



Education Issues

Community Goals:

By the Year 2004, more Santa Cruz County students will graduate from high school job-ready or prepared for higher education.

Community Hero: Patricia Schroeder, *Student Health Services*

By the Year 2004, elementary and middle school students will meet or exceed the average statewide scores for academic success.

Community Hero: Gail Levine, *Branciforte Elementary*

By the Year 2004, Santa Cruz County children will enter kindergarten healthy and ready to learn.

Community Hero: Cathy Cavanaugh, *Community Bridges WIC Program*

By the Year 2004, children with Special Needs will have access to a full range of educational, social and community opportunities.

Community Hero: Maria "Duffy" Grant, *Community Volunteer*

Community Heroes: Ride a Wave and Balance 4 Kids

A Summary of Santa Cruz County's Education, 2004



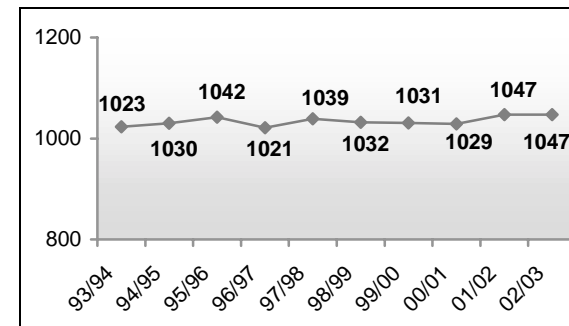
In Santa Cruz County, the educational picture over the past ten years has been mixed but hopeful. Enrollment increased by 4.0% in the County from 1994/95 to 2003/04 while the state enrollment increased by 17.9% during the same time period.

The demographics of the County schools have not changed much over the past ten years; the two ethnic groups most represented in the County are Caucasian and Latino. The number of English Learners increased slightly Countywide over the last ten years, with the largest numbers consistently in the Pajaro Valley Unified School District (PVUSD). While there are over fifteen language groups represented, 98% of the English Learners speak Spanish. Nearly 49% of the County's students are Latino, an increase of 20% since 1994.

Since 1995/96, the percentage of high school graduates completing college prep courses remained basically the same. Since 2000/01, Santa Cruz County has had greater percentages of students complete college prep courses compared with the state.

For college admissions testing, the percentage of students who took the SAT declined from 42.5% in 1993/94 to 36.5% in 2002/03. SAT scores increased 2.3% in the County compared with 2.1% in the state. Comparatively, the percentage of students who took the ACT increased from 2.0% in 1999/00 to 7.7% in 2002/03. Though ACT scores decreased slightly in the County during the same time period, they have been consistently higher than statewide scores.

SAT Average Total Score (Verbal and Math)



✓ Average total SAT score (verbal and math) for Santa Cruz County high school students who took the test. Total possible SAT score is 1600.

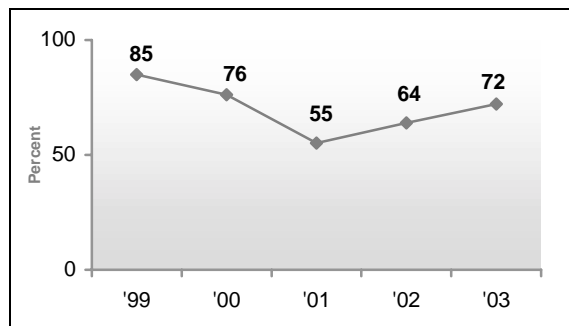
In STAR standardized tests, students in Santa Cruz County increased their SAT-9 scores from 1998 to 2002 in elementary and middle school reading, math, language, and spelling. In the same time period, eleventh grade students saw an increase in SAT-9 scores in math and language, while experiencing a slight decrease in scores for reading. In 2003, students began taking a new standardized test – the CAT-6 test – and scores generally increased for students from 2003 to 2004 except for 7th grade students who generally showed a decrease in scores except for spelling. In the Academic Performance Index (API), where schools are ranked from 200 to 1,000 in a nationwide comparison based on standardized test scores, the majority of schools posted an increase from 1999 to 2003.

Adequate Yearly Progress scores (AYP) are part of the No Child Left Behind Act of 2001. The goal of the AYP is that all students will be

proficient or above in reading / language arts and mathematics by 2013. Another component of AYP is based on API scores and high school graduation rates. All local school districts met the 2003 reading / language arts and mathematics proficiency goal but many districts did not meet the participation component. All schools except for the Santa Cruz County Office of Education met the API score criteria and all Santa Cruz County high schools met the graduation requirement.

Over the last ten years, the annual high school dropout rate greatly decreased from 3.8 in 1994/95 to 0.6 in 2002/03. The 2002/03 rate was considerably less than the state rate of 3.2. School success can begin early in life, and one of the goals of CAP is for children to enter kindergarten healthy and ready to learn. Early child care experiences can help children become better prepared for kindergarten. A large percentage of parents indicated that they are “very” satisfied with their child care arrangements in 2003 (72.1%) as compared to 84.9% in 1999. However, the waiting lists for Head Start and Migrant Head Start continue to increase. From 1995/96 to 2003/04, the waiting list for Head Start increased from 244 to 389 children. In 2004, Migrant Head Start experienced an increase in the waiting list from 150 in spring 1995 to 411 in spring 2004.

Satisfaction with Child Care



✓ Percent of parents reporting being very satisfied with their child care arrangement.

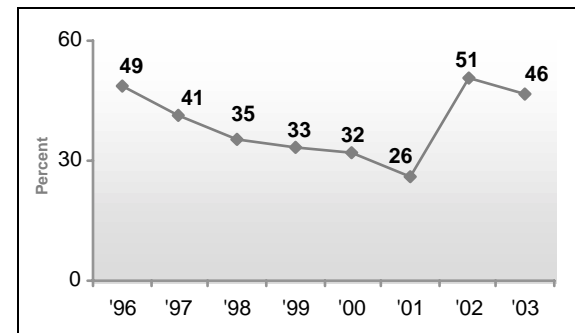
Countywide, enrollment for students in Special Education increased from 2000 to 2003 for mental retardation, hard of hearing, speech or language impairment, orthopedic impairment, other health

impairments, and autism. Enrollment for students with specific learning disabilities decreased 11.3% during the same time period.

Over the past ten years, the percentage of residents reporting feeling “very satisfied” with the local education system has hovered around 20-25%. During that time, a greater percentage of Latinos have consistently been “very satisfied” compared to Caucasian respondents. “Good teachers” was the most likely reason provided for the best things happening in the schools today, along with “extra-curricular activities” and “more parent / community involvement.” Parents have consistently reported “funding” as the most serious problem facing local schools. High percentages of parents have felt their child’s school provides a safe environment for learning over the past ten years with 100% of parents feeling this way about their child’s elementary school in 2003.

In 1996, 49.0% of respondents were “very satisfied” with their child’s high school education. This percentage reached an all time high of 50.5% in 2002 and decreased to 46.4% in 2003. This decrease was true whether they were from San Lorenzo Valley or South County, were Caucasian or Latino, male or female.

Satisfaction with High School Education



✓ Percent of parents reporting being very satisfied with their child(ren)’s high school education.

In the ten years of CAP, most parents have reported feeling “very” or “somewhat” satisfied with the substance abuse prevention programs in the elementary, middle, and high schools though the percentages of parents feeling satisfied is generally lower for high schools. However, from 2002 to 2003, the percentages of parents indicating they felt

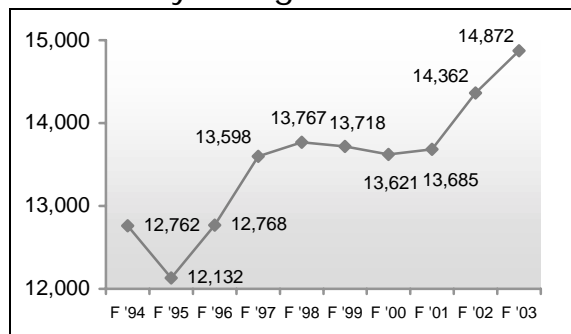
“very satisfied” with the substance abuse prevention programs in the elementary and middle schools decreased while it increased at the high schools.

From 1995 to 2003, about 50% of respondents have indicated that bilingual education is “very important.” Those who favor it tend to do so because they believe it is important because there are many Spanish-speaking people in the County, because it is important to speak more than one language, and because it increases understanding and communication. Those who oppose it do so largely because they believe everyone should speak English.

Per pupil expenditures increased 87.3% from 1994/95 to 2002/03. Comparatively, the statewide per pupil expenditures increased 64.0% during the same time period. Happy Valley Elementary district experienced the greatest increase in per pupil expenditures (163.0%).

In the post-secondary arena, the number of people attending Cabrillo College increased 16.5% from Fall 1994 to Fall 2003 while the number of students enrolled in the University of California, Santa Cruz has increased 48.1% during the same time period.

Community College Attendance

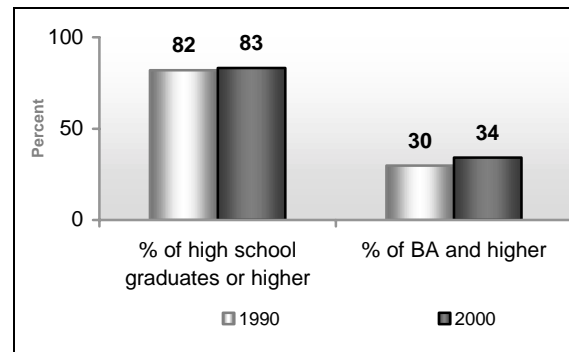


✓ Number of students enrolled in the fall semester at Cabrillo College.

According to the 2000 Census, the profile of educational attainment for adults over 25 years of age varies widely throughout the County.

About one percent of San Lorenzo Valley residents have less than a ninth grade education followed by the City of Santa Cruz at 5.5%. In the City of Watsonville, 36.4% of the population has less than a ninth grade education. Countywide, the percentage with less than a ninth grade education is 9.7% compared to 11.5% in California and 6.9% nationwide.

Educational Attainment, Santa Cruz County



✓ Educational attainment of Santa Cruz County residents over the age of 25, according to 2000 Census.

There was a 73.8% increase in registered borrowers at the Watsonville Public Library from 1994/95 to 2003/04. Due to reporting changes in 2003/04, comparisons cannot be made for Santa Cruz City or County. Items circulated showed a 45.0% increase in Santa Cruz City and County and a 15.9% increase in the City of Watsonville.



QUALITY OF LIFE INDICATOR 20

Education Enrollment

Enrollment data indicate the number of students enrolled each year in public K-12 schools.

School District Enrollment

District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01 ²	2001/02	2002/03	2003/04	94-04 % Change
County Office of Education	416	578	647	550	524	688	639	795	748	885	112.7
California Youth Authority ¹	-	-	-	-	66	42	44	35	46	44	NA
Bonny Doon Union Elementary	280	265	258	236	235	184	168	168	166	146	-47.9
Happy Valley Elementary	150	151	133	137	141	126	130	131	135	142	-5.3
Live Oak Elementary	2,074	2,138	2,168	2,195	2,214	2,140	2,116	1,994	1,948	2,114	1.9
Mountain Elementary	158	154	154	170	158	153	148	153	149	165	4.4
Pacific Elementary	65	72	76	81	81	91	88	88	87	84	29.2
Pajaro Valley Joint Unified	17,385	17,736	18,355	18,895	19,400	19,767	19,864	19,863	19,661	19,522	12.3
San Lorenzo Valley Unified	4,162	4,143	4,144	4,159	4,351	4,289	4,179	3,996	3,869	3,561	-14.4
Santa Cruz City Elementary	3,457	3,395	3,335	3,114	3,005	2,943	2,860	2,752	2,636	2,252	-34.9
Santa Cruz City High	5,309	5,490	5,682	5,805	5,930	5,760	5,555	5,246	5,157	5,432	2.3
Scotts Valley Unified	2,404	1,856	1,893	1,916	1,949	2,139	2,384	2,591	2,713	2,763	14.9
Soquel Union Elementary	1,780	2,438	2,403	2,449	2,458	2,384	2,287	2,142	2,112	2,030	14.0
Santa Cruz County	37,640	38,416	39,248	39,707	40,512	40,706	40,462	39,954	39,427	39,140	4.0
California	5,341,025	5,467,224	5,612,965	5,727,303	5,844,111	5,951,612	6,050,895	6,147,375	6,244,403	6,298,413	17.9

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Note: Enrollment totals are active fall enrollments.

¹Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools.

²Starting in 2000-01, enrollment figures include State Special Schools.

Student Demographics

Ethnic diversity in the public school system reflects the changing demographics of the community.

Percent of Students by Ethnicity

Ethnicity	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
American Indian or Alaska Native	0.5	0.6	0.5	0.5	0.5	0.4	0.5	0.4	0.4	0.5
Asian	2.1	2.1	2.2	2.1	2.0	2.1	2.0	2.0	2.0	2.0
Pacific Islander	0.3	0.3	0.3	0.4	0.3	0.3	0.3	0.2	0.2	0.3
Filipino	1.1	1.1	1.1	1.1	1.0	1.0	0.9	0.9	0.9	0.9
Hispanic or Latino	40.4	41.2	42.5	43.3	44.0	44.7	46.0	46.9	47.5	48.5
African American	1.6	1.7	1.6	1.5	1.5	1.5	1.4	1.4	1.3	1.3
White (not Hispanic)	54.0	53.0	51.8	51.1	49.8	49.2	48.1	46.9	46.2	44.4
Multiple or No response	-	-	-	-	0.8	0.9	0.8	1.1	1.4	2.2
Santa Cruz County Enrollment	37,640	38,416	39,248	39,707	40,512	40,706	40,462	39,954	39,427	39,140

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Note: Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools. Starting in 2000-01, enrollment figures include State Special Schools.

QUALITY OF LIFE INDICATOR 22

Elementary School Absenteeism

In July 1998, a new state law changed the financial incentives for school attendance. Prior to 1998, ADA provided the same funding for students with “excused absence” (such as illness) as students present in the classroom. Beginning in 1998, ADA includes only actual attendance, so schools have a financial incentive to increase the number of students in school. This prompted local schools to focus on increasing attendance through site-level incentives and public campaigns.

Actual Elementary School Attendance

School District	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Pajaro Valley Unified School District ¹	94.1	94.7	95.2	94.7	95.2	94.9	95.0
Santa Cruz City Schools ²	-	-	-	94.6	95.3	95.2	NA

Source: Santa Cruz City Schools, *Child Welfare and Attendance Office*, 2003. Pajaro Valley Unified School District, *Child Welfare and Attendance Office*, 2004.

¹Nine elementary schools are grades K – 5, six elementary schools are grades K – 6. In 2001/02, three charter schools were added: Alianza Charter School (K-6), Linscott Charter School (K-8), Pacific Coast Charter School (K-12), and Watsonville Charter School for the Arts (K-8).

²Eight elementary schools are grades K – 5.

Expenditures Per Pupil

Funding for public schools determines the programs offered to students as well as teacher compensation, class size, facilities and extra curricular activities.

Expense of Education per ADA by District

School District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	94-03 % Change
Bonny Doon Union Elementary	\$3,827	\$3,998	\$4,641	\$4,860	\$5,320	\$6,079	\$7,438	\$8,466	\$7,655	100.0
Happy Valley Elementary	3,953	4,321	5,365	5,555	6,060	7,034	8,773	9,654	10,395	163.0
Live Oak Elementary	3,693	3,906	4,652	5,357	5,951	5,985	6,499	7,281	7,303	97.8
Mountain Elementary	3,315	3,617	3,761	4,284	5,399	5,613	6,558	6,776	6,550	97.6
Pacific Elementary	6,746	5,796	4,987	5,893	7,614	7,914	9,695	10,695	10,814	60.3
Pajaro Valley Joint Unified	4,258	4,511	4,833	5,061	5,484	5,923	6,412	7,049	7,203	69.2
San Lorenzo Valley Unified	3,939	3,983	4,332	4,614	4,873	5,559	6,365	6,404	6,581	67.1
Santa Cruz City Elementary/High	4,126	4,308	4,565	4,924	5,378	6,014	6,630	7,187	7,163	73.6
Scotts Valley Unified	3,586	3,672	4,137	4,454	4,938	5,131	5,929	6,205	6,193	72.7
Soquel Elementary	3,832	3,675	4,288	4,428	5,230	5,681	6,634	6,929	6,645	73.4
All Elementary Districts (Statewide Average)	3,743	3,830	4,479	4,880	5,600	5,898	6,092	6,444	6,542	74.8
All Unified Districts (Statewide Average)	4,195	4,349	4,691	4,938	5,338	5,798	6,414	6,767	6,880	64.0
Santa Cruz County	\$4,092	\$4,267	\$4,633	\$4,927	\$5,381	\$5,867	\$6,102	\$7,093	\$7,665	87.3
California	4,161	4,287	4,578	4,938	5,379	5,705	6,360	6,719	6,822	64.0

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2003. RAND California, 2004.

Note: The total dollars are divided by the total ADA (Average Daily Attendance) to arrive at the current expense of education per ADA or cost of education per ADA. Starting in 2002, Santa Cruz County data is provided by RAND.

QUALITY OF LIFE INDICATOR 24

Special Education



Special Education Enrollment, Selected Disabilities

Mental Retardation	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
White (non Hispanic)	92	94	92	92	0.0
Hispanic or Latino	142	155	164	150	5.6
American Indian	0	0	0	0	NA
Asian	2	2	3	2	0.0
Pacific Islander	1	1	1	1	0.0
Filipino	0	0	0	0	NA
African American	2	2	2	4	100.0

Mental Retardation	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
0 – 5 years old	62	67	69	48	-22.6
6 – 12 years old	78	78	80	94	20.5
13 – 22 years old	99	109	113	107	8.1
Santa Cruz County	239	254	262	249	4.2
California	40,717	42,255	43,302	44,017	8.1

Mental Retardation (MR): Mental Retardation means significantly subaverage general intellectual function existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, which adversely affects a child’s educational performance.

Hard of Hearing	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
White (non Hispanic)	43	44	38	37	-14.0
Hispanic or Latino	48	53	64	57	18.8
American Indian	0	0	0	0	NA
Asian	2	2	2	1	-50.0
Pacific Islander	0	0	0	0	NA
Filipino	0	0	0	0	NA
African American	2	1	2	2	0.0

Hard of Hearing	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
0 – 5 years old	5	6	11	8	60.0
6 – 12 years old	52	56	53	47	-9.6
13 – 22 years old	38	38	42	42	10.5
Santa Cruz County	95	100	106	97	2.1
California	6,261	6,656	6,934	7,200	15.0

Hard of Hearing (HH): Hard of Hearing means a hearing impairment, whether permanent or fluctuating, which adversely affects a child’s educational performance but which is not included under the definition of “deaf” in this section.

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Special Education

Special Education Enrollment, Selected Disabilities

Speech or Language Impairment	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
White	652	663	676	657	0.8
Hispanic	720	761	778	763	6.0
Native American	1	1	1	1	0
Asian	18	17	21	26	44.4
Pacific Islander	4	7	6	5	25.0
Filipino	4	4	3	5	25.0
African American	15	13	17	20	33.3

Speech or Language Impairment	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
0 – 5 years old	290	318	295	318	9.7
6 – 12 years old	1,023	1,026	1,073	1,024	0.1
13 – 22 years old	101	122	134	135	33.7
Santa Cruz County	1,414	1,466	1,502	1,477	4.5
California	165,496	167,892	172,417	175,927	6.3

Speech or Language Impairment (SLI): Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child’s educational performance.

Orthopedic Impairment	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
White	68	77	63	66	-2.9
Hispanic	67	66	71	74	10.4
Native American	0	0	0	0	0
Asian	3	3	2	2	-33.3
Pacific Islander	0	0	0	0	0
Filipino	1	1	1	1	0.0
African American	3	1	2	3	0.0

Orthopedic Impairment	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
0 – 5 years old	27	36	29	33	22.2
6 – 12 years old	70	63	59	61	-12.9
13 – 22 years old	45	49	51	52	15.6
Santa Cruz County	142	148	139	146	2.8
California	14,583	15,041	15,131	15,074	3.4

Orthopedic Impairment (OI): Orthopedic Impairment means a severe orthopedic impairment, which adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

QUALITY OF LIFE INDICATOR 24

Special Education

Special Education Enrollment, Selected Disabilities

Other Health Impairment	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
White	76	101	110	114	50.0
Hispanic	29	32	30	53	82.8
Native American	0	0	0	0	0
Asian	3	2	4	2	-33.3
Pacific Islander	1	1	1	1	0
Filipino	0	0	0	0	0
African American	2	1	1	2	0

Other Health Impairment	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
0 – 5 years old	7	9	15	40	471.4
6 – 12 years old	62	70	60	57	-8.1
13 – 22 years old	42	58	71	75	78.6
Santa Cruz County	111	137	146	172	55.0
California	21,025	24,241	28,161	32,083	52.6

Other Health Impairment (OHI): Other Health Impairment means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child’s educational performance.

Specific Learning Disability	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
White	1,360	1,290	1,191	1,090	-19.9
Hispanic	1,178	1,142	1,120	1,158	-1.7
Native American	5	9	4	7	40.0
Asian	12	14	16	18	50.0
Pacific Islander	5	5	3	5	0
Filipino	18	15	13	9	-50.0
African American	61	61	60	55	-9.8

Specific Learning Disability	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
0 – 5 years old	1,090	41	29	24	-97.8
6 – 12 years old	1,158	1,169	1,074	1,038	-10.4
13 – 22 years old	1,326	1,326	1,304	1,280	-3.5
Santa Cruz County	2,639	2,536	2,407	2,342	-11.3
California	349,038	347,595	344,571	337,884	-3.2

Specific Learning Disability (SLD): Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have leaning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage.

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Special Education

Special Education Enrollment, Selected Disabilities

Autism	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
White	59	73	88	103	74.6
Hispanic	9	10	15	14	55.6
Native American	0	0	0	0	0
Asian	2	6	8	6	200.0
Pacific Islander	0	0	0	0	0
Filipino	0	0	1	2	NA
African American	1	1	2	3	200.0

Autism	Dec. 2000	Dec. 2001	Dec. 2002	Dec. 2003	00-03 % Change
0 – 5 years old	12	14	21	28	133.3
6 – 12 years old	40	49	59	57	42.5
13 – 22 years old	19	27	34	43	126.3
Santa Cruz County	71	90	114	128	80.3
California	14,039	17,508	21,066	24,943	77.7

Autism (AUT): *Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three that adversely affects educational performance.*

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

QUALITY OF LIFE INDICATOR 25

Test Scores – STAR (SAT 9)

The STAR Test provides a measure of academic performance of students in grades 3 through 11 and allows for local, state, and national comparisons.



Grade 3: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	40	41	43	45	47
Math	48	52	57	57	60
Language	41	42	44	45	50
Spelling	33	36	38	41	45

Grade 3: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	36	40	44	46	47
Math	42	49	57	61	64
Language	39	44	50	53	55
Spelling	38	43	49	53	55

Grade 5: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	46	45	48	47	49
Math	47	49	54	54	58
Language	47	47	50	50	53
Spelling	36	37	41	42	45

Grade 5: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	40	41	44	45	47
Math	41	45	51	55	58
Language	44	46	49	52	54
Spelling	38	40	44	47	50

Source: California Department of Education, *STAR District/ School Summary Report*, 2002.

Note: The Standardized Testing and Reporting (STAR) program was authorized by Senate Bill (SB) 376 in October 1997 and entails the administration of a multiple-choice test that allows comparisons to be made to a national sample of students. The average student's National Percentile Rank (NPR) is shown above. For example, a student who scored a 56 was at the 56th percentile, and did better than 55 percent of the national sample.



New data not available

Test Scores – STAR (SAT 9)

Grade 7: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	47	48	50	49	52
Math	46	49	54	55	59
Language	51	52	57	56	60
Spelling	39	41	43	44	48

Grade 7: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	41	43	45	46	46
Math	45	47	51	53	54
Language	49	51	54	56	57
Spelling	42	43	45	47	49

Grade 9: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	38	40	42	39	41
Math	51	56	57	55	58
Language	47	52	54	52	55
Science	45	46	47	47	48
Social Science	45	49	50	49	50

Grade 9: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	34	34	36	35	35
Math	50	51	54	54	54
Language	47	48	50	51	51
Science	43	44	45	45	45
Social Science	42	43	45	45	44

Source: California Department of Education, *STAR District/ School Summary Report*, 2002.

Note: The Standardized Testing and Reporting (STAR) program was authorized by Senate Bill (SB) 376 in October 1997 and entails the administration of a multiple-choice test that allows comparisons to be made to a national sample of students. The average student's National Percentile Rank (NPR) is shown above. For example, a student who scored a 56 was at the 56th percentile, and did better than 55 percent of the national sample.



New data not available

QUALITY OF LIFE INDICATOR 25

Test Scores – STAR (SAT 9)

Grade 11: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	41	36	37	36	39
Math	45	46	48	49	51
Language	43	42	43	45	47
Science	48	44	46	46	48
Social Science	57	54	56	58	56

Grade 11: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Reading	37	36	37	37	38
Math	46	48	50	50	50
Language	43	45	47	47	48
Science	44	45	46	45	46
Social Science	54	55	56	57	57

Source: California Department of Education, *STAR District/ School Summary Report*, 2002.

Note: The Standardized Testing and Reporting (STAR) program was authorized by Senate Bill (SB) 376 in October 1997 and entails the administration of a multiple-choice test that allows comparisons to be made to a national sample of students. The average student's National Percentile Rank (NPR) is shown above. For example, a student who scored a 56 was at the 56th percentile, and did better than 55 percent of the national sample.



New data not available

Test Scores – STAR (CAT/6)

The STAR Test provides a measure of academic performance of students in grades 3 through 11 and allows for local, state, and national comparisons.



Grade 3: National Percentile Rank, Santa Cruz

Subject	Spring 2003	Spring 2004
Reading	37	41
Math	55	53
Language	36	40
Spelling	40	40

Grade 3: National Percentile Rank, California

Subject	Spring 2003	Spring 2004
Reading	35	39
Math	56	56
Language	37	41
Spelling	50	52

Grade 5: National Percentile Rank, Santa Cruz

Subject	Spring 2003	Spring 2004
Reading	40	46
Math	46	49
Language	43	50
Spelling	37	45

Grade 5: National Percentile Rank, California

Subject	Spring 2003	Spring 2004
Reading	37	42
Math	45	49
Language	41	47
Spelling	44	48

Source: California Department of Education, *STAR District/ School Summary Report*, 2004.

Note: In April 2002, the State Board of Education designated the California Achievement Tests, Sixth Edition Survey (CAT/6) published by CTB/McGraw-Hill to replace the Stanford Achievement Test, ninth edition (Stanford 9) as the national norm-referenced test for the STAR Program. Like the Stanford 9, the CAT/6 is a national norm-referenced achievement test, and the test questions and scoring are the same from year to year. The Stanford 9 was first administered to all California students during spring 1998. Its last administration was in spring 2002. The CAT/6 surveys are shorter than the Stanford 9 and reduce the testing time for the norm-referenced portion of the STAR program. The average testing time for the norm-referenced portion of the STAR program is shown above. For example, a student who scored a 56 was at the 56th percentile, and did better than 55 percent of the national sample.

QUALITY OF LIFE INDICATOR 25

Test Scores – STAR (CAT/6)

Grade 7: National Percentile Rank, Santa Cruz

Subject	Spring 2003	Spring 2004
Reading	54	52
Math	51	50
Language	52	51
Spelling	46	49

Grade 7: National Percentile Rank, California

Subject	Spring 2003	Spring 2004
Reading	41	45
Math	42	46
Language	41	46
Spelling	46	51

Grade 9: National Percentile Rank, Santa Cruz

Subject	Spring 2003	Spring 2004
Reading	50	51
Math	52	53
Language	51	51
Science	49	49

Grade 9: National Percentile Rank, California

Subject	Spring 2003	Spring 2004
Reading	43	45
Math	46	48
Language	43	44
Science	39	42

Source: California Department of Education, *STAR District/ School Summary Report*, 2004.

Note: In April 2002, the State Board of Education designated the California Achievement Tests, Sixth Edition Survey (CAT/6) published by CTB/McGraw-Hill to replace the Stanford Achievement Test, ninth edition (Stanford 9) as the national norm-referenced test for the STAR Program. Like the Stanford 9, the CAT/6 is a national norm-referenced achievement test, and the test questions and scoring are the same from year to year. The Stanford 9 was first administered to all California students during spring 1998. Its last administration was in spring 2002. The CAT/6 surveys are shorter than the Stanford 9 and reduce the testing time for the norm-referenced portion of the STAR program. The average student's National Percentile Rank (NPR) is shown above. For example, a student who scored a 56 was at the 56th percentile, and did better than 55 percent of the national sample.

Test Scores – STAR (CAT/6)

Grade 11: National Percentile Rank, Santa Cruz

Subject	Spring 2003	Spring 2004
Reading	41	49
Math	47	50
Language	43	48
Science	44	53

Grade 11: National Percentile Rank, California

Subject	Spring 2003	Spring 2004
Reading	41	46
Math	47	48
Language	44	46
Science	41	47

Source: California Department of Education, *STAR District/ School Summary Report*, 2004.

Note: In April 2002, the State Board of Education designated the California Achievement Tests, Sixth Edition Survey (CAT/6) published by CTB/McGraw-Hill to replace the Stanford Achievement Test, ninth edition (Stanford 9) as the national norm-referenced test for the STAR Program. Like the Stanford 9, the CAT/6 is a national norm-referenced achievement test, and the test questions and scoring are the same from year to year. The Stanford 9 was first administered to all California students during spring 1998. Its last administration was in spring 2002. The CAT/6 surveys are shorter than the Stanford 9 and reduce the testing time for the norm-referenced portion of the STAR program. The average student's National Percentile Rank (NPR) is shown above. For example, a student who scored a 56 was at the 56th percentile, and did better than 55 percent of the national sample.

QUALITY OF LIFE INDICATOR 26

Test Scores – Academic Performance Index (API)

The Academic Performance Index (API) is a measurement of school achievement for accountability purposes developed as a result of the 1999 Public Schools Accountability Act (PSAA).



Bonny Doon Union Elementary School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Bonny Doon Elementary	831	875 ¹	867	824	840	1.1	9

Happy Valley Elementary School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Happy Valley Elementary	892	903 ¹	893 ¹	865 ¹	892 ¹	0	10 ¹

Live Oak Elementary School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Del Mar Elementary	621	633	652	727	738	18.8	6
Green Acres Elementary	630	704	705	719	745	18.3	6
Live Oak Elementary	608	693	693	699	757	24.5	7

Middle Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Shoreline Middle	677	698	698	703	710	4.9	6

Mountain Elementary School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Mountain Elementary	747	²	802 ¹	802 ¹	814 ¹	9.0	8 ¹

Source: California Department of Education, *API District Summary Report*, 2004.

¹This API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small number of students are less reliable and therefore should be carefully interpreted. Ranks, targets, and subgroup APIs are not calculated for small schools.

²The school's proportion of students excused at parent request compared to its Standardized Testing and Reporting (STAR) program enrollment on the first day of testing is equal to or greater than 15%. Therefore, a 2000 API will not be reported for this school.

API Scores: The API summarizes a school's performance on each year's STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

Test Scores – Academic Performance Index (API)

Pajaro Valley Joint Unified School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Alianza Elementary	404	382	437	484	509	26.0	1
Amesti Elementary	451	507	519	534	631	39.9	2
Bradley Elementary	759	828	780	771	804	5.9	8
Calabasas Elementary	421	476	520	540	598	42.0	1
Freedom Elementary	450	505	525	563	598	32.9	1
Hall District Elementary	393	440	467	529	572	45.5	1
Hyde (H.A.) Elementary	454	477	538	544	597	31.5	1
Linscott (J.W.) Elementary	758	812	810	801	800	5.5	8
Macquiddy (T.S.) Elementary	464	499	513	556	571	23.1	1
Mar Vista Elementary	705	744	769	747	746	5.8	6
Mintie White Elementary	462	460	475	516	593	28.4	1
Ohlone Elementary	429	430	452	519	571	33.1	1
Rio Del Mar Elementary	816	847	852	846	883	8.2	10
Salsipuedes Elementary	399	455	461	548	618	54.9	2
Soldo (Ann) Elementary	NA ¹	349	378	485	526	NA	1
Starlight Elementary	448	506	491	530	552	23.2	1
Valencia Elementary	758	778	778	777	783	3.3	7

Middle Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Aptos Junior High	774	788	788	781	772	-0.3	8
Hall (E.A.) Middle	470	460	471	505	521	10.9	1
Lakeview Middle	534	510	553	552	556	4.1	1
Pajaro Middle	447	467	517	559	583	30.4	2
Rolling Hills Middle	439	449	481	521	542	23.5	1

High Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Aptos High	620	653	673	684	671	8.2	6
Watsonville High	475	484	488	NA ²	553	16.4	2

Pacific Elementary School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Pacific Elementary	NA ³	837 ¹	NA ⁴	772	795 ⁵	NA	8 ¹

Source: California Department of Education, *API District Summary Report*, 2004.

¹Soldo (Ann) Elementary School opened in 2000.

²2002 Growth and 2002 Base APIs cannot be reported because for at least one STAR content area used in API calculations, this school failed to test a significant portion of students who were not exempt from testing in 2002.

³There must be valid Stanford 9 test scores for a minimum of 100 students to obtain an API score. An alternative accountability system is to be developed by July 1, 2000 for these schools.

⁴The school's proportion of students excused at parent request compared to its Standardized Testing and Reporting (STAR) program enrollment on the first day of testing is equal to or greater than 10 percent. When a school's proportion of parental waivers is equal to or greater than 10 but less than 20 percent, the California Department of Education conducts standard statistical tests to check whether the pupils tested at the school were representative of the entire school's population. This school failed the statistical test or its proportion of parental waivers in 2001 was 20 percent or greater, therefore, the school does not have a valid 2001 API Base.

⁵This API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small number of students are less reliable and therefore should be carefully interpreted. Ranks, targets, and subgroup APIs are not calculated for small schools.

API Scores: The API summarizes a school's performance on each year's STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

QUALITY OF LIFE INDICATOR 26

Test Scores – Academic Performance Index (API)

Santa Cruz City Elementary School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Bay View Elementary	671	708	726	725	739	10.1	6
Branciforte Elementary	602	670	651	651	734	21.9	6
De Laveaga Elementary	750	793	780	764	806	7.5	8
Gault Elementary	708	746	NA ¹	722	743	4.9	6
Natural Bridges Elementary	710	749	770	738	749	5.5	6
Westlake Elementary	770	771	771	784	811	5.3	8

Santa Cruz City High School District

Middle Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Branciforte Junior High	770	746	762	745	737	-4.3	7
Mission Hill Junior High	735	740	715	725	752	2.3	8

High Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Harbor High School	719	745	703	709	NA ²	NA	-
Santa Cruz High School	706	750	724	733	743	5.2	9
Soquel High School	687	714	705	673	699	1.7	7

API Scores: The API summarizes a school's performance on each year's STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

Scotts Valley Unified School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Brook Knoll Elementary	874	886	870	844	879	0.6	10
Vine Hill Elementary	825	841	828	828	835	1.2	9

Middle Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Scotts Valley Middle	853	864	859	839	833	-2.3	10

High Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Scotts Valley High	NA ³	803 ⁴	770	770	771	NA	9

Source: California Department of Education, *API District Summary Report*, 2004.

¹There must be valid Stanford 9 test scores for a minimum of 100 students to obtain an API score. An alternative accountability system is to be developed by July 1, 2000 for these schools.

²2002 Growth and 2002 Base APIs cannot be reported because for at least one STAR content area used in API calculations, this school failed to test a significant portion of students who were not exempt from testing in 2002.

³Scotts Valley High School opened in 1998/99.

⁴This API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small number of students are less reliable and therefore should be carefully interpreted. Ranks, targets, and subgroup APIs are not calculated for small schools.

Test Scores – Academic Performance Index (API)

San Lorenzo Valley Unified School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Boulder Creek Elementary	751	773	782	795	790	5.2	8
Quail Hollow Elementary	746	772	792	763	811	8.7	8
Redwood Elementary	766	756	813	836	858	12.0	9
San Lorenzo Valley Elementary	769	795	816	826	838	9.0	9

Middle Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
San Lorenzo Valley Junior High	707	745	770	721	744	5.2	7

High Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
San Lorenzo Valley High	733	743	717	697	745	1.6	9

Soquel Elementary School District

Elementary Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
Capitola Elementary	784	799	820	816	794	1.3	8
Main Street Elementary	790	825	812	828	827	4.7	9
Santa Cruz Gardens Elementary	660	662	711	764	791	19.8	8
Soquel Elementary	695	748	771	756	800	15.1	8

Middle Schools	1999	2000	2001	2002	2003	99-03 % Change	2003 State Rank
New Brighton Middle	730	753	787	769	807	10.5	9

Source: California Department of Education, *API District Summary Report*, 2004.

API Scores: The API summarizes a school’s performance on each year’s STAR scores. The API is based on the performance of individual pupils on STAR content areas, as measured through national percentile rankings (NPRs) and is scored on a scale of 200 to 1,000.

The Statewide Rank: All schools that receive APIs are ranked in deciles by grade level of instruction: elementary, middle and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. Small schools with asterisked APIs do not receive statewide ranks and are not used in the calculation of the statewide ranks.

QUALITY OF LIFE INDICATOR 27

Test Scores – Adequate Yearly Progress (AYP) Report

The No Child Left Behind Act of 2001 requires all districts and schools to demonstrate Adequate Yearly Progress (AYP), with an eventual goal that 100% of all students are proficient or above in reading/language arts and mathematics by 2013-2014. Another component of AYP is based on API scores and graduation rates for high school students.



Bonny Doon Union Elementary School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	83.6	94.6	95.0%	No
	Percent of students proficient or above	58.5	60.7	13.6%	Yes
Mathematics	Participation	84.4	93.8	95.0%	No
	Percent of students proficient or above	62.0	63.2	16.0%	Yes
		2002	2003	Net Change	Met 2003 AYP Criteria
API		824	845	21	Yes ¹

Happy Valley Elementary School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	100.0	98.9	95.0%	Yes
	Percent of students proficient or above	71.1	79.7 ²	13.6%	Yes
Mathematics	Participation	100.0	98.9	95.0%	Yes
	Percent of students proficient or above	65.9	72.3 ²	16.0%	Yes
		2002	2003	Net Change	Met 2003 AYP Criteria
API		865	886	21	Yes ¹

Source: California Department of Education, *Adequate Yearly Progress Report*, 2004.

¹To meet the Annual Measurable Objective, 2002-03 API scores must increase by at least one point OR districts must have a minimum 2003 API Growth score of 560.

²Less than 100 valid scores.

Test Scores – Adequate Yearly Progress (AYP) Report

Live Oak Elementary School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	95.3	96.8	95.0%	Yes
	Percent of students proficient or above	36.8	41.2	13.6%	Yes
Mathematics	Participation	95.9	96.1	95.0%	Yes
	Percent of students proficient or above	34.3	40.1	16.0%	Yes

	2002	2003	Net Change	Met 2003 AYP Criteria
API	710	735	25	Yes ¹

Mountain Elementary School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	89.4	95.0	95.0%	Yes
	Percent of students proficient or above	56.9	52.2 ²	13.6%	Yes
Mathematics	Participation	89.4	92.0	95.0%	No
	Percent of students proficient or above	49.4	56.3 ²	16.0%	Yes

	2002	2003	Net Change	Met 2003 AYP Criteria
API	802	819	17	Yes ¹

Pacific Elementary School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	82.8	88.0	95.0%	No
	Percent of students proficient or above	50.0	54.2 ²	13.6%	Yes
Mathematics	Participation	82.8	86.5	95.0%	No
	Percent of students proficient or above	38.4	48.2 ²	16.0%	Yes

	2002	2003	Net Change	Met 2003 AYP Criteria
API	772	824	52	Yes ¹

Source: California Department of Education, *Adequate Yearly Progress Report*, 2004.

¹To meet the Annual Measurable Objective, 2002-03 API scores must increase by at least one point OR districts must have a minimum 2003 API Growth score of 560.

²Less than 100 valid scores.

QUALITY OF LIFE INDICATOR 27

Test Scores – Adequate Yearly Progress (AYP) Report

Pajaro Valley Joint Unified School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	96.7	96.8	95.0%	Yes
	Percent of students proficient or above	19.1	23.2	12.0%	Yes
Mathematics	Participation	96.8	96.5	95.0%	Yes
	Percent of students proficient or above	21.2	25.7	12.8%	Yes

		2002	2003	Net Change	Met 2003 AYP Criteria
API		583	612	29	Yes ¹

		2002 (Class of 2000-01)	2003 (Class of 2001-02)	Net Change	Average 2-Year Change	Met 2003 AYP Criteria
Graduation Rate		84.1	91.0	6.9	-0.2	Yes ²

San Lorenzo Valley Unified School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	88.5	90.0	95.0%	No
	Percent of students proficient or above	49.1	56.8	12.0%	Yes
Mathematics	Participation	88.5	87.9	95.0%	No
	Percent of students proficient or above	46.9	52.6	12.8%	Yes

		2002	2003	Net Change	Met 2003 AYP Criteria
API		748	777	29	Yes ¹

		2002 (Class of 2000-01)	2003 (Class of 2001-02)	Net Change	Average 2-Year Change	Met 2003 AYP Criteria
Graduation Rate		93.8	96.2	2.4	8.6	Yes ²

Source: California Department of Education, *Adequate Yearly Progress Report*, 2004.

¹To meet the Annual Measurable Objective, 2002-03 API scores must increase by at least one point OR districts must have a minimum 2003 API Growth score of 560.

²To meet the Annual Measurable Objective, the 2003 graduation rate must be 82.8 OR have an improvement in the graduation rate from 2002 of at least 0.1 OR have an improvement of at least 0.2 in the average 2-year rate (change from the average of 2000/01 to 2002/03).

Test Scores – Adequate Yearly Progress (AYP) Report

Santa Cruz City Elementary School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	92.0	93.1	95.0%	No
	Percent of students proficient or above	41.6	48.2	13.6%	Yes
Mathematics	Participation	92.2	91.3	95.0%	No
	Percent of students proficient or above	38.4	46.0	16.0%	Yes

	2002	2003	Net Change	Met 2003 AYP Criteria
API	735	771	36	Yes ¹

Soquel Elementary School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	96.4	98.8	95.0%	Yes
	Percent of students proficient or above	50.5	55.9	13.6%	Yes
Mathematics	Participation	96.4	98.1	95.0%	Yes
	Percent of students proficient or above	49.1	53.6	16.0%	Yes

	2002	2003	Net Change	Met 2003 AYP Criteria
API	782	801	19	Yes ¹

Santa Cruz City High School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	93.0	90.1	95.0%	No
	Percent of students proficient or above	46.1	58.3	11.2%	Yes
Mathematics	Participation	91.0	89.9	95.0%	No
	Percent of students proficient or above	36.8	49.5	9.6%	Yes

	2002	2003	Net Change	Met 2003 AYP Criteria
API	702	729	27	Yes ¹

	2002 (Class of 2000-01)	2003 (Class of 2001-02)	Net Change	Average 2-Year Change	Met 2003 AYP Criteria
Graduation Rate	96.4	97.0	0.6	8.2	Yes ²

Source: California Department of Education, *Adequate Yearly Progress Report*, 2004.

¹To meet the Annual Measurable Objective, 2002-03 API scores must increase by at least one point OR districts must have a minimum 2003 API Growth score of 560.

²To meet the Annual Measurable Objective, the 2003 graduation rate must be 82.8 OR have an improvement in the graduation rate from 2002 of at least 0.1 OR have an improvement of at least 0.2 in the average 2-year rate (change from the average of 2000/01 to 2002/03).

QUALITY OF LIFE INDICATOR 27

Test Scores – Adequate Yearly Progress (AYP) Report

Santa Cruz County Office of Education

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	58.9	84.2	95.0%	No
	Percent of students proficient or above	4.5	28.7	12.0%	Yes
Mathematics	Participation	49.3	79.2	95.0%	No
	Percent of students proficient or above	6.6	16.8	12.8%	Yes

		2002	2003	Net Change	Met 2003 AYP Criteria
API		460	436	-24	No ¹

		2002 (Class of 2000-01)	2003 (Class of 2001-02)	Net Change	Average 2-Year Change	Met 2003 AYP Criteria
Graduation Rate		100.0	100.0	0.0	1.6	Yes ²

Scotts Valley Unified School District

		2002	2003	Annual Measurable Objective	Met 2003 AYP Criteria
English Language Arts	Participation	97.6	97.4	95.0%	Yes
	Percent of students proficient or above	61.4	68.7	12.0%	Yes
Mathematics	Participation	97.7	97.2	95.0%	Yes
	Percent of students proficient or above	59.4	65.2	12.8%	Yes

		2002	2003	Net Change	Met 2003 AYP Criteria
API		822	830	8	Yes ¹

Source: California Department of Education, *Adequate Yearly Progress Report*, 2004.

¹To meet the Annual Measurable Objective, 2002-03 API scores must increase by at least one point OR districts must have a minimum 2003 API Growth score of 560.

²To meet the Annual Measurable Objective, the 2003 graduation rate must be 82.8 OR have an improvement in the graduation rate from 2002 of at least 0.1 OR have an improvement of at least 0.2 in the average 2-year rate (change from the average of 2000/01 to 2002/03).

Test Scores - SAT

Standardized tests, such as the SAT, are a measure of academic performance of college bound students. They allow for local, state and national comparisons.



Percent of Students Who Took the Test

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Aptos High	47.9	39.7	43.5	43.0	35.3	40.3	40.2	37.5	46.8	54.3
Harbor High	56.7	55.7	52.1	54.5	56.3	60.6	52.4	48.7	51.6	48.1
San Lorenzo Valley High	38.7	40.8	44.7	39.1	45.8	39.3	39.1	44.1	53.3	46.4
Santa Cruz High	38.1	40.5	42.0	39.7	41.9	44.1	42.7	48.1	54.1	53.3
Scotts Valley High	-	-	-	-	-	-	-	-	-	64.1
Soquel High	48.3	41.1	46.0	38.7	33.7	33.0	41.2	42.0	38.8	38.7
Watsonville High	38.1	45.0	40.3	35.4	32.6	25.5	28.7	22.7	23.4	28.5
County	42.5	37.4	37.7	34.9	34.7	33.0	33.5	32.4	36.1	36.5
State	37.0	36.0	36.7	36.2	35.9	36.5	36.5	36.6	37.3	36.7

Average Total Score (Verbal and Math)

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	93-03 % Change
Aptos High	1010	1031	1054	1004	1041	1015	1020	1015	1032	1058	4.8
Harbor High	1065	1065	1083	1069	1116	1083	1088	1094	1112	1119	5.1
San Lorenzo Valley High	1077	1091	1077	1091	1064	1071	1035	1044	1038	1036	-3.8
Santa Cruz High	1085	1072	1099	1085	1109	1116	1137	1105	1142	1140	5.1
Scotts Valley High ¹	-	-	-	-	-	-	-	-	-	1085	NA
Soquel High	1040	1039	1074	1071	1082	1053	1077	1079	1089	1084	4.2
Watsonville High	903	914	895	859	845	847	861	836	854	870	-3.7
County	1023	1030	1042	1021	1039	1032	1031	1029	1047	1047	2.3
State	991	997	1001	1004	1007	1005	1009	1008	1005	1012	2.1

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Note: Total possible SAT score is 1600.

¹Due to the recent opening of Scotts Valley High School, data prior to 2002-2003 is unavailable.

QUALITY OF LIFE INDICATOR 28

Test Scores - SAT

Average Math Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	93-03 % Change
Aptos High	518	526	535	504	520	512	522	509	519	534	3.1
Harbor High	540	536	553	547	563	549	555	561	574	567	5.0
San Lorenzo Valley High	544	546	544	549	533	537	509	520	524	523	-3.9
Santa Cruz High	541	536	552	534	550	555	567	558	580	579	7.0
Scotts Valley High ¹	NA	NA	NA	NA	NA	NA	NA	NA	NA	544	NA
Soquel High	541	519	540	541	552	539	556	551	550	558	3.1
Watsonville High	464	467	463	443	433	427	441	433	442	455	-1.9
County	522	520	529	516	523	520	523	522	533	533	2.1
State	507	509	511	514	516	513	517	516	516	518	2.2

Average Verbal Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	93-03 % Change
Aptos High	492	505	519	500	521	503	498	506	512	524	6.5
Harbor High	525	529	530	522	553	534	533	533	538	552	5.1
San Lorenzo Valley High	533	545	533	542	531	534	526	524	514	513	-3.8
Santa Cruz High	544	536	547	551	559	561	570	547	562	561	3.1
Scotts Valley High ¹	NA	NA	NA	NA	NA	NA	NA	NA	NA	541	NA
Soquel High	499	520	534	530	530	514	521	528	539	526	5.4
Watsonville High	439	447	432	416	412	420	420	403	412	415	-5.5
County	501	510	513	505	516	512	507	507	515	514	2.6
State	484	488	490	490	491	492	492	492	490	494	2.1

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Note: Total possible SAT score is 1,600.

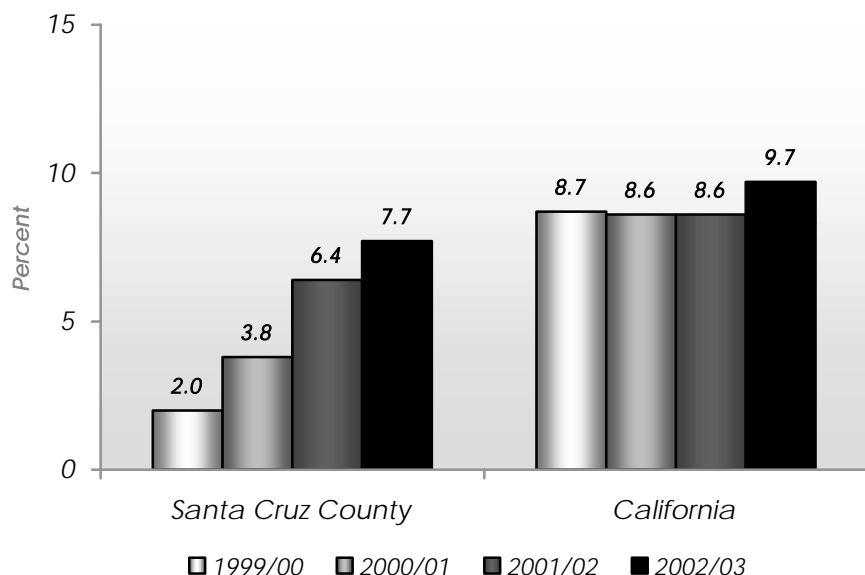
¹Due to the recent opening of Scotts Valley High School, data prior to 2002-2003 is unavailable.

Test Scores - ACT

Similar to the SAT, the ACT is a college admission test. When applying to college most U.S. colleges and universities will accept either test score. The ACT Assessment, or "A-C-T" as it is commonly called, is a national college admission examination that consists of tests in English, Mathematics, Reading and Science Reasoning. The scale scores range from 1 (low) to 36 (high) for each of the four tests and for the Composite. The Composite is the average of the four test scores, rounded to the nearest whole number.



Percent of Students Who Took the ACT



Average Composite Score

	1999/00	2000/01	2001/02	2002/03
Santa Cruz County	23.0	22.4	22.1	22.2
State	21.2	21.3	21.2	21.3

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

QUALITY OF LIFE INDICATOR 30

English Proficiency

Allocating additional resources for teaching English-learner students is increasingly important as schools adapt to changing demographics.

Percent of English Learner (EL) Students by District

District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
County Office of Education	-	1.9	3.4	2.9	9.2	2.0	11.1	8.8	15.2
Bonny Doon Union Elementary	0.7	0.0	0.0	0.4	0.4	0.0	0.0	1.2	0
Happy Valley Elementary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0
Live Oak Elementary	9.5	10.1	15.8	18.1	17.0	19.0	22.4	23.7	27.7
Mountain Elementary	1.3	0.0	0.0	0.0	0.0	1.3	2.0	2.0	2.0
Pacific Elementary	10.8	8.3	6.6	8.6	12.3	12.1	18.2	15.9	13.8
Pajaro Valley Joint Unified	48.1	47.8	47.1	46.3	45.4	44.9	45.2	45.5	46.4
San Lorenzo Valley Unified	0.3	0.4	0.5	0.7	0.6	0.7	0.7	0.8	0.9
Santa Cruz City Elementary	20.2	21.4	22.3	23.6	23.1	22.2	23.8	24.1	24.7
Santa Cruz City High	7.8	8.1	7.7	6.8	6.4	6.3	6.3	7.1	7.2
Scotts Valley Unified	NA	0.9	1.8	1.0	1.7	1.8	2.4	1.7	1.6
Soquel Elementary	7.6	7.7	8.3	8.6	11.3	10.7	10.8	10.4	10.0
County	26.3	26.3	26.6	26.6	26.3	26.2	26.9	27.4	28.2

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Top Languages Spoken

Top Languages Spoken by English Learner (EL) Students

	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	95-03 % Change
Spanish	9,804	10,147	10,290	10,415	10,437	10,660	10,728	10,905	11.2
Cantonese	20	23	23	29	26	31	27	21	5.0
Korean	19	22	23	16	20	27	21	23	21.1
Filipino (Tagalog)	83	78	58	51	36	27	18	20	-75.9
Punjabi	12	11	13	14	20	17	14	10	-16.7
Russian	5	7	5	10	10	14	14	12	140.0
Japanese	17	12	17	11	9	13	9	6	-64.7
Arabic	12	11	5	6	9	12	13	15	25.0
Vietnamese	12	23	22	20	10	11	15	15	25.0
Portuguese	21	20	19	12	7	10	12	16	-23.8
Ilocano	8	6	12	9	8	8	8	9	12.5
German	1	5	11	7	6	6	2	0	-100.0
Thai	6	7	5	4	3	5	4	2	-66.7
Polish	2	5	2	3	5	4	3	2	0
Khmer (Cambodian)	16	9	6	6	5	4	2	3	-81.3
Other non-English	62	65	41	49	36	21	15	16	-74.2
County Total EL Enrollment (all languages)	10,094	10,445	10,548	10,660	10,651	10,896	10,936	11,115	10.1
State Total EL Enrollment (all languages)	1,323,767	1,381,393	1,406,166	1,442,692	1,480,527	1,511,299	1,559,248	1,599,542	20.8

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

QUALITY OF LIFE INDICATOR 32

Ethnic Representation

Comparison of Latino Students and Latino Teachers by District (Percent of students and teachers who are Latino)

Santa Cruz County Office of Education	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	38.1	41.7	46.0	48.3	31.0	26.6	26.9	23.3	25.5
Teachers	4.0	6.5	6.0	4.2	6.6	4.9	7.9	6.1	6.8

Bonny Doon Union Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	4.9	3.5	1.7	0.4	0.0	0.0	0.0	0.6	1.4
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Happy Valley Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	11.3	15.0	14.6	0.0	0.0	6.9	7.6	4.4	4.2
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Live Oak Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	26.7	28.9	29.7	30.3	29.9	33.9	35.6	38.9	40.4
Teachers	1.1	2.0	5.5	8.8	8.5	5.1	6.4	5.6	4.5

Mountain Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	9.7	7.8	10.6	2.5	4.6	4.7	5.9	10.1	10.9
Teachers	14.3	14.3	25.0	0.0	0.0	0.0	0.0	0.0	0.0

Pacific Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	8.3	7.9	13.6	23.5	28.6	27.3	23.9	18.4	21.4
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Pajaro Valley Unified School District	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	70.2	71.4	72.0	73.1	73.9	74.8	75.3	75.8	76.3
Teachers	15.2	15.9	16.1	16.5	15.2	15.6	16.3	17.2	17.3

San Lorenzo Valley Unified	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	4.9	4.7	4.1	4.8	4.4	5.3	5.4	5.7	5.7
Teachers	2.7	1.7	2.0	3.6	2.6	2.7	2.5	3.5	2.8

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Ethnic Representation

Comparison of Latino Students and Latino Teachers by District (continued)

Santa Cruz City Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	27.4	28.4	30.2	17.3	32.3	33.0	35.2	34.5	35.0
Teachers	9.5	9.1	8.2	7.9	10.2	10.2	10.7	12.2	13.1

Santa Cruz City High	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	17.9	18.2	17.2	17.3	17.2	18.7	19.1	20.5	22.8
Teachers	3.2	3.4	3.6	4.0	3.5	3.2	3.0	2.9	2.9

Scotts Valley Unified	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	3.2	4.4	5.0	4.5	5.1	5.9	6.1	5.6	7.5
Teachers	1.4	2.2	2.1	2.0	1.8	3.3	3.6	3.6	2.2

Soquel Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	14.7	15.1	16.7	16.5	18.7	19.4	22.1	23.0	25.0
Teachers	6.7	6.1	4.8	4.5	3.7	4.2	5.3	5.2	3.5

Santa Cruz County	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	41.2	42.5	43.3	44.0	44.7	46.0	46.9	47.5	48.5
Teachers	9.1	9.7	9.8	10.3	9.7	9.9	10.5	11.3	10.8

California	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Students	38.7	39.7	40.5	41.3	42.2	43.2	44.2	45.2	46.0
Teachers	9.7	10.6	11.5	12.1	12.6	12.9	13.5	13.9	14.3

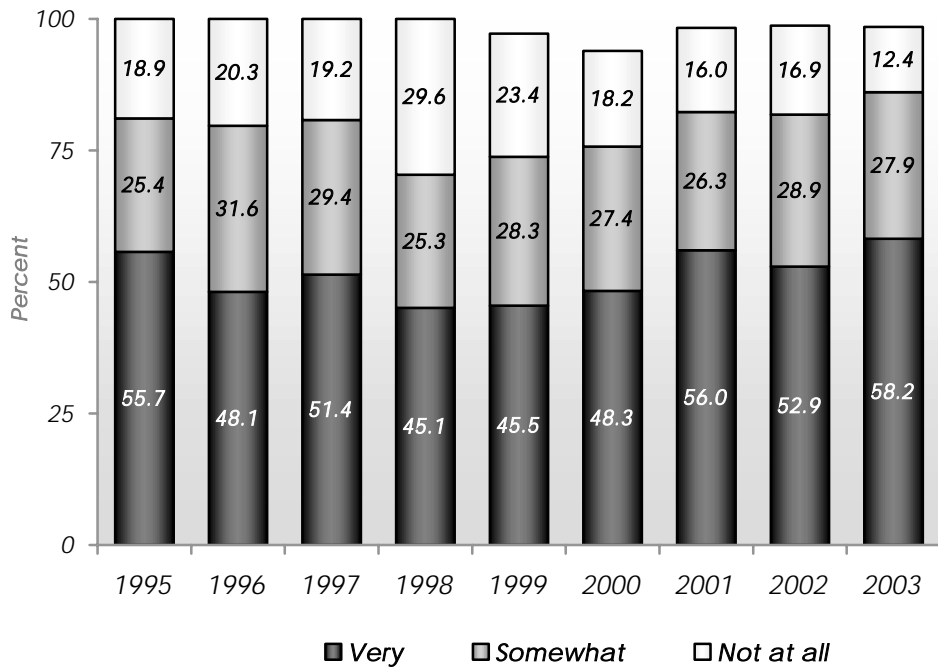
Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Note: Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools. Starting in 2000-01, enrollment figures include State Special Schools.

QUALITY OF LIFE INDICATOR 33

 **Bilingual Education**

How important do you think bilingual education is?



Total respondents	1995	1996	1997	1998	1999	2000	2001	2002	2003
Overall	122	453	496	486	561	658	701	679	698

Notes: In 1995 only parents were asked this question; in subsequent years it was asked of all respondents. Due to their low numbers, respondents who said "don't know" are not included in the graph. See appendix for results of statistical testing for this question.

Why do you feel this way?(Selected responses)

Respondents who said they think bilingual education is:

Very important	2000	2001	2002	2003
Many Spanish-speaking people	34.3	25.1	14.5	26.2
Important to speak more than one language	28.9	21.3	21.2	24.6
Increases understanding / communication	24.2	20.0	21.0	19.7
Total Respondents	318	393	356	405

Respondents who said they think bilingual education is:

Somewhat important	2000	2001	2002	2003
Everyone should speak English	25.4	31.7	21.3	27.9
Many Spanish-speaking people	23.2	18.0	10.7	13.3
Increases understanding / communication	18.1	13.1	17.6	11.4
Total Respondents	177	184	193	191

Respondents who said they think bilingual education is:

Not at all important	2000	2001	2002	2003
Everyone should speak English	83.2	78.1	74.5	58.6
Not effective / learning suffers for English speakers	NA	10.5	11.4	10.6
Equal opportunity to learn	NA	2.7	-	-
Total Respondents	119	111	115	86

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

 **New data not available**

Expulsions

The expulsion rate per 1,000 is calculated by: number of expulsions, divided by total district enrollment, then multiplied by 1,000.

Number of Students Expelled by Selected District

School District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	94-03 % Change
Pajaro Valley Joint Unified	106	94	113	89	141	110	89	106	97	-8.5
San Lorenzo Valley Unified	17	2	6	17	2	2	0	2	3	-82.4
Santa Cruz City High	17	17	12	16	8	13	8	5	1	-94.1
Scotts Valley Unified ¹	NA	NA	NA	NA	NA	NA	2	2	1	NA
Total	140	113	131	122	151	125	99	115	102	-27.1

Rate of Expulsions per 1,000 Students by Selected District

School District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Pajaro Valley Joint Unified	6.1	5.3	6.2	4.7	7.3	5.6	4.5	5.3	4.9
San Lorenzo Valley Unified	4.1	0.5	1.5	4.1	0.5	0.5	0.0	0.5	0.8
Santa Cruz City High	3.2	3.1	2.1	2.8	1.3	2.3	1.4	1.0	0.2
Scotts Valley Unified ¹	NA	NA	NA	NA	NA	NA	0.8	0.8	0.4
Total	5.2	4.1	4.6	4.2	5.1	3.1	3.1	3.6	3.2

Source: 1994-2001 data: Respective districts' Child Welfare and Attendance Offices, 2003. 2002-03 data: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

¹Scotts Valley High School opened in 1998.

QUALITY OF LIFE INDICATOR 35

High School Dropout Rates

Dropout rates are indicators of those students who interrupt and may not continue their education, thereby increasing the likelihood they will not meet the minimum work skills required by the workforce and community.



Annual Dropout Rates

Districts	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Pajaro Valley Joint Unified	8.0	3.7	3.3	3.4	3.1	1.4	1.9	3.0	1.7	0.3
San Lorenzo Valley Unified	3.2	5.2	2.3	2.8	3.3	2.3	0.9	0.4	1.1	1.2
Santa Cruz City High	4.0	3.7	3.8	5.1	2.4	1.9	0.8	0.8	0.5	0.9
Scotts Valley Unified ¹	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.7
County	5.5	3.8	3.3	3.9	2.7	1.7	1.2	1.7	1.1	0.6
State	4.8	4.4	3.9	3.3	2.9	2.8	2.8	2.8	2.7	3.2

Note: The 1-year dropout rate is the percent of dropouts during a single year, calculated from the actual data submitted. It is also called “annual” or “event” rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts.

¹*Dropout rates are based on total enrollment for grades 9-12. As Scotts Valley High opened in 1998, there are no drop out rates until 2002/03.*

Four Year Dropout Rates

Districts	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Pajaro Valley Joint Unified	26.6	13.3	10.9	14.0	12.6	5.3	7.4	12.6	6.5	1.1
San Lorenzo Valley Unified	13.0	20.3	8.8	11.3	13.5	9.6	3.7	1.8	4.4	4.7
Santa Cruz City High	18.0	14.5	14.7	19.6	9.9	7.6	3.1	3.0	2.0	3.6
Scotts Valley Unified ²	NA	NA	NA	NA	NA	NA	NA	NA	NA	3.0
County	21.3	14.6	12.6	15.5	11.2	6.7	5.0	7.0	4.3	2.4
State	18.5	17.1	15.3	13.0	11.7	11.1	11.1	11.0	10.9	12.8

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Note: The 4-year derived dropout rate is an estimate of the percent of students who would drop out during a four-year period, based on data collected for a single year.

²*Scotts Valley High School opened in 1998. Therefore, the first year a 4-year derived dropout rate could be obtained was 2002-03.*

High School Dropout Rates – by Ethnicity

Annual Dropout Rates by Ethnicity, Santa Cruz County

Ethnicity	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Caucasian	3.5	2.7	3.2	1.9	1.5	0.7	0.7	0.6	0.6
Latino / Hispanic	4.4	4.2	4.8	4.0	1.7	2.0	3.2	1.7	0.5
Asian	2.4	0.4	0.8	1.5	0.4	0.0	0.4	0.7	0.4
African American	2.7	4.2	7.9	2.2	2.0	0.5	0.0	1.2	1.2
Filipino	0.8	3.5	5.3	3.7	6.9	0.7	1.4	0.0	0.8
American Indian	6.3	9.0	7.8	2.9	3.2	2.9	0.0	5.0	0.0
Pacific Islander	4.0	5.6	0.0	2.4	2.7	0.0	0.0	0.0	0.0
Multiple or No response	NA	NA	NA	NA	14.3	6.1	0.0	0.4	0.8

Annual Dropout Rates by Ethnicity, California

Ethnicity	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Caucasian	2.7	2.4	2.0	1.9	1.7	1.7	1.7	1.7	1.9
Latino / Hispanic	6.4	5.7	4.8	4.1	3.9	3.9	3.8	3.7	4.3
Asian	2.2	2.0	1.7	1.6	1.5	1.4	1.5	1.3	1.4
African American	7.7	6.7	5.2	4.4	4.7	4.6	4.9	4.9	5.7
Filipino	2.6	2.3	1.7	1.9	2.2	1.6	1.8	1.4	1.8
American Indian	4.7	4.6	4.2	4.2	4.0	3.5	3.6	3.6	4.6
Pacific Islander	5.1	4.7	3.7	3.3	3.6	3.3	3.2	2.8	4.9
Multiple or No response	NA	NA	NA	NA	7.0	6.3	3.4	5.3	6.1

Four Year Dropout Rates by Ethnicity, Santa Cruz County

Ethnicity	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Caucasian	13.7	10.6	12.7	7.9	6.2	3.1	2.6	2.4	2.5
Latino / Hispanic	15.9	15.0	19.4	16.6	6.9	7.8	13.5	6.7	2.1
Asian	9.5	1.5	3.8	6.0	1.3	0.0	1.6	2.9	1.6
African American	9.7	17.9	30.4	9.9	8.3	1.7	0.0	5.4	4.6
Filipino	2.9	14.1	19.4	15.5	25.0	2.2	6.7	0.0	2.6
American Indian	21.9	37.4	28.9	11.8	15.4	13.3	0.0	16.5	0.0
Pacific Islander	14.3	21.3	0.0	25.0	20.0	0.0	0.0	0.0	0.0
Multiple or No response	NA	NA	NA	NA	100.0	50.0	0.0	2.8	2.7

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Note: The 1-year dropout rate is the percent of dropouts during a single year, calculated from the actual data submitted. It is also called “annual” or “event” rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts. The 4-year derived dropout rate is an estimate of the percent of students who would drop out during a four-year period, based on data collected for a single year.

QUALITY OF LIFE INDICATOR 35

High School Dropout Rates – by Grade

Annual Dropout Rates by Grade, Santa Cruz County

Grade	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Grade 9	4.4	4.0	2.3	1.9	0.8	0.9	0.6	0.8	0.5
Grade 10	3.4	3.1	3.3	1.8	1.4	1.2	1.0	1.1	0.3
Grade 11	4.0	3.2	4.3	2.6	2.0	1.2	1.5	1.2	0.6
Grade 12	3.6	2.9	6.6	5.4	2.8	1.9	4.1	1.2	0.9
County	3.8	3.3	3.9	2.7	1.7	1.2	1.7	1.1	0.6

Annual Dropout Rates by Grade, California

Grade	1994/95	1995/96	1996/97	1997/98	1999/00	1999/00	2000/01	2001/02	2002/03
Grade 9	4.0	3.5	3.3	2.6	2.6	2.4	2.4	2.4	2.5
Grade 10	4.8	4.0	3.2	2.7	2.6	2.5	2.4	2.4	2.8
Grade 11	4.6	4.1	3.3	3.1	2.9	2.9	2.8	2.7	3.2
Grade 12	4.9	4.7	4.0	3.9	3.6	3.8	3.8	3.9	4.9
State	4.4	3.9	3.3	2.9	2.8	2.8	2.8	2.7	3.2

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

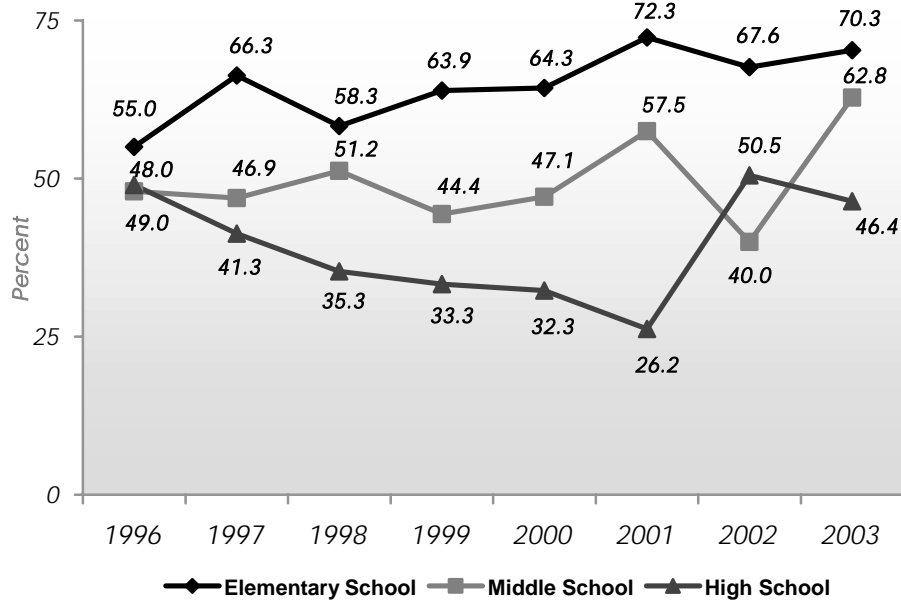
Note: The 1-year dropout rate is the percent of dropouts during a single year, calculated from the actual data submitted. It is also called “annual” or “event” rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts.

☎ Satisfaction with Child's Education

Parental satisfaction with local public schools is thought to be related to support for school programs, educational funding and student performance.



*How satisfied are you with your child's education?
(Respondents answering "very satisfied")*



How satisfied are you with your child's education?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	55.0	66.3	58.3	63.9	64.3	72.3	67.6	70.3
Somewhat satisfied	31.5	25.3	35.4	33.3	32.2	27.4	28.1	26.5
Not at all satisfied	13.5	8.4	6.2	2.8	3.5	0.3	4.3	3.2
Total Respondents	111	95	96	108	115	108	107	95

Middle School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	48.0	46.9	51.2	44.4	47.1	57.5	40.0	62.8
Somewhat satisfied	32.0	37.5	36.6	53.3	49.0	33.9	38.8	31.1
Not at all satisfied	20.0	15.6	12.2	2.2	3.9	7.7	19.6	6.1
Total Respondents	50	32	41	45	51	47	52	54

High School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	49.0	41.3	35.3	33.3	32.3	26.2	50.5	46.4
Somewhat satisfied	36.7	43.5	37.3	55.6	61.5	51.0	36.0	42.8
Not at all satisfied	14.3	15.2	27.5	11.1	6.2	14.0	13.6	10.8
Total Respondents	49	46	51	54	65	63	70	61

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

Note: Totals may not equal 100% due to respondents answering "Don't know." See appendix for results of statistical testing for this question.

📄 **New data not available**

QUALITY OF LIFE INDICATOR 36

 **Satisfaction with Child’s Education**

 **Community Profile**

Percent of respondents who answered “very satisfied” to: “How satisfied are you with your child’s high school education?”

By Ethnicity	1998	1999	2000	2001	2002	2003	2003 N
Caucasian	19.4	22.9	29.3	41.1	45.7	42.1	37
Latino	62.5	64.3	35.0	5.5	65.8	64.9	20

By Region	1998	1999	2000	2001	2002	2003	2003 N
North County	26.7	39.1	23.1	30.8	47.0	60.1	19
South County	44.4	34.8	38.2	24.7	54.0	35.4	23
San Lorenzo Valley	22.2	14.3	40.0	38.5	47.7	34.7	20

By Gender	1998	1999	2000	2001	2002	2003	2003 N
Male	NA	25.0	32.0	27.2	52.8	48.0	32
Female	NA	36.1	32.5	25.6	48.3	44.5	29

By Income	1999	2000	2001	2002	2003	2003 N
\$34,999 per year or less	60.0	35.3	8.1	65.1	46.7	27
\$35,000 - \$65,499	25.0	42.9	47.3	22.3	51.7	16
\$65,500 and greater	14.3	24.1	28.0	52.8	42.6	18

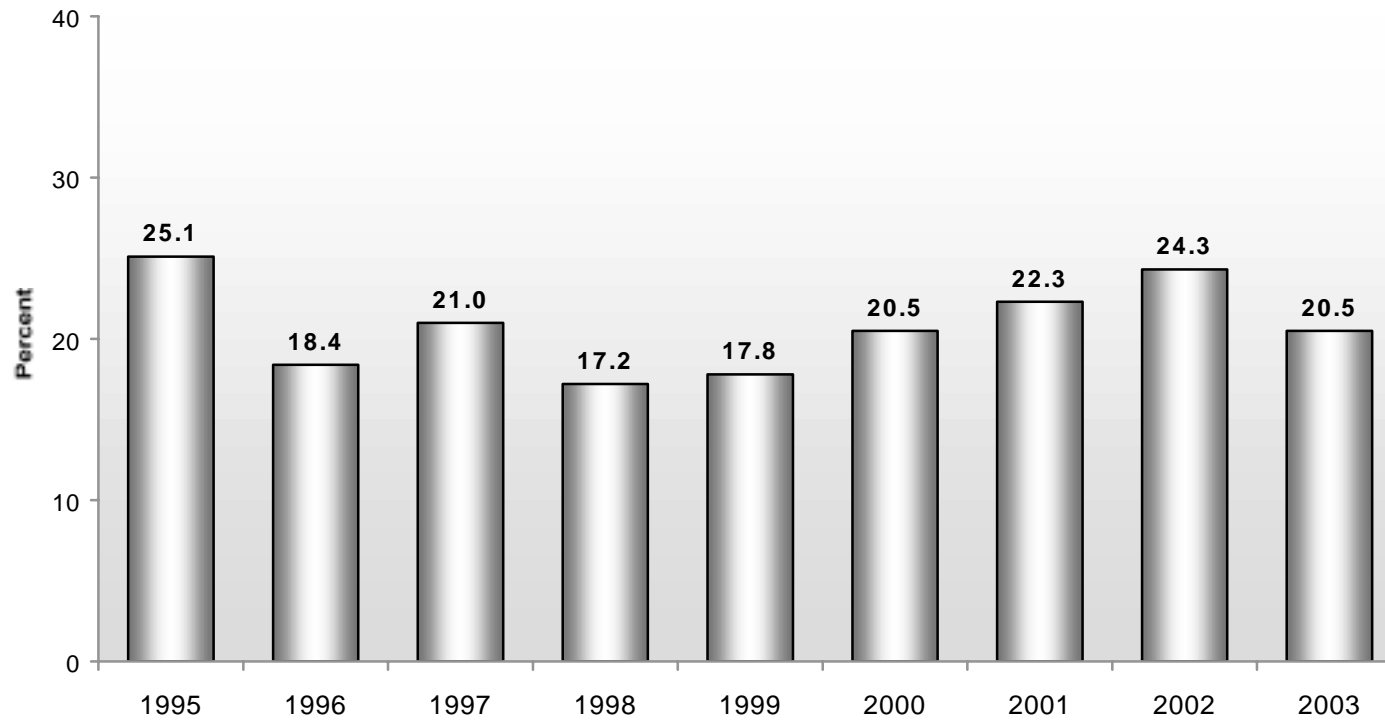
Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

* Indicates statistically significant survey responses when reporting differences between sub-groups for the 2003 data. Absence of this symbol indicates no statistical significance difference between sub-groups for the 2003 data.

 **New data not available**

Satisfaction with Educational System

Overall, how satisfied are you with our local system of education? (Respondents answering “very satisfied”)



Total respondents	1995	1996	1997	1998	1999	2000	2001	2002	2003
Overall	311	488	495	512	556	658	686	673	681

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

Note: This question was asked of all survey respondents regardless of whether they had children attending local schools or not. See appendix for results of statistical testing for this question.

 **New data not available**

QUALITY OF LIFE INDICATOR 37

 Satisfaction with Educational System

 Community Profile

Percent of respondents who answered “very satisfied” to: “Overall, how satisfied are you with our local system of education?”

By Ethnicity	1998	1999	2000	2001	2002	*2003	2003 N
Caucasian	10.9	13.6	16.0	17.7	18.5	15.5	471
Latino	47.8	43.2	36.6	38.3	44.8	37.6	157

By Region	1998	1999	2000	2001	2002	2003	2003 N
North County	13.8	15.2	15.0	17.9	21.7	15.5	230
South County	22.6	23.1	31.8	27.1	27.4	28.1	233
San Lorenzo Valley	14.1	13.6	17.7	33.4	25.5	18.0	218

By Age	1998	1999	2000	2001	2002	2003	2003 N
18-24	NA	24.7	28.3	16.2	28.7	31.0	105
25-44	NA	20.4	24.1	27.2	25.4	23.0	224
45-64	NA	15.3	15.6	23.1	28.7	14.9	244
65 and older	NA	9.9	12.8	16.1	10.9	17.6	108

By Gender	1998	1999	2000	2001	2002	2003	2003 N
Male	NA	17.1	18.1	20.7	20.8	20.2	333
Female	NA	18.3	22.3	23.8	27.8	20.8	347

By Income	1998	1999	2000	2001	2002	2003	2003 N
\$34,999 per year or less	NA	25.7	27.1	26.2	30.2	28.4	300
\$35,000 - \$64,499	NA	14.1	20.4	15.4	20.5	13.6	159
\$65,500 and greater	NA	12.5	11.3	20.6	21.6	13.4	169

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

* Indicates statistically significant survey responses when reporting differences between sub-groups for the 2003 data. Absence of this symbol indicates no statistical significance difference between sub-groups for the 2003 data.

 **New data not available**

Significance Testing

Ethnicity: *Latinos* were significantly more likely to respond “Very satisfied” than were *Caucasians*.

Satisfaction with Educational System

*What are the best things happening in the local schools today?
(Selected responses)*

Response	1997	1998	1999	2000	2001	2002	2003
Good teachers	13.0	13.9	14.7	10.3	17.9	14.8	17.2
Extra curricular activities	5.7	9.3	6.1	4.3	10.4	8.4	8.9
Improved education	NA	NA	1.4	3.2	9.0	6.7	5.4
More parent / Community involvement	8.7	8.7	10.8	5.7	6.9	7.2	7.6
Better teaching methods	7.4	7.6	6.5	3.8	5.3	6.8	4.6
Class size reduction	10.7	12.3	7.2	6.9	4.4	2.0	2.4
Technology (computers)	10.9	15.3	7.0	10.8	4.6	3.8	4.1
Innovative programs	8.5	13.6	5.7	6.5	3.5	5.2	4.4

Year 2003: 670 respondents offering 798 responses

*What are the most serious problems facing local schools today?
(Selected responses)*

Response	1997	1998	1999	2000	2001	2002	2003
Funding	20.1	22.9	21.6	33.1	24.0	32.2	51.7
Over-crowded classes	12.9	15.2	12.0	13.3	17.2	11.5	13.8
Quality of teachers	12.7	7.7	8.6	7.6	15.5	9.1	5.7
Violence/ Gangs / Crime	16.1	13.9	24.5	17.5	14.1	10.7	4.4
Low teacher pay	NA	NA	1.4	7.8	12.0	7.6	4.0
Drugs / Alcohol	8.2	8.4	9.7	7.5	10.2	5.4	4.2

Year 2003: 690 respondents offering 930 responses

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

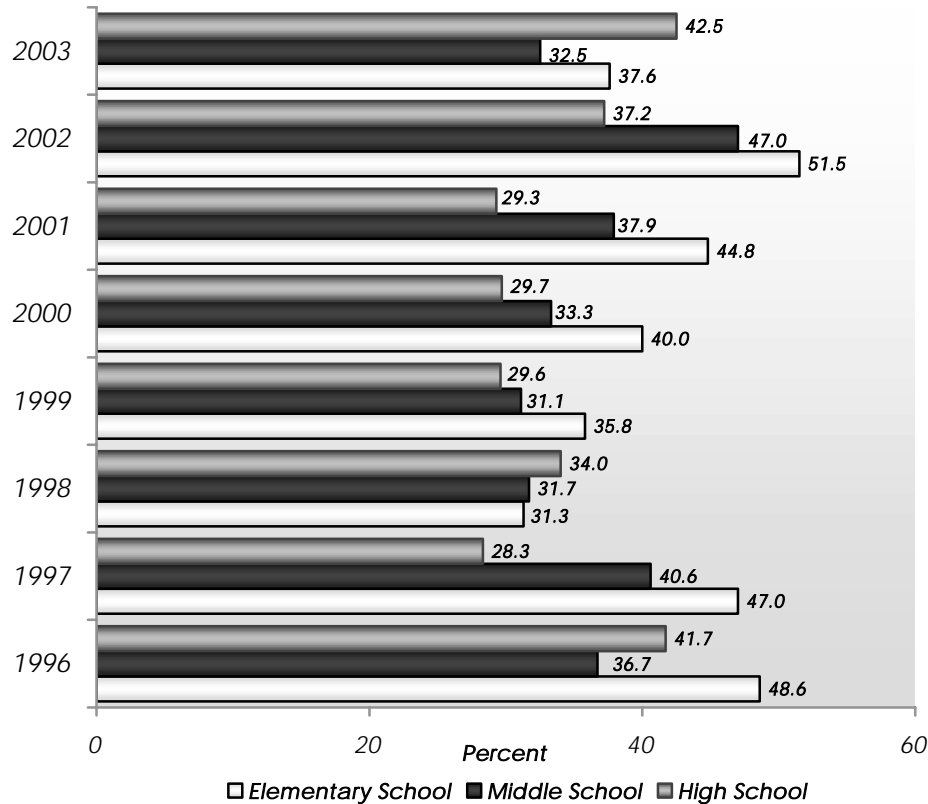
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QUALITY OF LIFE INDICATOR 38

☎ Substance Abuse Prevention Programs

Drug and alcohol abuse prevention programs provide students with tools to make healthy choices.

How satisfied are you with the substance abuse prevention programs at your child(ren)'s school? (Respondents answering "very satisfied")



☎ **New data not available**

How satisfied are you with the substance abuse prevention programs at your child(ren)'s school?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	48.6	47.0	31.3	35.8	40.0	44.8	51.5	37.6
Somewhat satisfied	20.6	24.1	26.3	32.1	26.1	27.2	27.2	31.1
Not at all satisfied	7.5	6.0	8.1	1.9	7.0	4.7	3.2	6.7
Don't know	23.4	22.9	34.3	30.2	27.0	23.3	18.1	24.6
Total Respondents	107	83	99	106	115	104	106	96

Middle School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	36.7	40.6	31.7	31.1	33.3	37.9	47.0	32.5
Somewhat satisfied	30.6	37.5	36.6	51.1	41.2	46.5	26.8	34.4
Not at all satisfied	14.3	12.5	9.8	4.4	5.9	13.1	13.8	8.2
Don't know	18.4	9.4	22.0	13.3	19.6	2.4	12.3	24.9
Total Respondents	49	32	41	45	51	46	51	55

High School	1996	1997	1998	1999	2000	2001	2002	2003
Very satisfied	41.7	28.3	34.0	29.6	29.7	29.3	37.2	42.5
Somewhat satisfied	25.0	39.1	30.0	27.8	34.4	45.5	34.9	27.3
Not at all satisfied	18.8	19.6	14.0	13.0	20.3	12.5	14.6	18.5
Don't know	14.6	13.0	22.0	29.6	15.6	12.7	13.3	11.7
Total Respondents	48	46	50	54	64	62	68	58

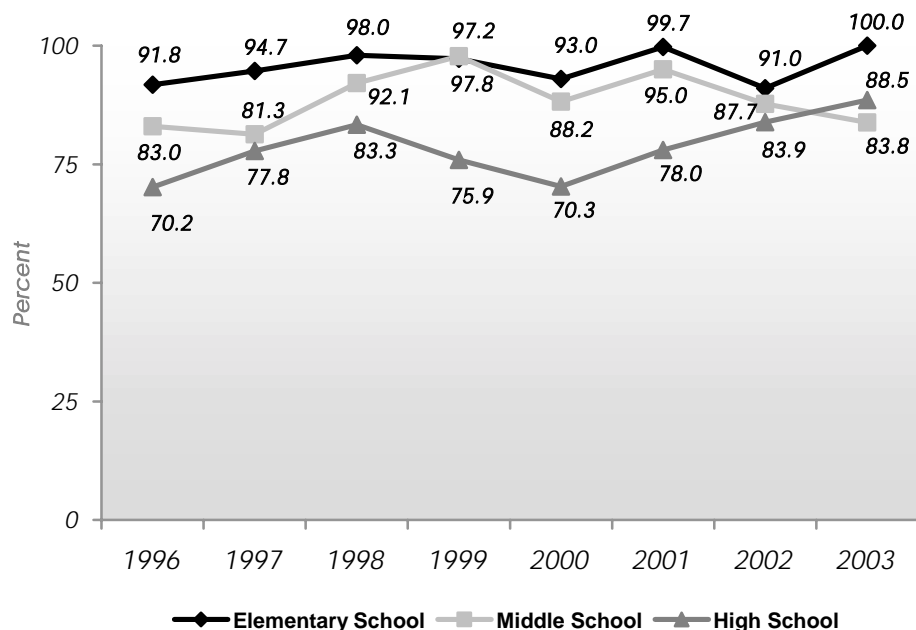
Source: Santa Cruz Community Assessment Project, Telephone Survey, 2003.

Note: See appendix for results of statistical testing for this question.

School Safety

This table reflects the perception of parents regarding safety at their children's schools.

Does your child(ren)'s school provide a safe environment for learning? (Respondents answering "yes")



Does your child(ren)'s school provide a safe environment for learning?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003
Yes	91.8	94.7	98.0	97.2	93.0	99.7	91.0	100.0
No	8.2	5.3	2.0	2.8	6.1	0.3	5.8	0.0
Total Respondents	110	94	98	108	115	108	106	97

Middle School	1996	1997	1998	1999	2000	2001	2002	2003
Yes	83.0	81.3	92.1	97.8	88.2	95.0	87.7	83.8
No	17.0	18.8	7.9	2.2	11.8	5.0	9.0	16.2
Total Respondents	47	32	38	45	51	47	52	55

High School	1996	1997	1998	1999	2000	2001	2002	2003
Yes	70.2	77.8	83.3	75.9	70.3	78.0	83.9	88.5
No	29.8	22.2	16.7	20.4	26.6	13.2	12.0	11.5
Total Respondents	47	45	48	54	64	64	70	60

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

Note: Totals may not equal 100% due to respondents answering "Don't know." See appendix for statistical testing for this question.

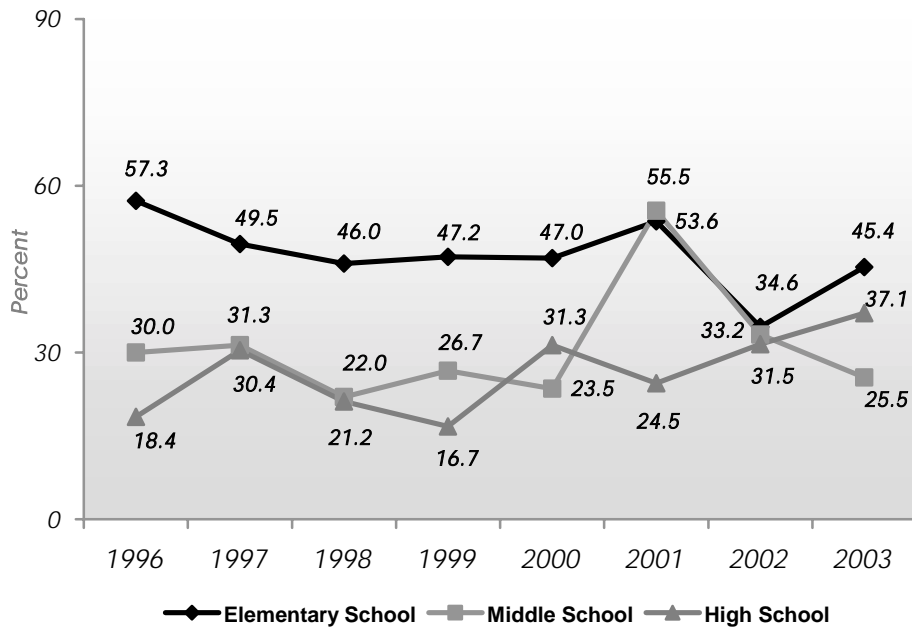
 **New data not available**

QUALITY OF LIFE INDICATOR 40

☎ Parent Participation in Schools

This table reflects involvement of parents in school activities.

How often do you participate in activities at your child(ren)'s school(s)? (Respondents answering "often")



How often do you participate in activities at your child(ren)'s school(s)?

Elementary School	1996	1997	1998	1999	2000	2001	2002	2003
Often	57.3	49.5	46.0	47.2	47.0	53.6	34.6	45.4
Sometimes	40.9	42.1	46.0	41.7	45.2	41.7	53.2	46.6
Never	1.8	8.4	8.0	11.1	7.8	4.7	12.2	8.0
Total Respondents	110	95	100	108	115	108	107	97

Middle School	1996	1997	1998	1999	2000	2001	2002	2003
Often	30.0	31.3	22.0	26.7	23.5	55.5	33.2	25.5
Sometimes	62.0	43.8	58.5	53.3	56.9	24.8	50.4	64.6
Never	8.0	25.0	19.5	20.0	19.6	13.6	16.4	9.8
Total Respondents	50	32	41	45	51	47	52	53

High School	1996	1997	1998	1999	2000	2001	2002	2003
Often	18.4	30.4	21.2	16.7	31.3	24.5	31.5	37.1
Sometimes	67.3	39.1	48.1	51.9	45.3	59.0	44.1	41.9
Never	14.3	30.4	30.8	31.5	23.4	13.7	24.4	21.1
Total Respondents	49	46	52	54	64	64	69	60

Source: Santa Cruz Community Assessment Project, Telephone Survey, 2003.

Note: Totals may not equal 100% due to respondents answering "Don't know." See appendix for results of statistical testing for this question.

📄 **New data not available**

Child Care Enrollment

Enrollment in preschool programs, including licensed child care and Head Start, can provide stimulation and socialization for children outside of the home and contribute to their school readiness, an important predictor of continued success in school.



Number of Children Enrolled in Licensed Child Care

Enrollment in Licensed Child Care (Full and Part-time)	September 1998	December 1999	December 2000	December 2001	December 2002	December 2003	98-03 % Change
Infant (0 - 1)	897	906	793	669	724	669	-25.4
Preschool (2 - 5)	4,773	4,497	4,818	4,484	4,462	4,484	-6.1
School-Age (6 and older)	1,179	1,726	2,172	1,767	1,393	1,776	50.6
Total Enrollment	6,849	7,129	7,783	6,920	6,579	6,929	1.2

Source: Santa Cruz County Office of Education, Child Development Resource Center, *Child Care Switchboard*, 2003.

Estimated Number of Children Needing Child Care

Children	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	94-04 % Change
Ages 0 – 2	6,478	6,141	5,946	5,756	5,752	5,769	5,840	5,876	5,916	5,969	4,586	-29.2
Ages 3 – 5	6,249	6,672	6,746	6,525	6,208	6,043	5,861	5,860	5,879	5,950	5,041	-19.3
Ages 6 – 13	16,775	17,048	17,504	18,280	19,068	19,536	20,035	20,322	20,558	20,673	16,116	-3.9
Total	29,502	29,861	30,196	30,561	31,028	31,348	31,736	32,058	32,353	32,591	25,742	-12.7

Source: *Population figures for 1996-2003*: State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail*, 1970-2040. Sacramento, CA, December 1998. *Population figures for 2004*: State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail*, 2000-2050, Sacramento, California, May 2004.

Note: The above estimates of children needing child care are based on a formula used by The California Child Care Resource and Referral Network. Need for care is based on the employment status of the child's parents, also referred to as the Labor Force Participation rate (LFP). Children estimated to need care are those cared for by a single parent who is employed, or by two parents who are both employed. 2004 data is updated to reflect the 2000 Census.

Calculation: Estimated population of age group x LFP of age group = number of children who need care.

QUALITY OF LIFE INDICATOR 41

Child Care Enrollment

Head Start Programs

Santa Cruz County Head Start¹	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	95-04 % Change
Enrollment	391	391	391	411	411	411	463	463	463	18.4
Waiting list	244	255	400	269	250	236	189	414	389	59.4

Migrant Head Start – PVUSD	Spring 1995	Spring 1996	Spring 1997	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004	95-04 % Change
Enrollment	300	300	300	300	300	320	683	683	683	683	127.7
Waiting List	150	100	200	215	165	NA	50	189	345	411	174.0

Migrant Head Start - Growth & Opportunity	Spring 1995	Spring 1996	Spring 1997	Spring 1998	Spring 1999	Spring 2000	95-00 % Change
Enrollment	250	250	268	268	323	323	29.2
Waiting List	NA	NA	NA	NA	335	377	NA

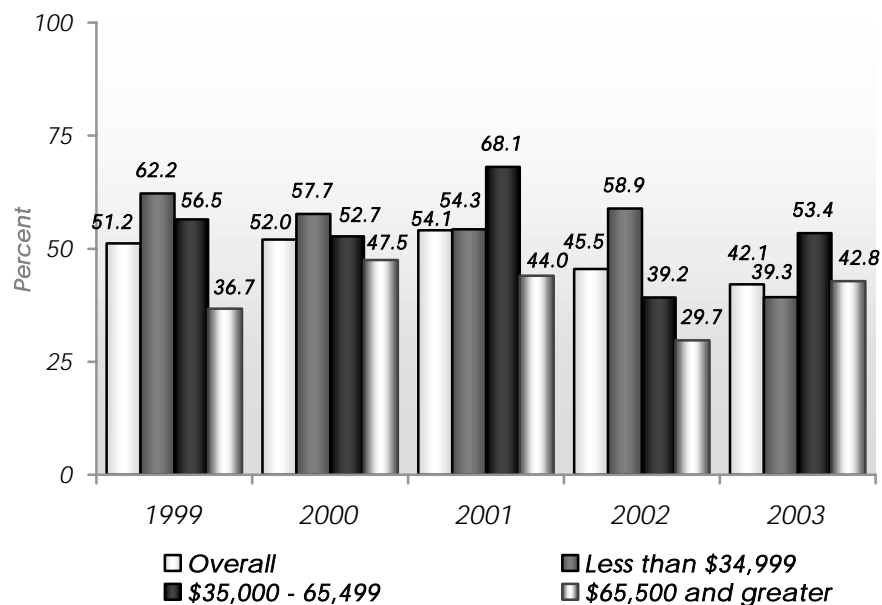
Source: Santa Cruz County Head Start, Migrant Head Start, 2004.

Note: As of Fall 2000, the Migrant Head Start – Growth and Opportunity stopped providing services.

¹Includes Head Start and Early Head Start (0 – 5).

Child Care Arrangements

Does someone care for your children in order for you to work, go to school or be in training? (Respondents answering “yes”)



Total respondents	1999	2000	2001	2002	2003
Overall	162	198	181	199	195
Less than \$34,999	45	78	67	92	80
\$35,000 - \$65,499	46	55	46	46	42
\$65,500 and greater	60	60	56	58	60

If yes, how satisfied are you with this arrangement?

Responses	1999	2000	2001	2002	2003
Very satisfied	84.9	76.2	55.2	63.9	72.1
Somewhat satisfied	11.6	20.0	34.0	32.3	25.4
Not at all satisfied	3.5	3.8	10.8	3.8	2.4
Total responses	86	100	98	88	82

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

Notes: Question asked of parents with children under age 14. See appendix for result of statistical testing for these questions.



New data not available

QUALITY OF LIFE INDICATOR 41

 **Child Care Arrangements**
 **Community Profile**

Percent of respondents who answered “yes” to: “Does someone care for your children in order for you to work, go to school or be in training?”

By Ethnicity	1999	2000	2001	2002	2003	2003 N
Caucasian	46.2	47.3	42.9	34.8	32.3	101
Latino	60.0	56.8	67.9	58.7	48.1	77

By Region	1999	2000	2001	2002	2003	2003 N
North County	47.4	44.0	37.4	36.5	39.2	42
South County	58.5	61.4	68.5	56.8	45.4	97
San Lorenzo Valley	38.9	45.0	49.6	30.1	36.0	67

By Age	1999	2000	2001	2002	2003	2003 N
18-24 years of age	85.7	53.3	80.0	83.3	58.1	23
25-44 years of age	56.3	56.8	53.7	48.3	44.8	116
45-64 years of age	21.4	34.2	50.7	27.5	29.6	56
65 and older	0.0	0.0	0.0	0.0	0.0	0

By Gender	1999	2000	2001	2002	2003	2003 N
Male	51.0	53.2	62.4	41.2	42.3	103
Female	50.0	51.4	46.5	49.0	41.8	92

By Income	1999	2000	2001	2002	2003	2003 N
\$34,999 per year or less	62.2	57.7	54.3	58.9	39.3	80
\$35,000 - \$65,499	56.5	52.7	68.1	39.2	53.4	42
\$65,500 and greater	36.7	47.5	44.0	29.7	42.8	60

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

* Indicates statistically significant survey responses when reporting differences between sub-groups for the 2003 data. Absence of this symbol indicates no statistical significance difference between sub-groups for the 2003 data.

 **New data not available**

College Preparation Courses

Students should have access to the appropriate challenging courses to prepare for college acceptance and success.

Percent of Graduates Completing College Prep Courses by District

School District	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Pajaro Valley Unified	26.6	26.1	28.8	25.6	28.7	38.9	40.8	36.1
San Lorenzo Valley Unified	60.6	56.1	52.9	30.6	30.2	49.6	58.4	38.2
Santa Cruz City Schools	43.9	36.6	40.4	34.4	39.2	38.9	41.7	38.7
Scotts Valley Unified	NA	NA	NA	NA	NA	NA	NA	69.3
County	38.3	33.9	35.9	29.6	32.5	39.1	42.4	38.0
State	35.4	36.0	36.6	35.6	34.8	35.6	34.7	33.5

Percent of County Graduates Completing College Prep Courses by Gender

Gender	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Male	38.6	29.2	30.7	29.1	28.9	36.2	36.5	34.9
Female	38.0	38.4	40.4	30.1	36.3	41.5	48.0	40.9

Percent of County Graduates Completing College Prep Courses by Ethnicity

Ethnicity	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Caucasian	49.3	43.2	46.6	38.6	39.1	49.7	46.9	43.3
Latino / Hispanic	15.1	15.8	15.7	13.5	20.0	24.3	33.8	28.3
Asian	43.8	68.1	63.3	45.0	56.2	44.0	64.2	61.5
African American	30.8	25.8	28.0	12.8	13.6	36.8	34.1	34.1
Filipino	28.6	25.0	32.0	14.3	22.2	44.4	36.4	27.8
American Indian	22.0	33.3	6.7	22.2	0.0	9.1	50.0	27.3
Pacific Islander	8.3	28.6	28.6	37.5	0.0	25.0	71.4	25.0
Multiple/ No Response	NA	NA	0.0	0.0	11.1	33.3	16.7	22.6

Source: California Department of Education, *California Basic Educational Data System (CBEDS)*, 2004.

Note: College Prep Courses are defined as: high school courses in which the student has received a minimum grade of "C" or better that are accepted by the University of California and the California State University system as meeting their minimum admission standards. This includes 2 years of History / Social Science, 4 years of English, 3 years of mathematics, 2 years of laboratory science, 2 years of foreign language, and 2 years of college preparatory elective courses.

QUALITY OF LIFE INDICATOR 43

Community College Attendance

Attendance records at community colleges measure student enrollment as well as the demographic characteristics of students.

Cabrillo College Graduation Numbers

Cabrillo Graduates	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	93-03 % Change
Associate of Arts	210	274	288	329	361	364	407	429	402	466	121.9
Associate of Science	222	217	255	226	223	228	198	219	187	255	14.9
Certificates of Proficiency	115	143	102	109	108	100	94	88	106	164	42.6
Total	547	634	645	664	692	692	699	736	695	885	61.8

Percentage of Cabrillo College Enrollment by Age

Age	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
<18 or unknown	3.1	3.3	2.7	2.8	3.4	3.7	4.1	5.2	5.2	5.4
18-20	22.2	22.4	21.1	21.2	22.3	23.1	23.4	25.3	25.4	26.3
21-25	24.6	24.9	22.7	21.9	21.7	26.7	21.7	21.6	22.6	21.9
26-30	12.4	12.9	13.2	13.7	13.0	12.2	11.3	11.0	10.5	10.1
31-40	19.3	18.8	18.3	17.5	17.0	17.0	16.2	15.2	14.5	14.4
41-50	12.5	12.1	13.9	14.7	14.0	14.0	13.7	12.5	12.3	12.3
51-60	3.7	3.5	4.9	5.2	5.7	7.4	6.8	6.9	6.8	6.8
61+	2.3	2.2	3.2	3.0	3.0	3.4	2.9	2.1	2.7	2.8
Total	12,762	12,132	12,768	13,598	13,767	13,718	13,621	13,685	14,362	14,872
Average Age	29.8	29.5	30.9	31.1	30.9	32.0	30.2	29.9	30.1	30.1
Median Age	26.0	25.1	27.0	27.0	26.1	27.0	26.0	25.0	26.0	25.0

Source: Cabrillo College, *Planning & Research Office*, 2004.

Percentage of Cabrillo Graduates by Ethnicity

Ethnicity	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Caucasian	77.7	77.8	74.0	70.2	71.8	66.6	64.7	67.7	62.6	64.0
Asian	6.9	6.9	6.0	8.0	6.0	5.5	5.5	4.3	4.8	4.5
African American	0.9	0.9	1.9	1.1	1.3	0.5	0.9	1.2	0.7	1.2
Latino / Hispanic	14.1	11.2	15.2	18.8	18.0	21.3	21.5	20.7	21.4	23.5
American Indian / Alaskan	0.2	1.3	1.7	1.2	1.5	1.2	1.5	1.5	1.2	2.0
Filipino	NA	NA	NA	NA	NA	1.2	1.8	1.8	1.2	0.8
Pacific Islander	NA	NA	NA	NA	NA	0.4	0.1	NA	NA	NA
Other	0.2	1.6	0.9	0.8	1.3	2.7	1.9	1.5	0.8	1.9
Unknown	0.2	0.3	0.3	0.0	0.1	0.4	2.1	1.4	7.3	2.0
% Graduates of Color	22.3	22.2	26.0	29.8	28.2	33.4	35.3	32.3	37.4	36.0

University Attendance

Post-secondary education is increasingly important to ensure better job opportunities and higher earning potential.

University of California Santa Cruz Enrollment

Number of Enrollees											94-03
	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	% Change
Undergraduate	9,099	8,876	9,159	9,570	9,932	10,242	11,047	12,002	12,845	13,629	49.8
Graduate	1,018	1,047	1,056	1,068	1,094	1,060	1,097	1,145	1,277	1,355	33.1
Total	10,117	9,923	10,215	10,638	11,026	11,302	12,144	13,147	14,122	14,984	48.1

University of California Santa Cruz Graduates

Degrees										94-03
	1995	1996	1997	1998	1999	2000	2001	2002	2003	% Change
Undergraduate	2,499	2,312	2,348	2,205	2,293	2,437	2,503	2,678	2,922	16.9
Graduate	175	208	214	243	221	239	275	261	330	88.6
Doctorate	99	97	82	91	98	100	96	96	105	6.1
Total	2,773	2,617	2,644	2,539	2,612	2,776	2,874	3,035	3,357	21.1

Source: University of California Santa Cruz, *Enrollment Fact Sheets*, 2004.

University of California Santa Cruz New Freshman Home Location by Percentage

Home Location	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Monterey Bay / Santa Clara	13.9	12.6	14.8	14.0	15.5	13.6	14.0	14.7	12.8
San Francisco / Bay Area	26.2	29.6	28.6	28.8	28.8	27.8	31.7	31.0	33.4
Northern California	3.2	3.6	3.5	3.6	3.1	2.8	2.4	2.4	2.5
East / Central California	9.5	10.9	10.6	11.9	10.7	11.1	10.0	11.8	11.0
Los Angeles / South Coast	30.0	27.5	25.1	23.5	24.0	27.1	25.7	26.9	27.3
San Diego / Desert	9.6	9.6	9.0	10.2	10.2	9.7	9.6	7.7	8.1
Other States	6.9	5.9	8.0	7.5	7.3	7.3	6.1	5.2	4.6
Foreign	0.7	0.3	0.4	0.7	0.4	0.6	0.5	0.4	0.2
Total	1,823	1,997	2,127	2,360	2,399	2,924	3,026	3,224	3,353

QUALITY OF LIFE INDICATOR 44

Adult Education Course Enrollments

Welfare reform and job to market changes may require access and participation in adult education opportunities.

Pajaro Valley Unified School District

Program	1994/95	1995/96	1996/97 ¹	1997/98 ¹	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	94-04 % Change
Elementary Basic Education	172	312	1,495	1,267	202	262	100	257	387	63	-63.4
High School Skills Independent Study	194	562	6,189	6,303	770	926	839	1,406	944	796	310.3
English as a Second Language	2,020	3,139	11,719	9,960	4,143	3,802	4,854	5,311	4,267	4,162	106.0
Citizenship	146	322	374	271	99	NA	NA	123	67	189	29.5
Adults with Disabilities	23	77	322	384	110	88	44	44	47	34	47.8
Vocational	193	277	821	909	319	515	364	477	499	540	179.8
Parent Education	66	97	790	1,059	329	385	986	1,054	1,314	669	913.6
Programs for Older Adults	283	594	3,816	3,990	925	741	1,008	1,045	1,035	999	253.0
Health and Safety Education	16	32	39	36	29	40	58	91	398	673	4,106.3
Enrollees in Non-Approved Courses	NA	NA	NA	613	763	NA	576	367	525	626	NA
Gain / CalWORKS Student	0	0	0	82	108	114	99	110	514 ²	168	NA
Unduplicated Total	NA	5,412	7,922	7,241	6,926	7,290	8,883	10,285	9,483	8,527	NA

Source: Pajaro Valley Unified School District, *Adult Education*, 2004.

Note: Enrollment may be duplicated within each program area.

¹The enrollments for 1996/97 and 1997/98 in the program categories are duplicated enrollments and cannot be compared to other years in the chart.

²Data for Gain / CalWORKS in 2002/03 included all economically disadvantaged students, therefore is not comparable to other years.

Adult Education Course Enrollments

Welfare reform and job-to-market changes may require access and participation in adult education opportunities.

Santa Cruz City High School District

Program	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	94-04 % Change
Elementary Basic Education	129	0	0	676	604	264	856	350	199	258	100.0
High School Skills Independent Study	721	878	893	2,275	605	530	1,691	772	623	661	-8.3
English as a Second Language	1,541	2,438	3,881	5,116	3,436	2,153	4,858	3,470	3,991	3,594	133.2
Citizenship	52	55	59	38	24	0	12	0	0	0	-100.0
Adults with Disabilities	252	328	318	1,536	947	610	1,942	1,968	2,407	1,031	309.1
Vocational	906	653	647	121	46	0	50	91	28	34	-96.2
Parent Education	505	310	315	2,825	1,641	1,001	3,359	2,945	2,441	1,660	228.7
Programs for Older Adults	935	909	969	10,464	5,536	1,348	8,808	6,326	6,462	2,993	220.1
Health and Safety Education	718	965	968	1,080	1,369	918	1,328	1,921	2,295	1,221	70.1
Enrollees in Non-Approved Courses ¹	NA	NA	NA	1,424	1,348	1,250	1,326	1,652	1,223	1,173	NA
Home Economics Education	189	125	101	206	138	97	138	102	123	139	-26.5
Gain / CalWORKS Students	6	9	11	69	115	51	151	36	28	NA ²	NA
Unduplicated Total	NA	NA	8,706	6,803	7,214	6,937	8,445	9,538	9,804	7,388	NA

Source: Santa Cruz City Schools, *Adult Education*, 2004.

Note: Enrollment may be duplicated within each program area.

¹*Fee-based / non-government / publicly funded.*

²*As of 7/1/03 Adult Schools did not have to report data on CalWORKS students.*

QUALITY OF LIFE INDICATOR 45

Job Training

Job training or retraining is a crucial factor in welfare reform.

Workforce Investment Act (WIA) Program Enrollment

Type of Program	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	94-04 % Change
Adult Worker Programs	317	550	742	566	527	430	275	451	298	315	-0.6
Summer Youth Employment Training Program / Year-round Youth Program	708	1,184	926	855	863	789	170	346	209	198	-72.0
Dislocated Worker Programs	267	214	547	572	429	414	200	462	439	331	24.0
Welfare to Work / CalWorks / Youth Education Coordination Grant ²	NA	NA	509	422	493	801	471 ¹	495	NA	NA	NA
Caregiver Training Initiative - Adult ²	NA	NA	NA	NA	NA	NA	NA	NA	11	NA	NA
Caregiver Training Initiative - Welfare to Work ²	NA	NA	NA	NA	NA	NA	NA	NA	23	NA	NA
Youth Development / Crime Prevention	NA	NA	NA	NA	NA	NA	NA	NA	39	38	NA
Re-Tec (Dislocated Worker Grant 542)	NA	NA	NA	NA	NA	NA	NA	NA	102	159	NA
Total	1,292	1,948	2,724	2,415	2,312	2,434	1,116	1,754	1,121	1,041	-19.4

Source: Human Resources Agency, *Workforce Investment Act*, 2004.

Note: In 2002/2003, the program categories changed. Low enrollment figures in 2000/01 reflect legislative changes and transition from Job Training Partnership Act (JTPA) to Workforce Investment Act (WIA) programs.

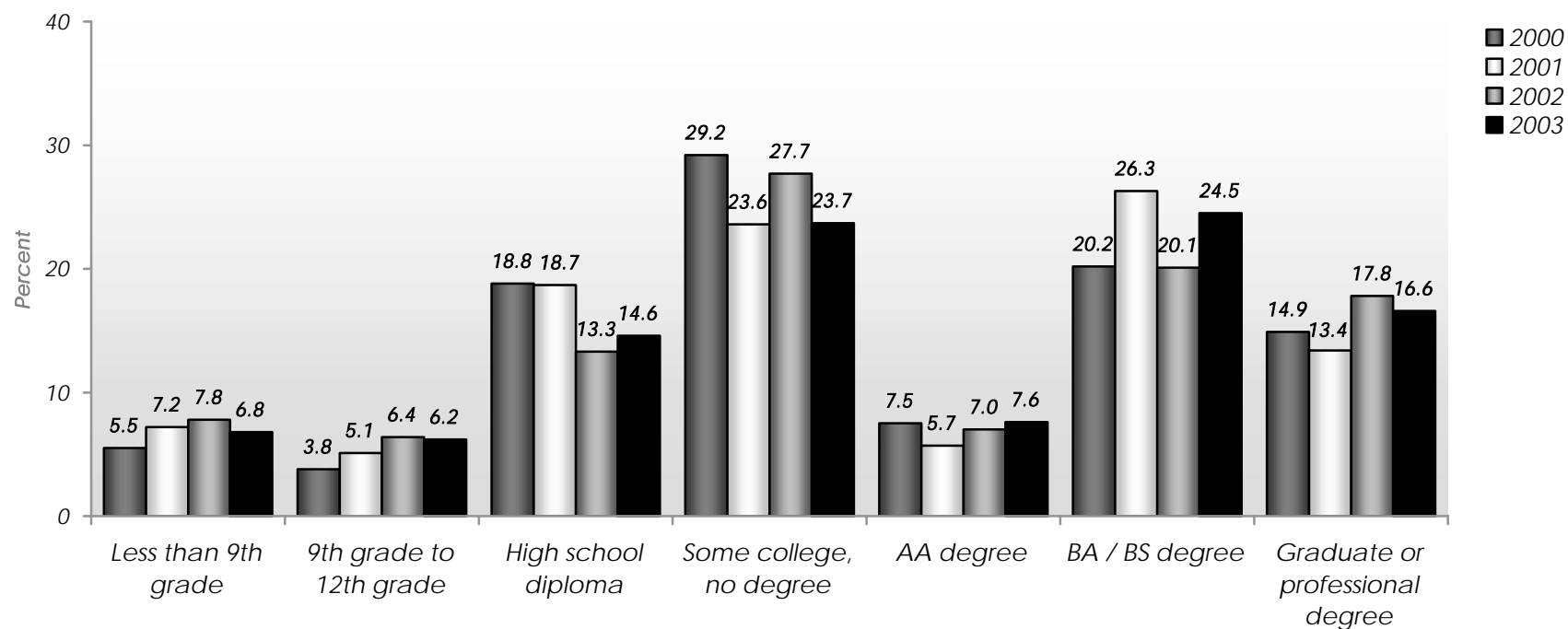
¹Only includes Welfare To Work Enrollments.

²Indicates a new program.

Educational Attainment

To participate successfully in the modern economy which is increasingly driven by information and technology, people must keep pace with expanding education and skill requirements.

What is the highest level of education you have completed?



Total respondents	2000	2001	2002	2003
Overall	650	701	679	701

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

 **New data not available**

QUALITY OF LIFE INDICATOR 46

Educational Attainment (Population 25 years and over)

Regional, State, and National Percent Comparisons, 1990

Attainment Level	San Lorenzo Valley	Santa Cruz	Watsonville	Santa Cruz County	California	National
Less than 9th Grade	1.4	6.6	30.1	9.4	11.6	10.4
9th to 12th Grade, No Diploma	6.9	7.7	16.3	8.7	12.6	14.4
High School Graduate (Includes Equivalency)	20.5	17.9	21.7	19.0	22.3	30.0
Some College, No Degree	30.2	23.9	16.3	24.6	22.6	18.7
AA Degree	11.1	8.7	4.9	8.5	7.9	6.2
BA Degree	22.2	21.9	7.2	19.3	15.3	13.1
Graduate or Professional Degree	7.8	13.4	3.5	10.4	8.1	7.2
Percent of High School Graduates or higher	91.7	85.7	53.6	81.9	76.2	75.2
Percent of BA and higher	30.0	35.2	10.7	29.7	23.4	20.3
Number of Persons 25 or older	13,274	29,814	18,030	147,964	18,695,499	158,868,436

Regional, State, and National Percent Comparisons, 2000

Attainment Level	San Lorenzo Valley	Santa Cruz	Watsonville	Santa Cruz County	California	National
Less than 9th Grade	1.4	5.5	36.4	9.7	11.5	6.9
9th to 12th Grade, No Diploma	3.7	5.4	14.6	7.1	11.7	11.5
High School Graduate (Includes Equivalency)	15.2	14.5	20.0	16.6	20.1	29.5
Some College, No Degree	31.9	23.0	16.4	25.1	22.9	20.5
AA Degree	8.2	7.2	3.9	7.3	7.1	6.5
BA Degree	25.9	26.9	5.9	21.7	17.1	16.1
Graduate or Professional Degree	13.7	17.5	2.7	12.5	9.5	9.0
Percent of High School Graduates or higher	94.9	89.1	49.1	83.2	76.8	81.6
Percent of BA and higher	39.6	44.4	8.7	34.2	26.6	25.1
Number of Persons 25 or older	19,919	33,896	24,045	164,999	21,298,900	177,562,899

Source: U.S. Census Bureau, 2000.

**New data not available**

Library Use

Availability of library services and resources provides an opportunity for community members to utilize technology and access information.

Circulation Statistics

Santa Cruz City and County	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Service population	208,850	208,725	207,000	207,800	213,600	215,300	215,100	210,300	206,250	205,620
Registered borrowers	127,900	114,518	125,594	138,500	150,000	161,865	130,634	128,014	129,380	66,789 ⁴
Area square miles	436.2	436.2	436.2	436.2	436.2	436.2	436.2	436.2	436.2	436.2
Total outlets	10	9	8	9	11	11	11	11	11	11
Total items circulated	1,294,732	1,330,223	1,306,640	1,487,293	1,516,540	1,488,951	1,646,030	1,780,555	1,877,256	1,856,256
Total per capita circulation	6.2	6.4	6.3	7.2	7.1	7.1	7.7	8.65	9.1	9.03
Hours open / 100 population	7.4	7.4	6.6	11.3	11.3	11.3	11.4	11.4	11.4	11.4

City of Watsonville	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Service population	33,800	33,800	36,650	42,350	39,200	39,800	39,800	47,950	47,950	48,300
Registered borrowers	29,671	29,671	34,297	38,230	42,459	23,315	38,402	46,992 ¹	51,579	38,338 ⁴
Area square miles	5.8	5.8	5.8	6.2	6.2	6.2	6.2	6.2	6.2	6.2
Total outlets	1	1	2	2	2	2	2	2	2	2
Total items circulated	274,387	295,332	309,169	315,097	320,045	325,166	324,228	455,512	317,980 ³	318,801
Total per capita circulation	8.1	8.7	8.4	7.4	8.2	8.1	8.1	9.5	6.6	6.6
Hours open / 100 population	8.3	8.3	9.8	10.0	10.7	10.6	10.6	10.4 ²	11.4	11.4

Source: Santa Cruz Public Libraries and Watsonville Public Library, *California Library Statistics*, 2004.

¹Watsonville's population shows a dramatic increase as a result of the 2000 Census report. The figure above is provided by the California Department of Finance.

²The increase in population also accounts for the apparent decrease in hours open per 100 population. The hours at Watsonville's libraries have not decreased; the hours are the same as last year.

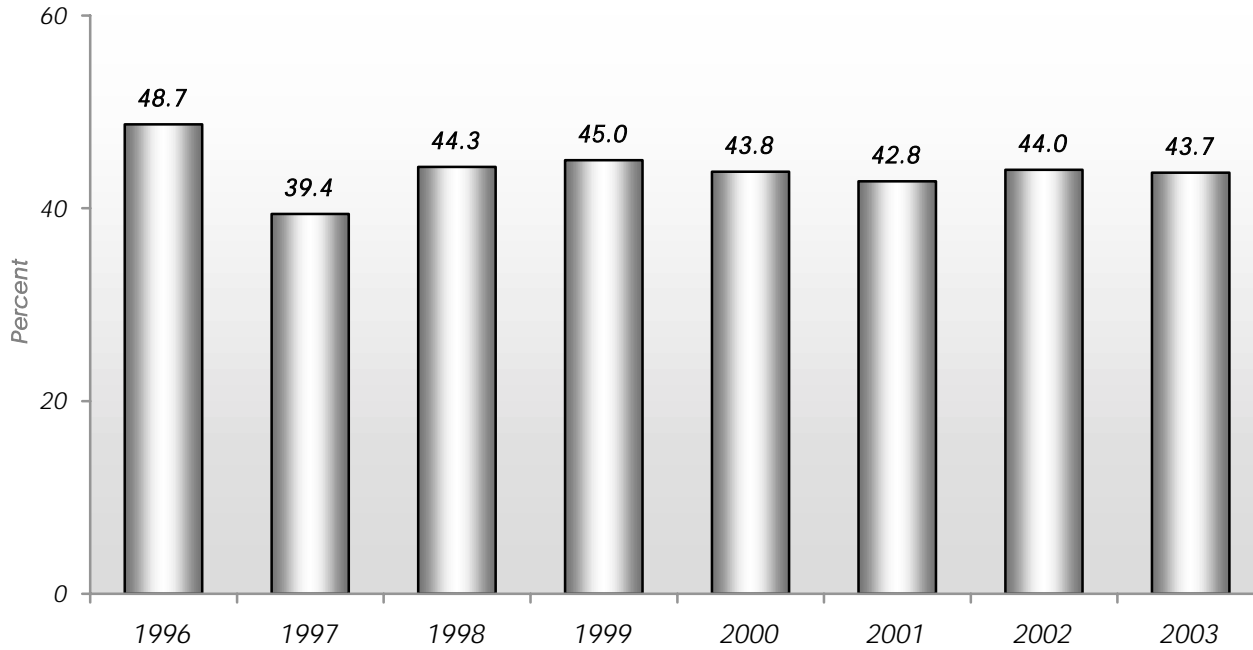
³In fiscal year 2002/2003, Internet check-outs were counted separately and account for some of the decrease in check-outs over the past years.

⁴Only counts borrowers who have used their cards in the last two years.

QUALITY OF LIFE INDICATOR 47

 **Library Use**

Do you use the library on a regular basis? (Respondents answering “Yes”)



Total respondents	1996	1997	1998	1999	2000	2001	2002	2003
Overall	501	505	508	560	651	706	684	703

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

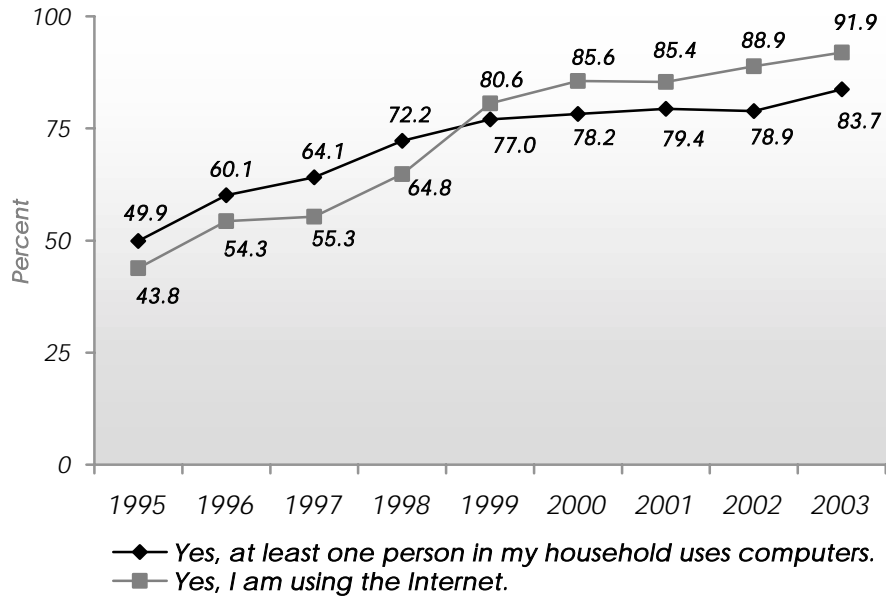
Note: See appendix for results of statistical testing for this question.

 **New data not available**

Computer Use and Proficiency

Access to and use of technology is becoming a basic job and life skill.

*Does at least one person in your household use computers?
Of those using computers: Are you using the Internet?¹*



Total respondents	1995	1996	1997	1998	1999	2000	2001	2002	2003
Does at least one person in your household use computers?	351	499	507	510	561	657	706	684	703
Of those using computers: Are you using the Internet?	169	300	318	355	438	513	560	539	589

¹The question prior to 1999 was worded as follows: *Are you using on-line services?*

Is the computer used at: (Selected responses)

Responses	1996	1997	1998	1999	2000	2001	2002	2003
Home	84.4	81.2	82.1	86.4	82.7	89.2	91.8	92.3
Work	70.2	65.2	66.3	65.8	65.4	62.3	54.7	57.6
School	70.2	43.1	42.4	44.8	42.6	34.1	30.0	32.6
Library	51.2	24.3	23.9	21.0	20.6	28.1	16.7	25.0

Year 2003: 587 respondents offering 1,240 responses.

Source: Santa Cruz Community Assessment Project, *Telephone Survey*, 2003.

Note: See appendix for results of statistical testing for these questions.

New data not available

Career Ladders Computer Proficiency Certificate

The Career Ladders Computer Proficiency Certificate was developed as part of a cooperative project between employers and educators in Santa Cruz County. It is designed to provide test candidates and potential employers with a tool they can use to verify basic computer skills in Windows, Word, Excel, and the Internet.

	Sept. 01 – Aug. 02	Sept. 02 – Aug. 03	01-03 % Change
Number of test-takers	551	533	-3.3%
Number of individuals who passed the test and were issued a certificate	193	142	-26.4%
Current pass rate	35%	27%	-22.9%

Source: The Career Ladders Project, 2004.

