



Ark Independent Studies

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades 9-12
Steve Hambright, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Santa Cruz City Schools

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District Governing Board

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Educational Services**

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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 2014-15 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 focused on English Language Arts and Real World Learning. Teachers met weekly and collaborated in meeting their goals that are in alignment with their schoolwide action plan. WASC awarded the Ark a six-year term of accreditation for 2013 through 2019.

Focus for Improvement

Ark goals for 2014-15 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, 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

Steve Hambright is the new co-principal with primary responsibility for the school. Parents, students, and staff take part in decision making at this school. The entire staff collaboratively creates professional development programs and sets student achievement goals based on identified student needs.

Mission

At the Ark Independent Studies we:

- Connect with students as individuals
- Inspire students to find meaning
- Motivate students to take responsibility
- Support students to discover and pursue their interests

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	4
Grade 10	7
Grade 11	15
Grade 12	34
Total Enrollment	60

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.7
Asian	1.7
Filipino	1.7
Hispanic or Latino	35
White	55
Two or More Races	3.3
Socioeconomically Disadvantaged	41.7
English Learners	5
Students with Disabilities	6.7

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	13-14	14-15	15-16
With Full Credential	3	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	4
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ark Independent Studies	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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 2015-16)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Ark is in a beautiful historic building on the Branciforte Small Schools Campus. The Ark has two instructional classrooms, with six Internet-connected computers and a projector. In terms of safety in the most recent FIT report, the school earned a 95% rating. In the most recent FIT report, the overall rating was "Good" at 93.55%. The FIT report conducted October 19, 2015 describes planned facility improvements and needed maintenance to ensure good repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	--	60	44
Math	--	43	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	24	--	--	63	62	70	59	60	56

* Results are for 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.

2014-15 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	70
All Student at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	34	8	23.5	--	--	--	--
Male	11		3	8.8	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	11		5	14.7	--	--	--	--
Black or African American	11		0	0.0	--	--	--	--
Hispanic or Latino	11		5	14.7	--	--	--	--
White	11		2	5.9	--	--	--	--
Two or More Races	11		1	2.9	--	--	--	--
Socioeconomically Disadvantaged	11		6	17.6	--	--	--	--
English Learners	11		0	0.0	--	--	--	--
Students with Disabilities	11		0	0.0	--	--	--	--
Students Receiving Migrant Education Services	11		0	0.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	34	7	20.6	--	--	--	--
Male	11		3	8.8	--	--	--	--
Female	11		4	11.8	--	--	--	--
Black or African American	11		0	0.0	--	--	--	--
Hispanic or Latino	11		5	14.7	--	--	--	--
White	11		1	2.9	--	--	--	--
Two or More Races	11		1	2.9	--	--	--	--
Socioeconomically Disadvantaged	11		6	17.6	--	--	--	--
English Learners	11		0	0.0	--	--	--	--
Students with Disabilities	11		0	0.0	--	--	--	--
Students Receiving Migrant Education Services	11		0	0.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

The Ark requires parents to attend a beginning of the year orientation and 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 other primary avenue for parent involvement at The Ark is the School Site Council, which meets five times a year. The contact person for parent involvement is co-principal Steve Hambright.

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 at BSSC review the previous year's Safe School Plan and write a new one together each year. The goals for 2015-16 are as follows: 1) To increase opportunities for students, parents and/or teachers to attend workshops, presentations or sessions that will help create an informed mental health aware community. 2) BSSC Culture and Climate will maintain an 80% positive response from students and parents as measured by our school's student and parent surveys, in the area of school safety.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.24	2.68	1.26
Expulsions Rate	0.30	0.14	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

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)	.125
Library Media Services Staff (Paraprofessional)	.11
Psychologist	.3
Social Worker	.0555
Nurse	.06
Speech/Language/Hearing Specialist	N/A
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries	%	%
Administrative Salaries	%	%

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

Types of Services Funded

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. For the 2014-15 school year, we worked closely with our School Site Council and staff to use our funds to provide extra help for students who need it, to purchase supplementary instructional materials, and to provide ongoing staff training.

2014-15 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	33	25	42	32	42	25
All Students at the School	0		0	0	0	0

* 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.

Professional Development provided for Teachers

Our highly collaborative staff meets weekly for 1.5 hours to review student achievement data, revise curriculum, and set goals for improving student achievement. In 2013-2014 we coordinated the integration of online learning options, and in 2014-2015 students were required to incorporate technology into their individualized programs. This has required the Ark staff to learn about blended and online learning. 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.

We have designed collaborative professional and curriculum development to meet the demands of our Real World Learning (RWL) seminar program. Staff reflection and review in weekly PD sessions has supported teachers to implement this new instructional method. In 2013-2014 we continued our implementation of the RWL curriculum through a focus on weekly seminars for students. In 2014-2015 and 2015-16, The Ark professional development has focused on the recommendations of the WASC committee, implementing the Common Core Standards in math and language arts, and continuing to implement Real World Learning.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,459	\$615	\$5,844	\$59,929
District	♦	♦	\$5,132	
State	♦	♦	\$5,348	
Percent Difference: School Site/District			13.9	8.0
Percent Difference: School Site/ State			9.3	

* Cells with ♦ do not require data.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Ark Independent Studies	2012-13	2013-14	2014-15
English-Language Arts	33		
Mathematics	25		
Santa Cruz City Schools	2012-13	2013-14	2014-15
English-Language Arts	64	65	67
Mathematics	65	65	68
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ark Independent Studies	2011-12	2012-13	2013-14
Dropout Rate	6.80	20.00	16.30
Graduation Rate	84.09	60.00	81.40
Santa Cruz City Schools	2011-12	2012-13	2013-14
Dropout Rate	3.50	4.70	4.20
Graduation Rate	90.53	89.84	91.92
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

All Santa Cruz City Schools' students have access to CTE/ROP classes at high schools throughout the county. These career technical education courses are open to all students. The Ark currently has two students participating in ROP classes.

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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	84.78	92.01	84.6
Black or African American	100	66.67	76
American Indian or Alaska Native		60	78.07
Asian	100	95.45	92.62
Filipino		110	96.49
Hispanic or Latino	64.71	83.88	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	96	97.76	89.93
Two or More Races	200	102.7	82.8
Socioeconomically Disadvantaged	50	68.82	61.28
English Learners	100	65.57	50.76
Students with Disabilities	62.5	85.44	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 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.