

Sonoma County Alternative Education Programs

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Sonoma County Office of Education
Phone Number	(707) 524-2600
Superintendent	Steven Herrington
E-mail Address	sherrington@scoe.org
Web Site	http://www.scoe.org

School Contact Information (School Year 2017-18)	
School Name	Sonoma County Alternative Education Programs
Street	5340 Skylane Blvd.
City, State, Zip	Santa Rosa, Ca, 95403-8246
Phone Number	707-524-2884
Principal	Georgia Ioakimedes, Director
E-mail Address	gioakimedes@scoe.org
Web Site	http://www.scoe.org
County-District-School (CDS) Code	49104964930343

Last updated: 1/22/2018

School Description and Mission Statement (School Year 2017-18)

Sonoma County Office of Education (SCOE) Alternative Education Program provides K-12 education for students who are seriously at risk of school and/or societal failure. The two program schools are Alternative Education (Community School) and Court School. Alternative Ed/Community School also includes Independent Study and the Teen Parent Program (formerly Cal-SAFE/California School Age Families).

The Alternative Ed/Community School Program provides academic instruction for students who are referred, who self-select, or who benefit from a program based on alternative instructional strategies. Community School sites are located in Santa Rosa and Petaluma, with the Independent Study Learning Center housed at the Santa Rosa site. The emphasis of the program is to reestablish the educational direction of students and to transition them to a regular school setting or otherwise serve them in a learning environment that meets their needs. Counseling and other support services are provided by public and community agencies.

Independent Study is an option available to Community School students who have specific educational needs, work interests, personal issues and/or family obligations that preclude success in a daily classroom setting.

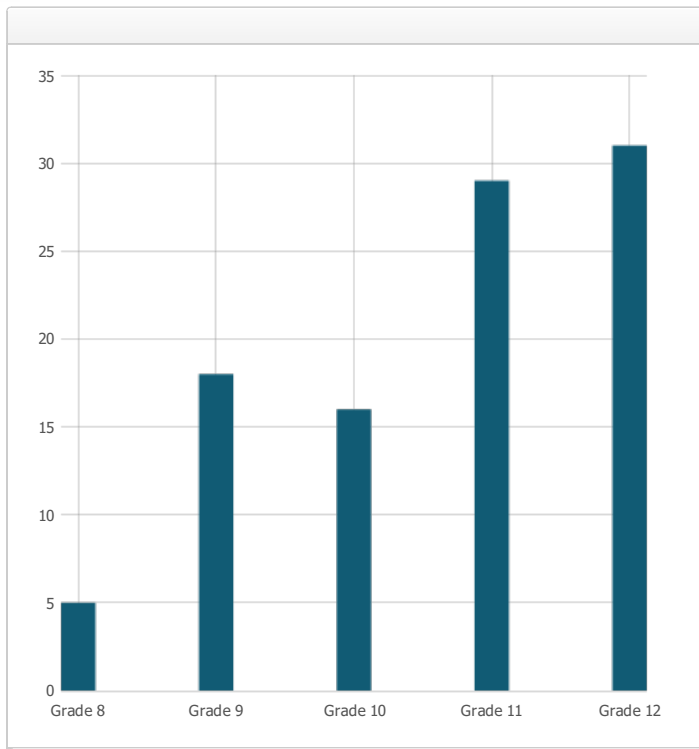
The Teen Parent Program provides education and support services assisting pregnant and parenting students in graduating from high school. Support services include preparation for childbirth and parenting, infant/toddler development, food and nutrition, transportation, vocational guidance, and bilingual child care as well as referrals for other services.

SCOE's Alternative Education Program is WASC accredited and provides standards-based curriculum in the core subject areas of English/language arts, mathematics, history/social science, and science. The program's intent is for students to change behaviors necessary for successful reintegration into district schools, or to complete requirements for high school graduation.

Last updated: 1/22/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 8	5
Grade 9	18
Grade 10	16
Grade 11	29
Grade 12	31
Total Enrollment	99



Last updated: 12/28/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	2.0 %
Asian	0.0 %
Filipino	1.0 %
Hispanic or Latino	71.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	19.2 %
Two or More Races	2.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.7 %
English Learners	34.3 %
Students with Disabilities	22.2 %
Foster Youth	1.0 %

Last updated: 12/28/2017

A. Conditions of Learning

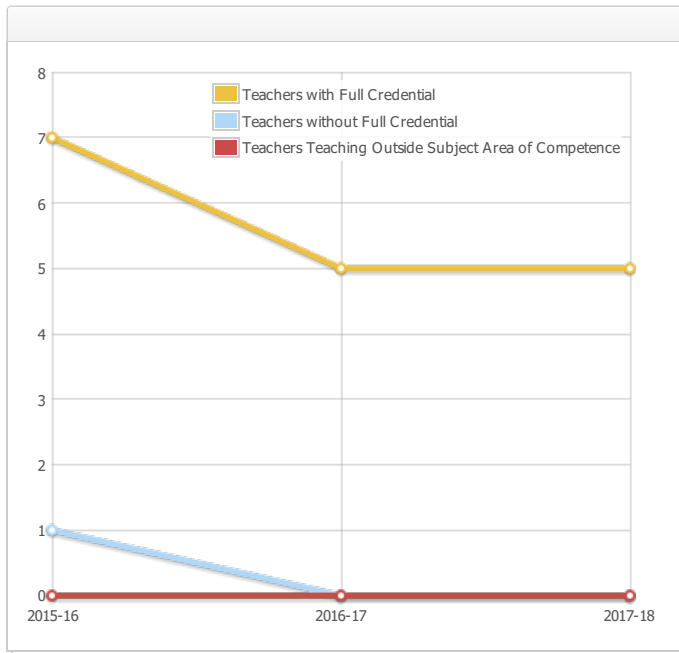
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

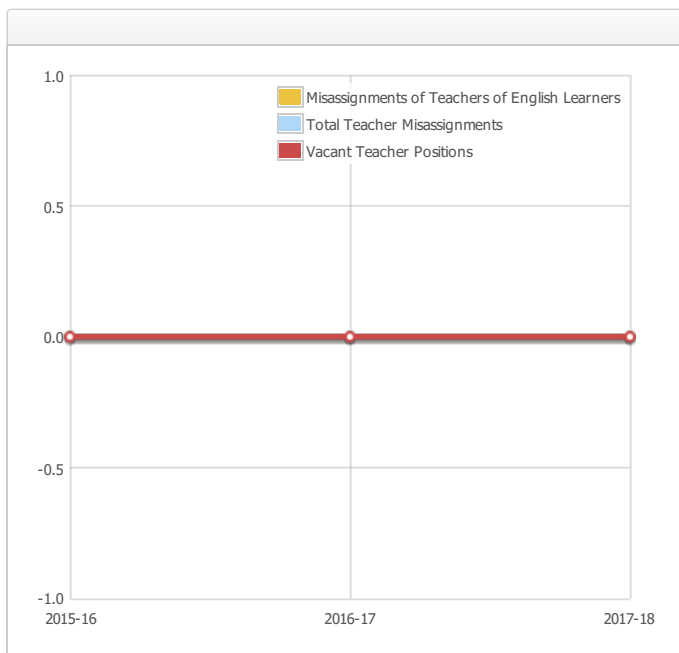
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	5	5	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/22/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "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.

Last updated: 1/22/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CharacterBased Literacy Program novels: <i>The Circuit, Eastside Dreams, To Kill a Mockingbird, The Jungle, The Watsons Go To Birmingham, The Good Earth, Parrot in the Oven, Under the Blood Red Sun</i> Timeless Voices, Timeless Themes, Prentice Hall (hardback) All Write, Write Source Write Ahead, Write Source Longman Dictionary of American English American Heritage High School Dictionary, Houghton Mifflin American Heritage Spanish Dictionary, Houghton Mifflin The American Heritage Student Thesaurus, Houghton Mifflin Rosetta Stone Language Library software Levels 1, 2 & 3, w orkbooks, and assessment materials for English language instruction (Fairfield Language Technologies) High Point, Hampton Brown Basic, Levels 1, 2 & 3	Yes	0.0 %
Mathematics	Algebra, Structure and Method, Book 1, McDougal Littell Success In Math, Basic Algebra, Globe Fearon Algebra II and Trigonometry, Structure and Method, Book 2, McDougal Littell Geometry, McDougal Littell Success In Math, Basic Geometry, Globe Fearon Pre-Algebra, Prentice Hall Success In Math, Pre-Algebra, Globe Fearon Success In Math, Consumer Math, Globe Fearon	Yes	0.0 %
Science	Life Science, Prentice Hall Physical Science, Prentice Hall BSCS Biology: An Ecological Approach, Kendall Hunt Earth Science, Geology, the Environment and the Universe, Glencoe	Yes	0.0 %
History-Social Science	A History of US, Oxford Call to Freedom, 1865 to Present, Holt Rinehart Winston World History Connections To Today The Modern Era, Prentice Hall American Government, Globe Fearon Pacemaker Economics, Globe Fearon Pacemaker	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Alternative Education Program has classrooms located in SCOE-owned facilities. Classrooms have been clustered to provide improved facilities and safety. The opening of a new facility in August 2011 allowed the program to move out of all storefronts that were previously being used. Considerable effort is put in to ensure that all facilities are well-maintained. The SCOE Maintenance Department inspects the facilities at least annually, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

Last updated: 1/22/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Good
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Last updated: 1/22/2018

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	8%	0%	9%	7%	48%	48%
Mathematics (grades 3-8 and 11)	4%	0%	3%	2%	36%	37%

Note: 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.

Last updated: 12/28/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	20	57.14%	--
Male	26	16	61.54%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	28	18	64.29%	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	26	14	53.85%	--
English Learners	19	14	73.68%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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.

Last updated: 12/28/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	18	51.43%	--
Male	26	15	57.69%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	28	16	57.14%	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	26	12	46.15%	--
English Learners	19	12	63.16%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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.

Last updated: 12/28/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	6.0%	12.0%	13.0%	21.0%	56%	54%

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/28/2017

Career Technical Education Programs (School Year 2016-17)

In the 2016-17 school year CTE culinary arts and CTE construction classes were again offered in the Community School Program. All CTE courses are aligned with the academic standards and offer the students the opportunity to earn fine arts credits. All of the high school CTE courses are mapped to programs of study at post-secondary institutions, including culinary and construction as mandated by AB2448. While there is opportunity for students to continue their studies within the industry sector, articulation is still in process. The department Career Ed Coordinator also offers career and workforce preparation, which includes transition services for Special Education students. Additional career ed/preparation services are provided by Social Advocates for Youth's (SAY) Youth Employment Program.

Last updated: 1/22/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	14
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	14.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	--	--	--
9	--	--	--

Note: 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.

Last updated: 1/22/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

When a student is referred to Alternative Education Community School Program, parents are invited to attend an enrollment meeting with their child. Program staff provide parents and incoming students with an overview of the program and answer any questions they may have. The enrollment packet includes school information and resources and forms are available in Spanish. A translator is provided as necessary. Parent letters are sent home throughout the year to keep parents informed about testing and other upcoming school events. Parents are encouraged to participate in Alternative Education programs through ELAC (English Learner Advisory Committee), Community School Advisory Committee, the LCAP process and referrals to programs of community based organizations and public agencies. Additionally parents are invited to Individual Learning Plan (ILP) conferences once each semester. Increasing parent involvement is an ongoing goal and priority of the department.

State Priority: Pupil Engagement

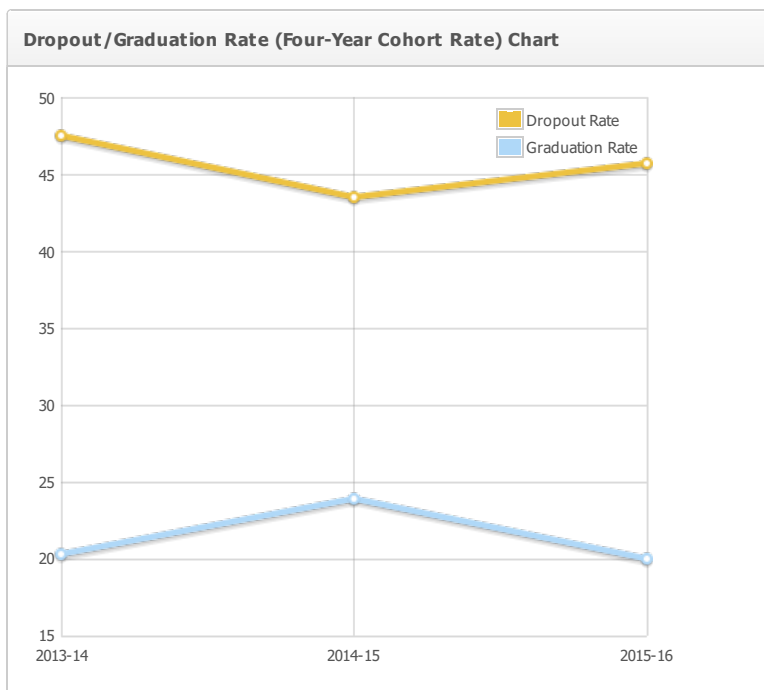
Last updated: 1/22/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	47.5%	43.5%	45.7%	43.5%	56.3%	49.5%	11.5%	10.7%	9.7%
Graduation Rate	20.3%	23.9%	20.0%	18.0%	16.7%	21.8%	81.0%	82.3%	83.8%



Last updated: 1/22/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	29.6%	43.4%	87.1%
Black or African American	0.0%	40.0%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	25.0%	38.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	50.0%	48.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	13.3%	24.5%	85.5%
English Learners	26.7%	36.4%	55.4%
Students with Disabilities	16.7%	45.5%	63.9%
Foster Youth	0.0%	33.3%	68.2%

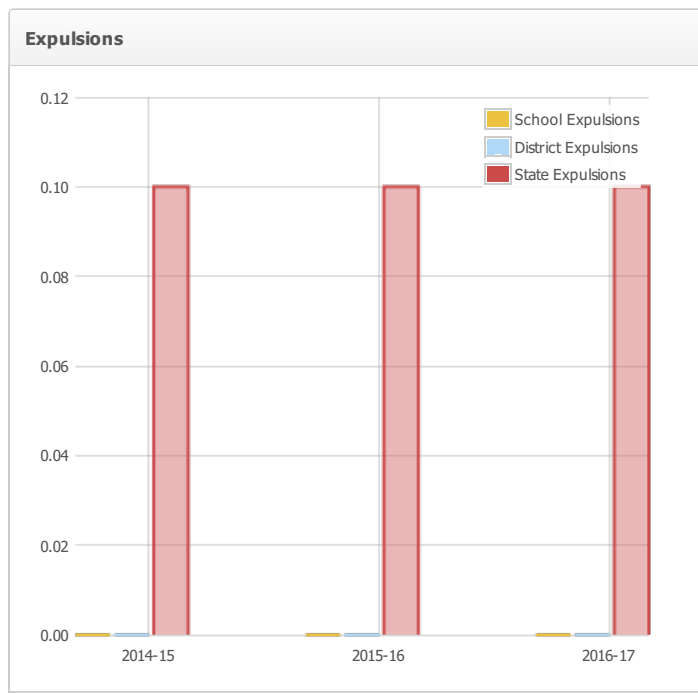
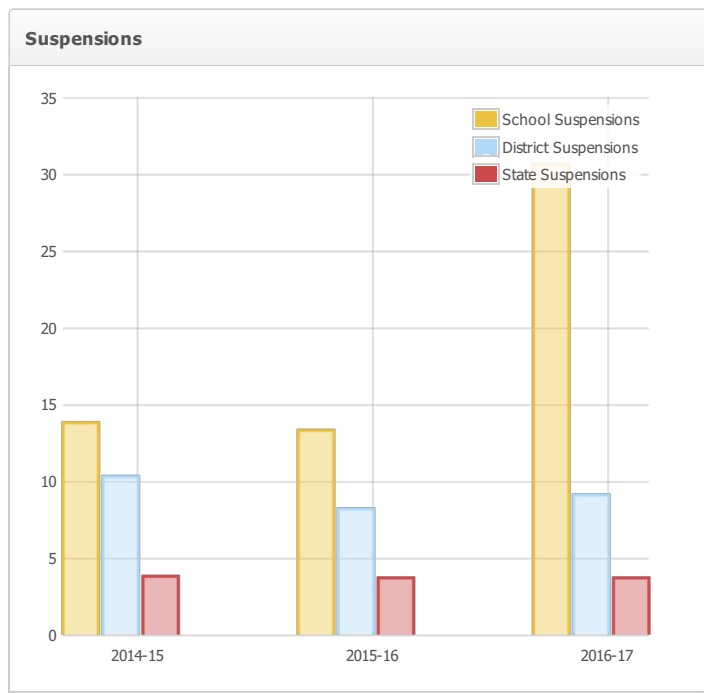
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	13.8%	13.3%	30.6%	10.3%	8.2%	9.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/28/2017

School Safety Plan (School Year 2017-18)

[School Safety Plan](#)

Plan will be updated prior to March 1, 2018.

Last updated: 12/28/2017

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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	150.0
Counselor (Social/Behavioral or Career Development)	1.8	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	3.1	N/A

Note: Cells with N/A values do not require data.

*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.

Last updated: 1/23/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$32393.7	\$5490.3	\$26903.4	\$75220.6
District	N/A	N/A	\$6147.8	\$71425.7
Percent Difference – School Site and District	N/A	N/A	125.6%	5.2%
State	N/A	N/A	\$6574.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	121.5%	200.0%

Note: Cells with N/A values do not require data.

Last updated: 1/23/2018

Types of Services Funded (Fiscal Year 2016-17)

In the 2016-17 school year students in the Community School Program were supported by a variety of services. These included: English and math Intensive Intervention for students; academic support for English Language Learners; career education services that included transition services for students with IEPs as well as career exposure/exploration and post secondary educational information; academic support for both Special Education and general education students provided by paraprofessionals; tutoring services, support with addressing school attendance issues, restorative practice and counseling services.

Last updated: 1/23/2018

Professional Development

In recent years, the primary area of focus for staff development has been to increase student engagement and achievement through improved teaching practices and increased academic rigor. In the 2015-16, 2016-17 and 2017-18 school years the department offered one full day of professional development prior to the start of the school year and in 2015-16 an additional full day at the end of the school year. Additionally, at least four hours each month are dedicated to staff and professional development. Areas of focus have included: technology integration, 21st Century teaching strategies, the impact of Adverse Childhood Experiences (ACEs)/trauma informed care and Psychological First Aid certificate training. Teachers also had the opportunity to participate in ongoing professional development through the Leadership Network - an ongoing collaborative effort dedicated to the study and implementation of research-based strategies to improve student achievement and narrow the achievement gap. Teachers are supported throughout the school year via administrator feedback and support, as well as peer support through the professional learning community model. Office staff also participated in CALPADS trainings and trainings related to the student information system.

Last updated: 1/23/2018