

Ark Independent Studies

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Cruz City Schools

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School Description

A Message from the Principal: The Ark is an innovative Independent Study High School, providing students with a personal, individual approach to learning. We offer over 60 courses, the full range of course offerings needed to complete a high school diploma. The Ark is fully accredited by the Western Association of Schools and Colleges, compliant with CCIS standards and offers many courses that satisfy A-G requirements.

Major Achievements

During the 2013-2014 school year, teachers collaborated to continue to develop relevant learning opportunities for students. In addition to fully accessing all necessary high school coursework required to obtain a diploma, the majority of our students participated in small group seminars which were focused on English Language Arts, Real World Learning and meeting the district's Literacy Exhibition Assessment Portfolio graduation requirement. Teachers met weekly and collaborated in meeting their goals that are in alignment with their WASC plan. WASC awarded the Ark a six year accreditation for 2013 through 2019.

Focus for Improvement

Ark goals for 2013-2014 continue to focus on improving instruction and widening support available for students who need to pass the California High School Exit Exam, pass Algebra I, and complete their language arts portfolio graduation requirement. In addition, we have a professional development project in place for 2013-2014 to enhance and diversify our instructional practices and our curriculum to incorporate Common Core standards and rubrics as well as continue to develop the Real World Learning curriculum. We have developed curriculum of our weekly seminars to help students identify their interests, values, skills and goals for the future. This Real World Learning enrichment program is in its third year of implementation and now includes exciting new career internship component, and collaboration with community business based learning opportunities. We now offer online courses to meet A-G requirements for eligibility to attend schools in the University of California or California State University systems, individualized tutoring opportunities, and computer-enhanced learning.

Leadership

Lysa Tabachnick is the principal of the school. She comes to the site with 5 years of prior administrative experience and 16 years as a classroom teacher at both alternative education sites as well as comprehensive sites. Lysa holds a clear Elementary credential and a clear credential in school administration as well as a supplemental authorization in art.

Parents, students, and staff take part in decision making at this school. The entire staff collaboratively creates staff development programs and sets student achievement goals based on identified student needs.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (831) 429-3898.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	2
Gr. 10	7
Gr. 11	28
Gr. 12	46
Total	83

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	1.2
Asian	2.4
Filipino	0.0
Hispanic or Latino	36.1
Native Hawaiian/Pacific Islander	0.0
White	51.8
Two or More Races	6.0
Socioeconomically Disadvantaged	32.5
English Learners	6.0
Students with Disabilities	10.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Ark Independent Studies	12-13	13-14	14-15
Fully Credentialed	3	3	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools			
	12-13	13-14	14-15
Fully Credentialed	◆	◆	4
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ark Independent Studies	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: December 5, 2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature & Language Arts - Holt Adopted 2002</p> <p>Practicing the Writing Process - Educational Design Adopted 2001</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008</p> <p>Mathematics 1 & 2, Algebra Readiness - Holt Adopted 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007</p> <p>Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>History Alive! series - TCI Adopted 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

The Ark is in a beautiful historic building on the Branciforte Small Schools Campus. We have two instructional classrooms, with six Internet-connected computers and a projector.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/16/2014

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	43	24		63	64	63	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	46	34	28	58	59	59	54	56	55
Math	27		31	42	44	39	49	50	50
HSS	33	17	22	51	49	50	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	2	1
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	9	62	-89
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Starting 2014-2015, The Ark requires parents to attend the student's weekly meeting with their teacher three times during the school year to ensure parents understand the program and are aware of their student's progress. The avenue for parent involvement at The Ark is the School Site Council, which meets four times a year. The contact person for parent involvement is Principal Lysa Tabachnick.

To become more involved, please call or visit the school office - (831) 429-3898

State Priority: School Climate

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

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

School Safety Plan

The four schools on the BSSC write a Safe School Plan together each year. The goals were as follows: 1) To increase opportunities for students, parents and/or teachers to attend workshops, presentations or sessions that will help support mental health awareness in our community. 2) Continue to support gang prevention and intervention options in Costanoa High School

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.9	4.2	2.7
Expulsions Rate	0.1	0.3	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	N/A	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	.11
Psychologist	.3
Social Worker	0
Nurse	.06
Speech/Language/Hearing Specialist	N/A
Resource Specialist	.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,641	\$441	\$5,200	\$64,170
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			2.3	8.0
Percent Difference: School Site/ State			10.9	

Types of Services Funded at Ark Independent Studies

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by achievement data. We work closely with our School Site Council and staff to use our funds to provide extra help to students who need it, to purchase supplementary instructional materials, and to provide ongoing staff training.

Professional Development provided for Teachers at Ark Independent Studies

Our highly collaborative staff meets weekly to review student achievement data, revise curriculum, and set goals for improving student achievement. During 2010-2011 we began instituting a weekly seminar program with the focus of meeting the Literacy Exhibition Assessment Portfolio requirement and as the beginning of the Real World Learning (RWL) curriculum. Since then we have undergone a WASC review and continue to implement Real World Learning seminars that now include student participation in volunteer/internship hours in the community. As of 2013-2014 we coordinated online learning options and starting in 2014-2015 we will require students to have technology incorporated into their individualized programs. This has required The Ark staff to learn about blended and online learning. We designed collaborative professional development and curriculum development to meet the demands of our RWL seminar program. Our professional review and feedback structure emphasized supporting teachers to use this new instructional method. In 2013-14 we added credit recovery at both the comprehensive and alternative schools as an offering through The Ark, which again necessitated staff training. In 2012-13 The Ark staff focused on its self study for WASC accreditation. The visiting committee awarded The Ark a six-year accreditation. In 2013-2014 we continued our implementation of the Real World Learning curriculum through a focus on weekly seminars for students. In 2014-2015 The Ark will be focusing on the recommendations of the WASC committee, implementing the Common Core Standards and continuing to implement Real World Learning.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	35	28	37	35	41	25
All Students at the School	0	0	0	0	0	0
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Ark Independent Studies	2011-12	2012-13	2013-14
English-Language Arts	62	33	
Mathematics	23	25	
Santa Cruz City Schools	2011-12	2012-13	2013-14
English-Language Arts	63	64	65
Mathematics	63	65	65
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	111.11	93.26	84.56
Black or African American	100.00	77.27	75.90
American Indian or Alaska Native	0.00	85.71	77.82
Asian	0.00	100.00	92.94
Filipino	0.00	83.33	92.20
Hispanic or Latino	66.67	86.30	80.83
Native Hawaiian/Pacific Islander	0.00	50.00	84.06
White	146.15	97.71	90.15
Two or More Races	0.00	92.86	89.03
Socioeconomically Disadvantaged	100.00	82.09	82.58
English Learners	50.00	55.71	53.68
Students with Disabilities	50.00	68.04	60.31

Dropout Rate and Graduation Rate			
Ark Independent Studies	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0.0	6.8	20.0
Graduation Rate	88.37	84.09	60.00
Santa Cruz City Schools	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.9	3.5	4.7
Graduation Rate	90.15	90.53	89.84
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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

Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. The Ark does not currently have students participating in these programs.