	29	32

### CST - Racial and Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Racial/Ethnic Category	African-American	American Indian or Alaska Native	Asian	Hispanic or Latino	White (Not Hispanic)
English-Language Arts	*	*	*	7	*
Mathematics	*	*	*	3	*
History-Social Science	*	*	*	4	*

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## CST - Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subgroups	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education Services
English-Language Arts	6	17	0	8	0	*
Mathematics	1	7	0	0	*	*
History-Social Science	7	8	*	*	*	*

## Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	11	9	8	12	12	7	43	43	41
Mathematics	4	4	0	7	7	0	50	51	52

### NRT - Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

	African-American	Hispanic or Latino
Reading	*	11
Mathematics	*	0

### NRT - Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education Services
Reading	10	*	9	*	*	*
Mathematics	0	*	0	*	*	*

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

No Data Available

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## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School		District		State		
	Total	Male	Total	Male	Total	Male	Female
5	--	--	--	--	24.5	22.3	26.7
7	0.0	0.0	0.0	0.0	28.8	26.8	30.9
9	0.0	0.0	0.0	0.0	26.7	27.5	25.8

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

### Growth Targets:

The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

### Subgroup APIs and Targets:

In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

### Percent Tested:

To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

### Statewide Rank:

Schools receiving a API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

### Similar Schools Rank:

Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

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## API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	--	95	98	Percent Tested	95	98	97
API Base Score	358	367	401	API Growth Score	364	388	445
Growth Target	22	B	B	Actual Growth	6	21	44
Statewide Rank	1	B	B				
Similar Schools Rank	N/A	B	B				

## API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

**No Data Available**

## API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

**No Data Available**

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

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## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
Overall	No	Yes	Yes	No	No	No

### AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. Note: "n/a" means that the student group is not numerically significant.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

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## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
Year Identified for Program Improvement	-	-
Year in Program Improvement	-	-
Year Exited Program Improvement	-	-
Number of Schools Currently in Program Improvement	-	0
Percent of Schools Identified for Program Improvement	-	0.00

## VI. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	59	64	30	106	103	75	1,772,417	1,830,903	1,876,927
Number of Dropouts				4	6	7	47,871	58,189	61,253
Dropout Rate (1-year)				3.8	5.8	9.3	2.7	3.2	3.3
Graduation Rate	92	93	89.1	92	93	89.1	87	86.7	85.1

## VII. Class Size

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

**No Data Available**

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## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	50.0
All Schools in District	55.5
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	66.6

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	6	7	7
Teachers with Full Credentials	3	4	5
Teachers in Alternative Routes to Certification	0	0	0
Pre-Internship	1	0	0
Teachers with Emergency Permits	3	3	2
Teachers with Waivers	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

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## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	14.3	10.0
Master's Degree	14.3	30.0
Bachelor's Degree plus 30 or more semester hours	42.9	40.0
Bachelor's Degree	28.6	20.0
Less than Bachelor's Degree	0.0	0.0

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teacher evaluations are completed by the Director/Principal of Santa Ana Opportunity School, as well as by the Assistant Principal/Special Education Director. Teacher evaluations are completed for every teacher according to Stuhl Bill requirements.

During the 2005-06 school year, administrators plan on conducting evaluations based upon the California Standards for the Teaching Profession. Orientation and training for the administrators will be provided by the San Benito County Office of Education and will take place August 2005. Orientation and training for staff will take place in the Fall 2005.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Substitute teachers are offered a two and a half day training series through the San Benito County Office of Education. Substitute teachers are identified as needed and contacted by school site staff.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

## No Data Available

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## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

**No Data Available**

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Santa Ana Opportunity School prides itself on its collaborative approach to leadership. There is a strong effort made to reach a consensus between staff and administration before undertaking any new policy or decision. Primary leadership duties have been assumed by Mike Sanchez, the director/principal of alternative education. He is assisted by Lorna Gilbert, assistant principal/special education director. Both leaders are focused on the needs of the whole student, while providing support and guidance to the teachers.

Shared instructional leadership is exemplified in the monthly "Sharing Our Craft" meetings, in which teachers discuss best practices in action.

### Professional Development

Information about the program for training the school's teachers and other professional staff.

The Administrators of Santa Ana Opportunity School determine the professional development plan for the staff based upon a variety of information. The information sources include student achievement data, curricular needs, teacher input via a San Benito Countywide Professional Development Survey, and site level survey, as well as input from the "Sharing Our Craft" meetings, and conferences with individual teachers.

During the 2004-05 school year, the staff participated in three major areas of professional development. On August 18, 2004, all staff attended a workshop presented by Dr. Anita Archer entitled "Active Inclusive Participation". On August 19, 2004, all staff were presented with Language Arts Curriculum Maps which included mapping of the essential language arts standards, the Prentice-Hall textbook, and the components of Character Based Literacy (CBL). These maps were developed during the Summer of 2004 by the SBCOE alternative schools curriculum committee, with assistance provided by the San Benito County Office of Education. Staff members were inserviced on the process of editing the maps using a diary map.

The final area of focus was on continuation of Character Based Literacy. This is a language arts project developed by Santa Clara University, with specific emphasis on reading and analyzing novels using themes that promote pro-social character traits. This program is used extensively in alternative education settings in California.

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## Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall, 2002
Mathematics	Prentice Hall, 2001 and McDougal Littell, 2002
Science	Prentice Hall, 2000
History-Social Science	Prentice Hall, 2000, 2005 and Mc Graw Hill 2000

## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	see above 100% availability
Mathematics	see above 100% availability
Science	see above 100% availability
History/Social Science	see above 100% availability
Foreign Language	n/a
Health	n/a
Science Laboratory Equipment (grades 9-12)	

## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
7	0	54,000
8	0	54,000
9	0	64,800

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## Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days

## Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Santa Ana Opportunity School is an alternative school. This school is on an alternative plan for instructional minutes. Each day student receive a total of 180 instructional minutes.

Students are enrolled for 180 instructional days. There are no minimum days scheduled.

## X. Post-Secondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

**No Data Available**

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
38	0	0.0

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## Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

**No Data Available**

## SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School		District		State		
	2004	2005	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>	1	1	5	8	385,356	395,194	409,576
<b>Percent of Grade 12 Enrollment Taking Test</b>	0	0	0	0	37	35	36
<b>Average Verbal Score</b>	0	0	0	0	494	496	499
<b>Average Math Score</b>	0	0	0	0	518	519	521

## College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

The majority of students attending Santa Ana Opportunity School are in the seventh, eighth, or ninth grade. College admission test preparation courses are not offered.

## Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Even though the majority of students attending Santa Ana Opportunity School are in seventh, eighth, or ninth grade; they are better prepared because of their improved academic skills, pro-social skills, coping skills, and communication skills. They are also exposed to career exploration opportunities, and guest speakers who offer guidance relevant to employer expectations.

## Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1). Data have been aggregated to the district level.

**No Data Available**

## XI. Fiscal and Expenditure Data

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## Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

**No Data Available**

## District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

**No Data Available**

## Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.