



# Ark Independent Studies

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 x229 • Grades 9-12

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Santa Cruz City Schools**

405 Old San Jose Road  
Soquel, CA 95073  
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www.sccs.net

#### **District Governing Board**

Sheila Coonerty  
Deedee Perez-Granados  
Jeremy Shonick  
Alisun Thompson  
Patricia Threet  
Deborah Tracy-Proulx  
Claudia Vestal

#### **District Administration**

Kris Munro  
**Superintendent**  
Frank Wells  
**Assistant Superintendent  
Educational Services**  
  
Jim Monreal  
**Assistant Superintendent  
Business Services**  
  
Molly Parks  
**Assistant Superintendent  
Human Resources**

### **School Description**

Ark Independent Studies is an accredited high school in the Santa Cruz City Schools. Students may choose to meet with their instructor at the Branciforte Small Schools Campus, Santa Cruz High School, Harbor High School, or Soquel High School. Students meet weekly for one hour with an instructor on a one-to-one basis to review a minimum of 20 hours of work completed during the week. During this meeting, students are given specific assignments, and course work is corrected and evaluated. Students do their course work during the week at home. Assignments are tailored to fit the individual student's interests, needs, and learning style. Students have access to educational support by certificated staff and college tutors at least three days per week at each of the four sites. **Mission**

All Ark teachers are fully credentialed, with a broad range of teaching experience and expertise.

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	5
Grade 11	15
Grade 12	30
<b>Total Enrollment</b>	<b>51</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	0
White	41.2
Two or More Races	7.8
Socioeconomically Disadvantaged	51
English Learners	3.9
Students with Disabilities	7.8
Foster Youth	2

## 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	14-15	15-16	16-17
With Full Credential	5	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	
Santa Cruz City Schools	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ark Independent Studies	14-15	15-16	16-17
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

2015-16 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 2016-17)

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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Algebra 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008  Mathematics 1 & 2, Algebra Readiness - Holt Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007  Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	History Alive! series - TCI Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Ark is located in an historic building on the Branciforte Small Schools Campus. The Ark has one instructional classroom, with six Internet-connected computers and a projector. The 2016-17 FIT report has yet to be carried out. In terms of safety in the October 2015 FIT report for the Branciforte Small Schools Campus, the school earned a 95% rating. In the October 2015 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	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	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	50	50	61	60	44	48
Math	0		43	45	34	36

\* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	--	--	62	70	64	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	34	2	5.9	50.0
Male	11	17	2	11.8	50.0
Female	11	17			
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
White	11	20	2	10.0	50.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	34	1	2.9	
Male	11	17	1	5.9	
Female	11	17			
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
White	11	20	1	5.0	
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
Students with Disabilities	11	--	--	--	--

**School Year 2015-16 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 Met or Exceeded
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the 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 (School Year 2016-17)**

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 (831) 429-3898, ext. 229 or visit the school office.

**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 collaborate to write a new plan each year. Goal one in our 2016-17 plan is to increase opportunities for caregivers and/or students to attend workshops related to positive discipline, trauma informed care, anxiety, and depression. By March 2017, we will hold at least three presentations for caregivers and students related to the above topics. We will undertake a number of actions to meet this goal. We will continue to provide caregivers with access to support groups that can help increase positive communication with their students (Positive Discipline- parenting support), increase outreach for positive discipline support group sessions to AFE, Ark, Costanoa, and Monarch through use of robocalls and advertisement, introduce trauma-informed care tenets to parents at conferences and Back-to-School nights, and continue to hold positive discipline and/or trauma-informed care as threads of 2016-17 professional development plans.

Our second goal in our 2016-17 plan is to implement trauma-informed care strategies in the classroom to increase student and school safety. We will obtain a baseline of counseling referrals for 2015-16 and decrease the number of counseling referrals during the 2016-17 school year. All Ark teachers will implement trauma-informed care and positive discipline tenets into teaching practice as evidenced by co-principal observations. Staff attendance will increase at mindfulness sessions. Teachers will increase knowledge and use of trauma informed care practices as measured by February 2016 and February 2017 survey and classroom observations. We will undertake a number of actions to meet this goal's objectives. We will monitor schoolwide counseling referrals at the end of every quarter, maintain a PD thread related to trauma informed care, track teacher attendance at mindfulness and other self-care practices, survey staff in February 2016 and 2017 about understanding and use of trauma-informed care practices, and the co-principals will develop and use a trauma-informed/positive discipline protocol when dealing with disregulated students.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.7	1.3	2.5
Expulsions Rate	0.1	0.1	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 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)	.2343
Psychologist	.3
Social Worker	.0555
Nurse	.063
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English												
Mathematics												
Science												
Social Science												

\* 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.

### Professional Development provided for Teachers

The Ark's 2016-17 professional development plan has three threads, each aligned to a schoolwide action plan goal. The 2016-17 PD focus areas were determined after an analysis of 2015-16 data related to writing assessments, Scholastic Reading Inventory (SRI) scores, math credit earning, and the annual academic barriers survey. The first PD focus area relates to gaining understanding of the underlying principles of trauma informed care and determining shared practices related to the instruction of grounding techniques. The second PD thread focuses on mathematics instruction. Staff will analyze formative math assessments to determine and/or adjust student math progress and integrate key instructional components of Pearson integrated math 1. Our final PD thread centers on literacy instruction focused on expository reading materials and argumentative writing. Teachers will target English instruction based on SRI assessment data, norm argumentative writing samples, analyze student samples of argumentative writing, and share best practices related to argumentative writing instruction.

For each of the past three years, the co-principal and one Ark teacher have attended the California Consortium on Independent Studies annual compliance conference. By the end of the 2016-17 school year, three of four Ark teachers will have attended this important conference. In 2014-2015 students were required to incorporate technology into their individualized programs. This required the Ark staff to learn about blended and online learning. In 2015-16, we 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 supported teachers to implement this new instructional method. With the elimination of the seminar program at the Ark for 2016-17, this focus is no longer a part of our PD. Since 2014-2015, the Ark's professional development has focused on the recommendations of the WASC committee, implementing the Common Core Standards in math and language arts.

Over the past three years, our staff has met weekly for 90 minutes to review student achievement data, revise curriculum, and set goals for improving student achievement. For the 2016-17 school year, teachers will be supported by a .2 math coach, teacher-co-principal meetings, and training on Illuminate, the district's new student data system.

FY 2014-15 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/](http://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 2015-16 fiscal year, we worked closely with our School Site Council and staff to use our LCFF supplemental funds to provide tutoring for students who needed it, to purchase supplementary instructional materials, and to provide ongoing staff training.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ark Independent Studies	2011-12	2013-14	2014-15
Dropout Rate	20.00	16.30	4.70
Graduation Rate	60.00	81.40	90.70
Santa Cruz City Schools	2011-12	2013-14	2014-15
Dropout Rate	4.70	4.20	3.90
Graduation Rate	89.84	91.92	89.71
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	2
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,459	\$331	\$5,844	\$59,046
District	♦	♦	\$5,132	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			13.9	8.0
Percent Difference: School Site/ State			2.9	

\* Cells with ♦ do not require data.

2015-16 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		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	100	90	86
Black or African American	100	68	78
American Indian or Alaska Native	100	86	78
Asian	100	97	93
Filipino	100	100	93
Hispanic or Latino	100	84	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	94	91
Two or More Races	0	85	89
Socioeconomically Disadvantaged	100	66	66
English Learners	100	63	54
Students with Disabilities	100	83	78



**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 had two students participating in countywide ROP classes during the 2015-16 school year.

**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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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