

San Benito County Opportunity 2008-09
School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



San Benito County Office of Education

35-10355-3530037

(831)-637-5393

Website: www.sbcoe.org

Superintendent: Mike Sanchez

E-mail Address: msanchez@sbcoe.org

191 Alvarado

Hollister, CA, 95023-3841

(831)-636-8408

Principal: Angel H. Rivera

arivera@sbcoe.org

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

San Benito County Opportunity 2008-09

School Accountability Report Card

WASC A.1, A.2, A3, E4:

Santa Ana Opportunity School believes all students can learn, given high expectations. Education is a shared responsibility which includes parents, students, staff, and the community. The mission of Santa Ana Opportunity School is to provide students of the county with a quality alternative education when the traditional 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. These goals are based upon the Expected School-wide Learning Results (ESLRs):

1. Literacy

Every student will be an effective communicator and demonstrate literacy by:

- A. Becoming a lifelong, competent reader.
- B. Demonstrating understanding of various forms of written communication.
- C. Creatively organizing and expressing ideas in various written style and forms.
- D. Effectively communicating ideas, issues, and beliefs orally.
- E. Interpreting and presenting ideas in artistic and other visual forms.
- F. Demonstrating understanding of mathematical reasoning, measurement, statistics, data analysis, and problem solving.
- G. Applying and integrating technological competencies and literacy to career goals.

Means of evaluation: classroom rubrics, meeting SBCOE graduation standards, and projects.

2. Critical Thinking Skills

Every student will be an original and critical thinker, demonstrating his or her ability to apply, analyze, synthesize, and evaluate information by:

- A. Passing various basic skills tests and improving their standardized test scores.
- B. Completing a cross-curricular, multi-step project.
- C. Applying scientific concepts to comprehend natural phenomenon.
- D. Applying a sequential, multi-step writing process to various forms of written communication.

Means of evaluation: transcript, test scores, rubrics for student projects and exit interviews.

3. Social Responsibility

Every student will be a responsible citizen in the community, while increasing their self-esteem, respect, empowerment, and conflict resolution skills by:

- A. Learning self-regulating behaviors and tools.
- B. Improving their attendance.
- C. Working collaboratively on projects and vocational experiences.
- D. Displaying respect, tolerance, non-violence, self-confidence and good manners towards others in multiple settings.
- E. Demonstrating positive/productive citizenship, and the rights and responsibilities of American citizens.
- F. Practicing environmental awareness.

Means of Evaluating: citizenship grades, good news reports, rubrics for student projects.

The beliefs, vision, mission and ESLRs of Santa Ana Opportunity School are based on educational research by Robert Marzano, the DuFours and Lawrence Lezotte.

Santa Ana Opportunity School is a CDE authorized K-12 alternative school, currently serving grades 7 -12. Currently, general education classes are offered for 7th, 8th and 9th grade students. Grades 10-12 are currently offered as a part of the non-severe special day class, which is an integrated part of the structure. Both schools share facilities, technology, and standards aligned curriculum. High school students enrolled at Santa Ana Opportunity School have access to mainstream classes at San Andreas Continuation High School, including CAHSEE prep-classes. There are both 8th grade and 12th grade graduation standards outlined by the San Benito County School Board that apply to all the alternative schools operated by San Benito County Office of Education. Students are referred from traditional elementary schools, San Benito High School and Anzar High School. Students also enter from the Pinnacles Court and Community /Juvenile Hall Schools. A screening panel is conducted every Thursday to determine the eligibility and appropriate program placement for incoming students. Students and parents participate in an orientation regarding the expectations and procedures of the school.

Students come for a variety of reasons, including many of the following: truancy; falling behind academically, social difficulties at school; personal and familial challenges; and behavioral challenges within the traditional school setting. The school philosophy is guided by the students, the families and the school community. The school's foundation is based upon mutual respect, responsibility and safety. The school community relationship is guided by dignity, kindness, compassion, and most importantly, two-way communication.

San Benito County Opportunity 2008-09

School Accountability Report Card

Teachers at Santa Ana Opportunity School consistently align their curriculum maps, lessons and formative assessments to the CA standards and the ESLRs to achieve positive classroom results. In addition the requirements of No Child Left Behind are monitored. The Santa Ana teaching staff provides core academic courses in English Language Arts, Pre-Algebra, Algebra, History/Social Science and Science. In addition migrant education, and special education services are available, as well as a short-term independent study program. A computer lab and small library are also on site and utilized by both staff and students.

Personal and/or crisis counseling is provided by contracted counselors. The principal, the assistant-principal, and various other staff members provide additional mentoring and coaching in the areas of attendance, communication, grades, and social development.

Santa Ana Opportunity School provides a safe, organized, and supportive environment that offers challenging and equitable opportunities for all students, thereby promoting equity and diversity. 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.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

WASC A.2, A 4, E1:

Opportunities for involving parents as partners begin with the enrollment/orientation process. The school provides information to the parents and school community regarding student achievement of the academic standards and ESLRs. Parents learn they are welcome on campus and can 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 involve parents by providing 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. Parents participate in monthly School Site Council Meetings along with the English Learning Advisory Committee (ELAC), which assists in the development and approval of the Single Plan for Student Achievement.

The school leadership encourages parental and community involvement initially through the student enrollment orientation process. A large percentage of the Santa Ana staff is bi-lingual and can communicate in the home language of many of the students. Newsletters and bulletins are developed and mailed home in both English and Spanish. Community resources that support student's physical, emotional and social well being, are made available to both students and parents. Currently, the school is developing a resource database of parents and community supporters to assist students in their academic achievement and career aspirations.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	10
Grade 8	32
Grade 9	41
Grade 10	5
Grade 11	0
Grade 12	4
Total Enrollment	92

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.00 %	White (not Hispanic)	17.39 %
American Indian or Alaska Native	0.00 %	Multiple or No Response	2.17 %
Asian	0.00 %	Socioeconomically Disadvantaged	35.00 %
Filipino	0.00 %	English Learners	33.00 %
Hispanic or Latino	79.35 %	Students with Disabilities	11.00 %
Pacific Islander	1.09 %	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms				
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

WASC E2:

Santa Ana shares its site with San Andreas Continuation High School. The site is always clean and neat due the efforts of the full-time custodian. The bathrooms, kitchen, classrooms and office spaces are safe, clean environments. 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. The staff are currently in the process of "Red Alert" trainings to further provide a safe environment for the students.

The school staff demonstrates caring, concern, and high expectations for students in an environment that honors individual differences that is conducive to learning. Student surveys revealed that they feel safe at school and strongly agree that there is someone they trust on campus. They also responded that the school staff promotes high academic expectations.

A full time counselor is available to students as well as a School Resource Officer. Teachers and staff are involved with students both in and out of school. Students and staff exchange cell phone numbers so students can be picked up or escorted home, if necessary. The School Resource Officer will make house calls with the counselor or administrator when possible. Students who have difficulty getting to Mental Health appointments often get transportation from a school employee.

Students are encouraged to follow the social responsibility as outlined in the ESLRs, through working collaboratively on projects and vocational experiences (ESLR 3c). The counseling staff assists students in the areas of conflict resolution, Individual Education Plans, and other areas of student need.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	5.9	12.3	9.8	4.8	21.4	16.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

This section provides information about the condition of the school’s grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

WASC E2:

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 served as the community disaster center during natural disasters.

School Facility Good Repair Status. (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	
Interior: Interior Surfaces	—	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✓	—	—	
Electrical: Electrical	—	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✓	—	—	
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	
Overall Rating	✓	—	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	6	3	4	7
Without Full Credential	2	3	3	3
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers
 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non - teaching)	1.6	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	WASC B2:Timeless Voices, TimelessThemes, CA Edition,Bronze, Silver and Gold,Prentice Hall 2005 Hampton Brown, High Point, 2006 Character Based Literature, 2005	0
Mathematics	California Algebra Readiness, Prentice Hall 2009 California Pre Algebra, Prentice Hall 2009 California Algebra, Prentice Hall 2009 Geometry, Prentice Hall, 2009 California Algebra 2, Prentice Hall 2009	0
Science	Life Science Grade 7McDougall-Littell, 2007 Physical Science Grade 8 McDougal Littell 2007	0
History-Social Science	Medieval and Early Modern Times, Prentice Hall 2006 The American Nation: California Edition, Prentice Hall2003 Modern World History:Patterns of Internation, MacDougal Littell,s2003	0
Foreign Language	NA	
Health	NA	
Science Laboratory Equipment (grades 9-12)	Available from San Andreas Continuation High School	
Visual and Performing Arts	Glencoe, Art Talk, 2006	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$13,314.00	\$2,216.00	\$11,098.00	\$57,265.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$5,512	
Percent Difference - School Site and State	N/A	N/A	101.34 %	

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Santa Ana Opportunity School receives the following categorical program funds: Title II; Title III (from 2007 - 08); Title V; Lottery Instructional Materials Fund; School Safety; Arts and Music Block Grant; CAHSEE Prep; Instructional Materials Fund; Professional Development Block Grant; School/Library Improvement Grant; and Improving America Schools Act (IASA). The goals in this plan support all of the under-performing students.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	3	5	14	4	6	10	43	46	50
Mathematics	1	2	1	1	3	1	40	43	46
Science	2	5	19	3	6	16	38	46	50
History-Social Science	2	7	2	2	5	3	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	10	1	11	3
Pacific Islander				
White (not Hispanic)	31	0		*
Male	12	1	20	4
Female	18	0	15	0
Economically Disadvantaged	6	0	8	4
English Learners	3	0	0	0
Students with Disabilities	8	*	*	*
Students Receiving Migrant Education Services	9	0	6	8

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English-Language Arts				*	*	52.9	*	*	52.0
Mathematics				*	*	51.3	*	*	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	22.7	18.2	0.0
9	27.8	5.6	2.8

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	B *	B *	B *
Similar Schools	B	B	B

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note, "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	19	1	60	480 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

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

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.0	4.1	14.0	6.9	7.4	21.5	3.5	4.4	3.9
Graduation Rate	0.0	100.0	0.0	72.4	48.0	53.3	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students			N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (Not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

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

Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

WASC A5:

The Administrators of Santa Ana Opportunity School, SSC, ELAC and staff determine the professional development plan based upon a variety of information, including student achievement data, curricular needs, the ESLRs, teacher input via a San Benito Countywide Professional Development Survey, as well as input from monthly staff meetings, quarterly professional development meetings and individual evaluations.

The staff was instrumental in creating a climate for collaboration time. Therefore, in the Fall of 2007, a monthly collaboration time was added to the school calendar. The third Thursday is a minimum day set aside devoted to Professional Learning Communities. A variety of professional development workshops for teachers and staff, sponsored by San Benito County Office of Education, are offered on the First Thursday of each month.

Santa Ana staff participates in major areas of professional development from Curriculum Mapping for Language Arts, History/Social Science and Mathematics; and Diary Mapping. All Santa Ana Teachers participated in three days of Rethinking Classroom Management with coaching. All teachers participated in Group/Peer Coaching three times to further implement the Rethinking Classroom Management Strategies.

Another 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 that promote positive character traits. This program is being used extensively in continuation high schools across California.

High Point, a reading intervention program, was adopted with professional development provided. During the 2007 – 08 school year, development of Professional Learning Communities, using Learning By Doing (DuFour) as the basis for implementation. Furthermore, the PLCs have attended literacy training and have read *Bringing Words to Life*, by Isabel Beck. Members of the PLC presented Step Up to Writing strategies to the Santa Ana Community. Teachers attended Response to Intervention, worked with Data Driven Dialogue as well as Data Wise training(09).

Professional development goals for this year include, continuation of Step Up to Writing, Thinkfinity (a web-based program to assist in lesson planning resources), Assembly Required by Lawrence Lezotte and School Plan Data Management and analysis. Additionally two teachers participate in after-school professional development to help extend their expertise in the classroom; these are San Benito County Math Talks and Teachers Circle for Mathematics.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30 %	18 %	5 %
Reading 2007, Grade 8	251	261	41 %	20 %	2 %
Mathematics 2009, Grade 4	232	239	41 %	25 %	5 %
Mathematics 2009, Grade 8	270	282	36 %	18 %	5 %

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92