



[SARC Home](#) » Sonoma County Alternative Education Programs

2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

School Contact Information (School Year 2020–2021)

District Name	Sonoma County Office of Education
Phone Number	(707) 524-2603
Superintendent	Steven Herrington
Email Address	sherrington@scoe.org
Website	http://www.scoe.org

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
Email Address	gioakimedes@scoe.org
Website	http://www.scoe.org
County-District-School (CDS) Code	49104964930343

Last updated: 1/6/2021

School Description and Mission Statement (School Year 2020–2021)

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.

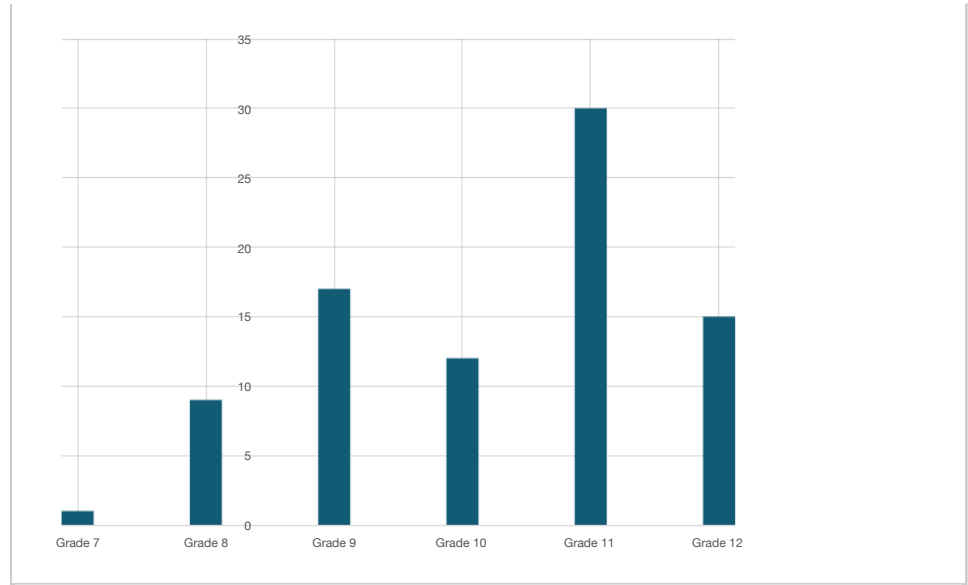
SCOE's Alternative Education Program is WASC accredited and provides standards-based curriculum in the core subject areas of English/language arts, mathematics, history/social science, and science. The program's intent is for students to change behaviors and school habits necessary for successful reintegration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

Last updated: 1/5/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 7	1
Grade 8	9
Grade 9	17
Grade 10	12
Grade 11	30
Grade 12	15

Grade Level	Number of Students
Total Enrollment	84



Last updated: 1/5/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	4.80 %
American Indian or Alaska Native	%
Asian	4.80 %
Filipino	%
Hispanic or Latino	60.70 %
Native Hawaiian or Pacific Islander	1.20 %
White	28.60 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.40 %
English Learners	26.20 %
Students with Disabilities	16.70 %
Foster Youth	4.80 %
Homeless	1.20 %

State Priority: Basic

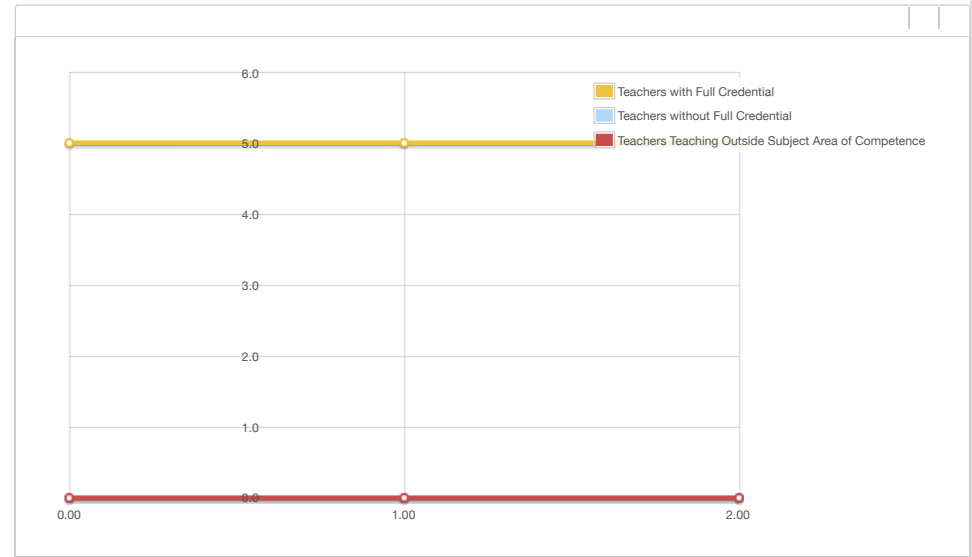
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

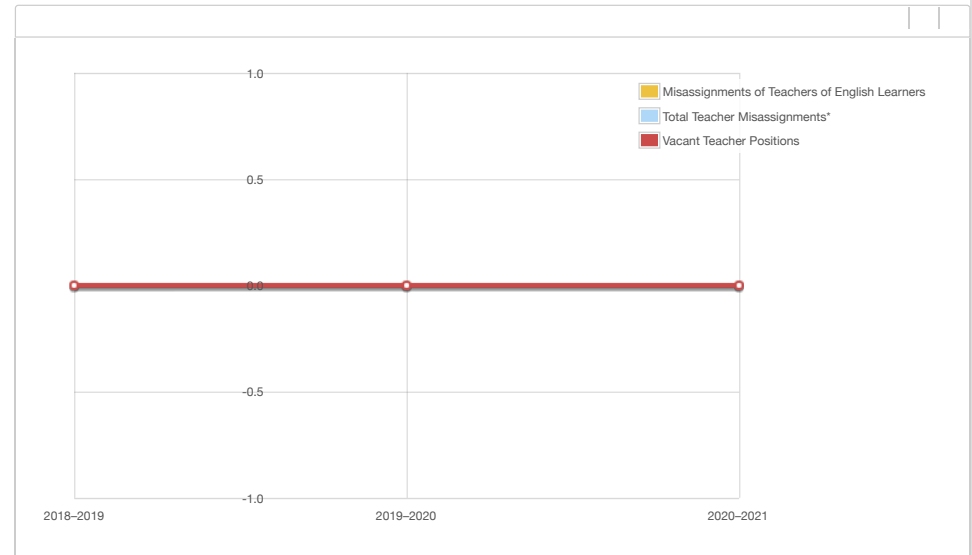
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	5	5	5	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/5/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Last updated: 1/5/2021

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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/LanguageArts CharacterBased Literacy Program novels: Holes; Nectar in a Sieve; The Contender; Dragonwings; Adventures of Ulysses/ The Circuit; Farewell to Manzanar/ Fallen Angels 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 T hesaurus Houghton Mifflin Rosetta Stone Language Library software Levels 1, 2 & 3, workbooks, and assessment materials for English language instruction (Fairfield Language Technologies) High Point, Hampton Brown Basic, Levels 1, 2 & 3		0.00 %
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, McDougalLittell 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		0.00 %
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		0.00 %
History-Social Science	A History of US, OxfordCall 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		0.00 %
Foreign Language			0.00 %
Health	Connect Core Concepts In Health - Brief 16th Edition, McGraw Hill		0.00 %
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.

Last updated: 1/5/2021

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 increased 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 into ensuring 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: 1/6/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: June 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Some asphalt repair needed.
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	Poor	

Overall Facility Rate

Year and month of the most recent FIT report: June 2020

Overall Rating	Good
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Last updated: 1/13/2021

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020

Subject	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
English Language Arts / Literacy (grades 3-8 and 11)	4.0%	N/A	8.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	2.0%	N/A	2.0%	N/A	39%	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

Last updated: 1/5/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

In the 2019-20 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 Education Coordinator also offered career and workforce preparation, which includes transition services for Special Education students. Additional career education/preparation services were provided by Social Advocates for Youth's (SAY) outh Employment Program.

Last updated: 1/5/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.00%

Last updated: 1/5/2021

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

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 school site

Opportunities for Parental Involvement (School Year 2020–2021)

When a student is referred to the 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 - all esources 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 the Alternative Education program through ELAC (English Learner Advisory Committee), Community School Advisory Committee, the LCAP process and referrals to programs of community based organizations and public agencies. The program webpages on the SCOE website are regularlly updated and parents are encouraged to access and utilize this information/resource. Additionally, ParentSquare (an applicaiton that allows for electronic communication between school and home) has been implemented and is being utilized to communicate with parents. This year, parents were again invited to a Back to School breakfast at both Community School sites. Additionally parents are invited to Individual Learning Plan (ILP) conferences once each semester, which includes a Parent Engagement Event at the Spring conferences (event suspended currently due to COVID). Increasing parent involvement is anongoing goal and priority of the department.

Last updated: 1/5/2021

State Priority: Pupil Engagement

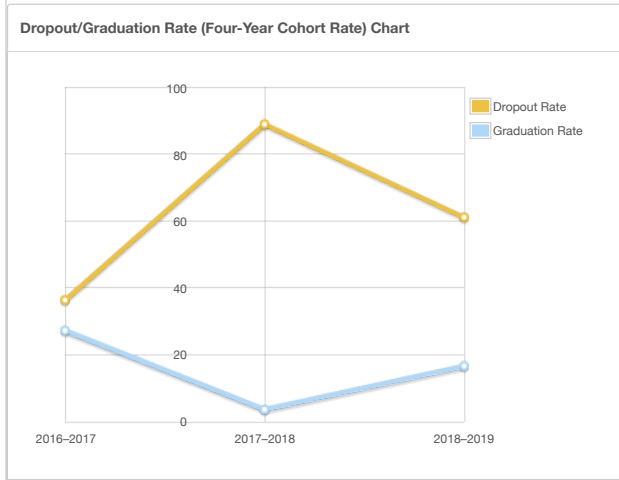
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019

Indicator	School 2016-2017	School 2017-2018	School 2018-2019	District 2016-2017	District 2017-2018	District 2018-2019	State 2016-2017	State 2017-2018	State 2018-2019
Dropout Rate	36.40%	88.90%	61.10%	47.00%	68.40%	52.60%	9.10%	9.60%	9.00%
Graduation Rate	27.30%	3.70%	16.70%	22.90%	14.70%	17.10%	82.70%	83.00%	84.50%



Last updated: 1/5/2021

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-2018	School 2018-2019	District 2017-2018	District 2018-2019	State 2017-2018	State 2018-2019
Suspensions	35.90%	17.60%	12.50%	9.70%	3.50%	3.50%
Expulsions	--	--	--	--	0.10%	0.10%

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	13.30%	--	2.50%
Expulsions	--	--	0.10%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

The CSSP will be posted on the SCOE website and a link will be available after Board approval (2/4/21).

Last updated: 1/5/2021

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

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	105.0

*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: 1/5/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	

*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: 1/5/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$33803.04	\$11807.54	\$21995.50	\$81357.50
District	N/A	N/A	\$9913.21	\$80784.82
Percent Difference – School Site and District	N/A	N/A	113.60%	1.06%
State	N/A	N/A	\$7750.12	\$82746.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	95.78%	-1.69%

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

Last updated: 1/12/2021

Types of Services Funded (Fiscal Year 2019–2020)

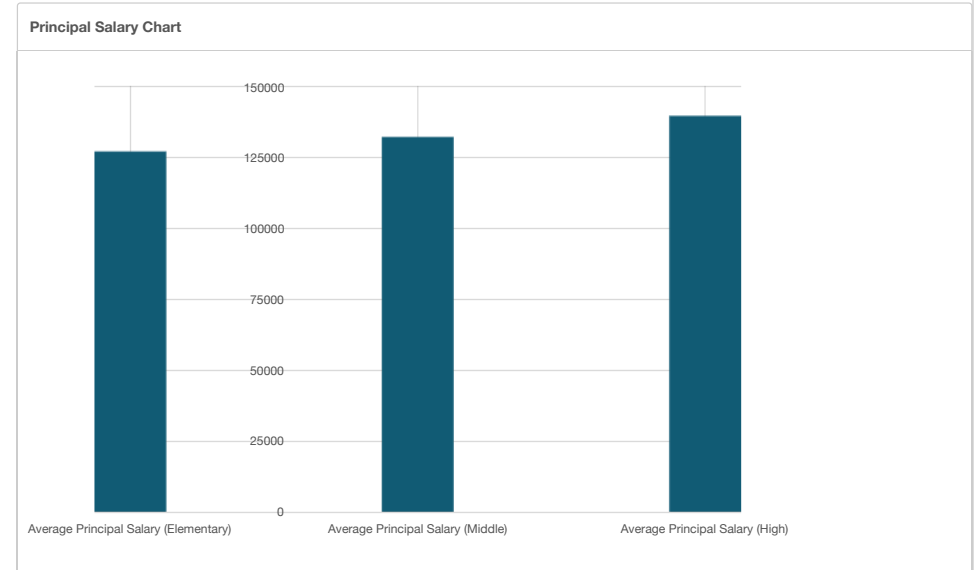
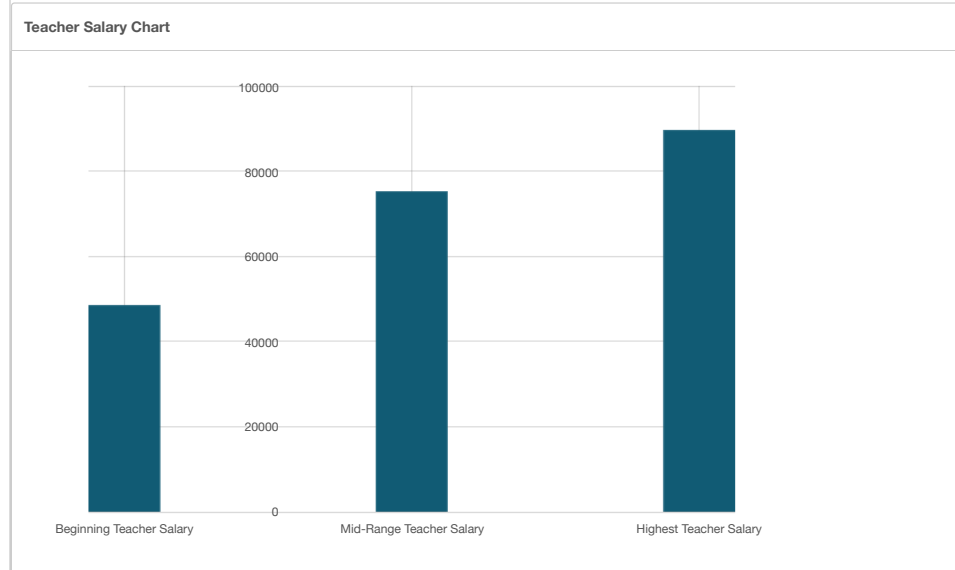
The Alternative Education program provides targeted support and assistance to our students. The needs of our who are met through through a variety of intervention programs, including increased mental health and academic counseling services, behavior specialist support, increased academic tutoring services, increased and expanded restorative practice services, intensive instruction teachers, teacher professional development related to Adverse Childhood Experiences and purchase of additional technology for student use.

Last updated: 1/6/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,537	\$44,318
Mid-Range Teacher Salary	\$75,263	\$67,053
Highest Teacher Salary	\$89,636	\$90,163
Average Principal Salary (Elementary)	\$126,911	\$106,389
Average Principal Salary (Middle)	\$132,038	\$113,976
Average Principal Salary (High)	\$139,469	\$114,214
Superintendent Salary	\$220,255	\$141,066
Percent of Budget for Teacher Salaries	20.16%	28.56%
Percent of Budget for Administrative Salaries	8.75%	6.15%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/6/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
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Sacramento, CA 95814