





Education Issues

“The best things happening in the local schools today are more awareness and acceptance of different ethnicities.”

—Telephone survey respondent

Legend

No. County	North County – includes Bonny Doon, Capitola, Davenport, Santa Cruz, Scotts Valley and Soquel	✓	Indicates a key indicator
So. County	South County – includes Aptos, Corralitos, Freedom, La Selva Beach, Pajaro and Watsonville	□	Provides a description of what the indicator means or measures. Note: not every indicator has a description
SLV	San Lorenzo Valley – includes Ben Lomond, Boulder Creek, Brookdale, Felton, Lompico, Mount Hermon and Zayante	📁	Indicates no new data for a particular indicator is available
	Indicates a question for which percentages do not total 100 because each respondent was allowed to select more than one answer	% Change	Describes change in value between the current and previous year data
	Indicates statistically significant survey responses in the 2000 data	☎	Denotes a telephone survey question
		👤	Indicates a respondent profile

Community Goals

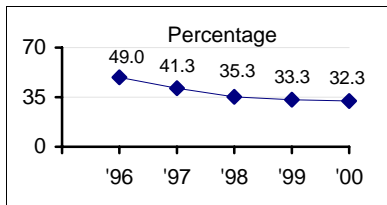
By the Year 2004, more Santa Cruz County students will graduate from high school job-ready or prepared for higher education.

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

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

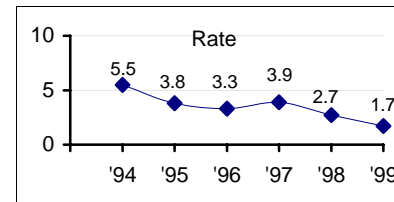
Key Indicators

Satisfaction with Education



✓ Parents reporting being very satisfied with their child(ren)'s high school education

High School Dropout Rate



✓ High school dropout rate

Education Summary

This year's snapshot of our community's schools shows steady and sustained improvement in many of the measured indicators and benchmarks.

Academic achievement as measured by standardized tests shows that our students are performing at or above the state averages. The scores on the Scholastic Aptitude Test (SAT) for our county's high school seniors continue to exceed the state averages in both the verbal and math categories. Our 2nd through 11th grade students' performance on the Stanford Achievement Test (SAT 9) also shows sustained improvement in reading, math and language. Even spelling, a weak area in our elementary grades, showed improvement.

All of our county's comprehensive high schools offer a challenging college preparatory curriculum that meets the admission requirements of the University of California and the California State University systems. The 1998/99 data shows a dip in the percentage of our high school graduates who completed these courses in that academic year.

The annual and four-year dropout rates continue to decline at all of our county's high schools. This overall decline is reflected in virtually every ethnic group as well as in the overall percentages.

Parent satisfaction is another key indicator of the health and climate of our schools. In this area we are fortunate to have five years worth of data showing a positive upward direction. Since 1996, the percentage of parents responding that they were very or somewhat satisfied with their child's

education went up among elementary (86.5% to 96.5%), middle school (80% to 96.1%) and high school (85.7% to 93.8%) parents.

However, parents, particularly those with high school age children, continue to express concern about school safety as well as the effectiveness of the schools' drug and alcohol use prevention programs. When parents were asked about the most positive things happening in our local schools, the top responses were good teachers, parental involvement, class size reduction, and technology. The most serious problems identified as facing our local schools were lack of adequate funding, school safety, and over-crowded classes.

Another continuing trend is the decline in parental participation in school activities, most notably as children get older. From 1996 to 2000, parents never participating in activities at their child's school increased among elementary (1.8% to 7.8%), middle school (8.0% to 19.6%) and high school (14.3% to 23.4%) parents.

Finally, the use of technology, specifically home computers, has risen dramatically since 1995. A parallel climb in access to and use of the Internet is also seen. The impact this dramatic increase has had in our schools is apparent and likely to become even more so in the future.

Thank you to Roy Nelson, Superintendent of Santa Cruz City Schools, for contributing to this summary.

Education Enrollment

School District Enrollment

District	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	% Change
County Office of Education	416	578	647	550	524	688	31.3
California Youth Authority	-	-	-	-	66	42	-36.4
Bonny Doon Union Elementary	280	265	258	236	235	184	-21.7
Happy Valley Elementary	150	151	133	137	141	126	-10.6
Live Oak Elementary	2,074	2,138	2,168	2,195	2,214	2,140	-3.3
Mountain Elementary	158	154	154	170	158	153	-3.2
Pacific Elementary	65	72	76	81	81	91	12.3
Pajaro Valley Joint Unified	17,385	17,736	18,355	18,895	19,400	19,767	1.9
San Lorenzo Valley Unified	4,162	4,143	4,144	4,159	4,351	4,289	-1.4
Santa Cruz City Elementary	3,457	3,395	3,335	3,114	3,005	2,943	-2.1
Santa Cruz City High	5,309	5,490	5,682	5,805	5,930	5,760	-2.9
Soquel Elementary	1,780	2,438	2,403	2,449	2,458	2,384	-3.0
Scotts Valley Unified	2,404	1,856	1,893	1,916	1,949	2,139	9.7
Santa Cruz County	37,640	38,416	39,248	39,707	40,512	40,706	0.5
California	5,341,025	5,467,224	5,612,965	5,727,303	5,844,111	5,951,612	1.8

Enrollment data indicates the number of students enrolled each year in public K-12 schools and helps decision makers monitor growth and resource needs.

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

Enrollment totals are active fall enrollments.

Quality of Life Indicator 20

Student Demographics

Percent of Students by Ethnicity

Ethnicity	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00
American Indian or Alaska Native	0.5	0.6	0.5	0.5	0.5	0.4
Asian	2.1	2.1	2.2	2.1	2.0	2.1
Pacific Islander	0.3	0.3	0.3	0.4	0.3	0.3
Filipino	1.1	1.1	1.1	1.1	1.0	1.0
Hispanic or Latino	40.4	41.2	42.5	43.3	44.0	44.7
African American	1.6	1.7	1.6	1.5	1.5	1.5
White (not Hispanic)	54.0	53.0	51.8	51.1	49.8	49.2
Multiple or No response	-	-	-	-	0.8	0.9
Santa Cruz County Enrollment	37,640	38,416	39,248	39,707	40,512	40,706

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

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

Expenditures per Pupil

NEA-Adjusted Average Expenditures Per Pupil, by District

School District	94/95	95/96	96/97	97/98	% Change
Bonny Doon Union Elementary	\$4,550	\$4,900	\$5,450	\$5,700	4.6
Happy Valley Elementary	4,350	4,950	5,900	6,400	8.5
Live Oak Elementary	4,750	4,900	5,550	6,300	13.5
Mountain Elementary	3,850	4,050	4,300	4,950	15.1
Pacific Elementary	7,450	6,500	5,650	6,600	16.8
Pajaro Valley Joint Unified	4,850	5,150	5,450	5,750	5.5
Santa Cruz City Elementary/High	4,800	4,750	5,200	5,650	8.7
San Lorenzo Valley Unified	4,600	4,600	5,050	5,300	5.0
Scotts Valley Unified	4,200	4,350	4,900	5,200	6.1
Soquel Elementary	4,750	4,550	5,300	5,350	0.9
All Elementary Districts	\$4,400	\$4,700	\$5,100	\$5,550	8.8
All Unified Districts	4,700	5,000	5,300	5,700	7.5
Santa Cruz County *	\$4,092	\$4,266	\$4,632	\$4,927	6.4
California	4,724	4,977	5,327	5,627	5.6
Nation	-	-	\$6,335	\$6,638	4.8

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

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

The above figures have been adjusted by the Department of Education to be consistent with the National Education Association, to allow for state and nationwide comparability. This adjustment is commonly referred to as NEA-adjusted.

* NEA-adjusted expenditures are not available on a county level. Figures presented for Santa Cruz County are per ADA (average daily attendance). ADA estimates cannot be directly compared to NEA estimates, and are shown here for illustrative purposes only.

*Quality of Life Indicator 22***Test Scores – STAR**

Grade 3: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000
Reading	40	41	43
Math	48	52	57
Language	41	42	44
Spelling	33	36	38

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

Grade 3: California

Subject	Spring 1998	Spring 1999	Spring 2000
Reading	36	40	44
Math	42	49	57
Language	39	44	50
Spelling	38	43	49

Source: California Department of Education, STAR District/ School Summary Report, 2000.

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.

Test Scores – STAR

Grade 5: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000
Reading	46	45	48
Math	47	49	54
Language	47	47	50
Spelling	36	37	41

Grade 5: California

Subject	Spring 1998	Spring 1999	Spring 2000
Reading	40	41	44
Math	41	45	51
Language	44	46	49
Spelling	38	40	44

Source: California Department of Education, STAR District/ School Summary Report, 2000.

*Quality of Life Indicator 22***Test Scores – STAR**

Grade 7: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000
Reading	47	48	50
Math	46	49	54
Language	51	52	57
Spelling	39	41	43

Grade 7: California

Subject	Spring 1998	Spring 1999	Spring 2000
Reading	41	43	45
Math	45	47	51
Language	49	51	54
Spelling	42	43	45

Source: California Department of Education, STAR District/ School Summary Report, 2000.

Test Scores – STAR

Grade 9: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000
Reading	38	40	42
Math	51	56	57
Language	47	52	54
Science	45	46	47
Social Science	45	49	50

Grade 9: California

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

Source: California Department of Education, STAR District/ School Summary Report, 2000.

*Quality of Life Indicator 22***Test Scores – STAR**

Grade 11: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000
Reading	41	36	37
Math	45	46	48
Language	43	42	43
Science	48	44	46
Social Science	57	54	56

Grade 11: California

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

Source: California Department of Education, STAR District/ School Summary Report, 2000.

Test Scores – Academic Performance Index (API)

Bonny Doon Union Elementary School District

Elementary Schools	1999 (Base)
Bonny Doon Elementary *	831

Happy Valley Elementary School District

Elementary Schools	1999 (Base)
Happy Valley Elementary *	892

Live Oak Elementary School District

Elementary Schools	1999 (Base)	2000 (Growth)	% Change
Del Mar Elementary	621	633	1.9
Green Acres Elementary	630	704	11.7
Live Oak Elementary	608	693	14.0
Middle Schools	1999 (Base)	2000 (Growth)	% Change
Shoreline Middle	677	698	3.1

Source: California Department of Education, API District Summary Report, 1999.

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).

Mountain Elementary School District

Elementary Schools	1999 (Base)
Mountain Elementary *	747

1999 API (Base) – The 1999 API (Base) summarizes a school's performance on the 1999 STAR. It was released in January 2000. The API is on a scale of 200 to 1000. It is based on the performance of individual pupils on STAR content area tests as measured through national percentile.

2000 API (Growth) – The 2000 API (Growth) summarizes a school's performance on the 2000 STAR. It is calculated in exactly the same fashion as the 1999 API (Base). A 2000 API (Growth) is not generated for a school with no 1999 (Base).

** In 2000, this school had fewer than 100 valid STAR test scores. If the school had at least 11 students with year 2000 STAR test results contributing to API, it will receive a small school year 2000 API (Base) for the 2000-2001 API reporting cycle. The 2000 API (Base) will be released in January 2001.*

*Quality of Life Indicator 23***Test Scores – Academic Performance Index (API)****Pajaro Valley Joint Unified School District**

Elementary Schools	1999 (Base)	2000 (Growth)	% Change
Alianza Elementary	404	382	-5.4
Amesti Elementary	451	507	12.4
Bradley Elementary	759	828	9.1
Calabasas Elementary	421	476	13.1
Freedom Elementary	450	505	12.2
Hall District Elementary	393	440	12.0
Hyde (H.A.) Elementary	454	477	5.1
Linscott (J.W.) Elementary	758	812	7.1
Macquiddy (T.S.) Elementary	464	499	7.5
Mar Vista Elementary	705	744	5.5
Mintie White Elementary	462	460	-0.4
Ohlone Elementary	429	430	0.2
Rio Del Mar Elementary	816	847	3.8
Salsipuedes Elementary	399	455	14.0
Starlight Elementary	448	506	12.9
Valencia Elementary	758	778	2.6

Middle Schools	1999 (Base)	2000 (Growth)	% Change
Aptos Junior High	774	788	1.8
Hall (E.A.) Middle	470	460	-2.1
Lakeview Middle **	534	-	-
Pajaro Middle	447	467	4.5
Rolling Hills Middle **	439	-	-

High Schools	1999 (Base)	2000 (Growth)	% Change
Aptos High	620	653	5.3
Watsonville High	475	484	1.9

Santa Cruz City Elementary School District

Elementary Schools	1999 (Base)	2000 (Growth)	% Change
Bay View Elementary	671	708	5.5
Branciforte Elementary	602	670	11.3
De Laveaga Elementary	750	793	5.7
Gault Elementary	708	746	5.4
Natural Bridges Elementary	710	749	5.5
Westlake Elementary	770	771	0.1

Source: California Department of Education, API District Summary Report, 1999.

1999 API (Base) – The 1999 API (Base) summarizes a school's performance on the 1999 STAR. It was released in January 2000. The API is on a scale of 200 to 1000. It is based on the performance of individual pupils on STAR content area tests as measured through national percentile.

2000 API (Growth) – The 2000 API (Growth) summarizes a school's performance on the 2000 STAR. It is calculated in exactly the same fashion as the 1999 API (Base). A 2000 API (Growth) is not generated for a school with no 1999 (Base).

*** These schools have reported that it is correcting 2000 STAR demographic information. The 1999-2000 API Growth Report, reflecting corrections to this information, will be available in December 2000.*

Test Scores – Academic Performance Index (API)

Santa Cruz City High School District

Middle Schools	1999 (Base)	2000 (Growth)	% Change
Branciforte Junior High	770	723	-6.1
Mission Hill Junior High ***	735	-	-

High Schools	1999 (Base)	2000 (Growth)	% Change
Harbor High School	719	743	3.3
Santa Cruz High School	706	750	6.2
Soquel High School	687	714	3.9

Scotts Valley Unified School District

Elementary Schools	1999 (Base)	2000 (Growth)	% Change
Brook Knoll Elementary	874	886	1.4
Vine Hill Elementary	825	841	1.9

Middle Schools	1999 (Base)	2000 (Growth)	% Change
Scotts Valley Middle	853	864	1.3

Source: California Department of Education, API District Summary Report, 1999.

San Lorenzo Valley Unified School District

Elementary Schools	1999 (Base)	2000 (Growth)	% Change
Boulder Creek Elementary	751	773	2.9
Quail Hollow Elementary	746	772	3.5
Redwood Elementary	766	756	-1.3
San Lorenzo Valley Elementary	769	795	3.4

Middle Schools	1999 (Base)	2000 (Growth)	% Change
San Lorenzo Valley Junior High	707	745	5.4
SLVUSD Charter	696	722	3.7

High Schools	1999 (Base)	2000 (Growth)	% Change
San Lorenzo Valley High	733	743	1.4

1999 API (Base) – The 1999 API (Base) summarizes a school’s performance on the 1999 STAR. It was released in January 2000. The API is on a scale of 200 to 1000. It is based on the performance of individual pupils on STAR content area tests as measured through national percentile.

2000 API (Growth) – The 2000 API (Growth) summarizes a school’s performance on the 2000 STAR. It is calculated in exactly the same fashion as the 1999 API (Base). A 2000 API (Growth) is not generated for a school with no 1999 (Base).

**** The district superintendent has certified that this school experienced a significant demographic change between Spring 1999 and Spring 2000 STAR testing periods and the test results across the years are not comparable. Therefore, a 2000 API (Growth) will not be calculated for this school. The 2000 API (Base) will be released in January 2001.*

*Quality of Life 23***Test Scores – Academic Performance Index (API)**

Soquel Elementary School District

Elementary Schools	1999 (Base)	2000 (Growth)	% Change
Capitola Elementary	784	799	1.9
Main Street Elementary	790	825	4.4
Santa Cruz Gardens Elementary	660	662	0.3
Soquel Elementary	695	748	7.6
Middle Schools	1999 (Base)	2000 (Growth)	% Change
New Brighton Middle **	730	-	-

Source: California Department of Education, API District Summary Report, 1999.

1999 API (Base) – The 1999 API (Base) summarizes a school's performance on the 1999 STAR. It was released in January 2000. The API is on a scale of 200 to 1000. It is based on the performance of individual pupils on STAR content area tests as measured through national percentile.

2000 API (Growth) – The 2000 API (Growth) summarizes a school's performance on the 2000 STAR. It is calculated in exactly the same fashion as the 1999 API (Base). A 2000 API (Growth) is not generated for a school with no 1999 (Base).

*** This school has reported that it is correcting 2000 STAR demographic information. The 1999-2000 API Growth Report, reflecting corrections to this information, will be available in December 2000.*

Test Scores - SAT

Percent of Students Tested

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99
Aptos High	47.9	39.7	43.5	43.0	35.3	40.3
Harbor High	56.7	55.7	52.1	54.5	56.3	60.6
San Lorenzo Valley High	38.7	40.8	44.7	39.1	45.8	39.3
Santa Cruz High	38.1	40.5	42.0	39.7	41.9	44.1
Soquel High	48.3	41.1	46.0	38.7	33.7	33.0
Watsonville High	38.1	45.0	40.3	35.4	32.6	25.5
County	42.5	37.4	37.7	34.9	34.7	33.0
State	37.0	36.0	36.7	36.2	35.9	36.5

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

Average Verbal Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	% Change
Aptos High	492	505	519	500	521	503	-3.5
Harbor High	525	529	530	522	553	534	-3.4
San Lorenzo Valley High	533	545	533	542	531	534	0.6
Santa Cruz High	544	536	547	551	559	561	0.4
Soquel High	499	520	534	530	530	514	-3.0
Watsonville High	439	447	432	416	412	420	1.9
County	501	510	513	505	516	512	-0.8
State	484	488	490	490	491	492	0.2

Source: California Department of Education, Office of Policy and Evaluation, 2000.

Total possible SAT score is 1600.

*Quality of Life Indicator 24***Test Scores – SAT**

Average Math Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	% Change
Aptos High	518	526	535	504	520	512	-1.5
Harbor High	540	536	553	547	563	549	-2.5
San Lorenzo Valley High	544	546	544	549	533	537	0.8
Santa Cruz High	541	536	552	534	550	555	0.9
Soquel High	541	519	540	541	552	539	-2.4
Watsonville High	464	467	463	443	433	427	-1.4
County	522	520	529	516	523	520	-0.6
State	507	509	511	514	516	513	-0.6

Average Total Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	% Change
Aptos High	1,010	1,031	1,054	1,004	1,041	1,015	-2.5
Harbor High	1,065	1,065	1,083	1,069	1,116	1,083	-3.0
San Lorenzo Valley High	1,077	1,091	1,077	1,091	1,064	1,071	0.7
Santa Cruz High	1,085	1,072	1,099	1,085	1,109	1,116	0.6
Soquel High	1,040	1,039	1,074	1,071	1,082	1,053	-2.7
Watsonville High	903	914	895	859	845	847	0.2
County	1,023	1,030	1,042	1,021	1,039	1,032	-0.7
State	991	997	1,001	1,004	1,007	1,005	-0.2

Source: California Department of Education, Office of Policy and Evaluation, 2000.

Total possible SAT score is 1600.

English Proficiency

Percent of English Learner (EL) Students by District

District	1994/95	1995/96	1996/97	1997/98	1998/99
County Office of Education	N/a	1.9	3.4	2.9	9.2
Bonny Doon Union Elementary	0.7	0.0	0.0	0.4	0.4
Happy Valley Elementary	0.0	0.0	0.0	0.0	0.0
Live Oak Elementary	9.5	10.1	15.8	18.1	17.0
Mountain Elementary	1.3	0.0	0.0	0.0	0.0
Pacific Elementary	10.8	8.3	6.6	8.6	12.3
Pajaro Valley Joint Unified	48.1	47.8	47.1	46.3	45.4
San Lorenzo Valley Unified	0.3	0.4	0.5	0.7	0.6
Santa Cruz City Elementary	20.2	21.4	22.3	23.6	23.1
Santa Cruz City High	7.8	8.1	7.7	6.8	6.4
Scotts Valley Unified	N/a	0.9	1.8	1.0	1.7
Soquel Elementary	7.6	7.7	8.3	8.6	11.3
County	26.3	26.3	26.6	26.6	26.3

Changing demographics requires changing allocation of resources for teaching non-English speaking students.

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

*Quality of Life Indicator 25***English Proficiency**

Top 15 Languages Spoken by English Learner (EL) students

	1995/96	1996/97	1997/98	1998/99	% Change
Spanish	9,804	10,147	10,290	10,415	1.2
Filipino (Tagalog)	83	78	58	51	-12.1
Cantonese	20	23	23	29	26.1
Vietnamese	12	23	22	20	-9.1
Korean	19	22	23	16	-30.4
Punjabi	12	11	13	14	7.7
Portuguese	21	20	19	12	-36.8
Japanese	17	12	17	11	-35.3
Russian	5	7	5	10	100.0
Ilocano	8	6	12	9	-25.0
German	1	5	11	7	-36.4
Arabic	12	11	5	6	20.0
Hindi	2	0	2	6	200.0
Khmer (Cambodian)	16	9	6	6	0.0
Samoan	1	2	1	4	300.0
Other non-English	61	69	41	44	7.3
County Total EL Enrollment (all languages)	10,094	10,445	10,548	10,660	1.1
State Total EL Enrollment (all languages)	1,323,767	1,381,393	1,406,166	1,442,692	2.6

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

Top 15 Languages as of 1999.

Ethnic Representation

Comparison of Latino Students and Latino Teachers, by District

Santa Cruz County Office of Education	1995/96	1996/97	1997/98	1998/99	1999/00
Students	38.1	41.7	46.0	48.3	31.0
Teachers	4.0	6.5	6.0	4.2	6.6

Bonny Doon Union Elementary	1995/96	1996/97	1997/98	1998/99	1999/00
Students	4.9	3.5	1.7	0.4	0.0
Teachers	0.0	0.0	0.0	0.0	0.0

Happy Valley Elementary	1995/96	1996/97	1997/98	1998/99	1999/00
Students	11.3	15.0	14.6	0.0	0.0
Teachers	0.0	0.0	0.0	0.0	0.0

Live Oak Elementary	1995/96	1996/97	1997/98	1998/99	1999/00
Students	26.7	28.9	29.7	30.3	29.9
Teachers	1.1	2.0	5.5	8.8	8.5

Mountain Elementary	1995/96	1996/97	1997/98	1998/99	1999/00
Students	9.7	7.8	10.6	2.5	4.6
Teachers	14.3	14.3	25.0	0.0	0.0

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

*Quality of Life Indicator 26***Ethnic Representation**

Pacific Elementary	1995/96	1996/97	1997/98	1998/99	1999/00
Students	8.3	7.9	13.6	23.5	28.6
Teachers	0.0	0.0	0.0	0.0	0.0

Pajaro Valley Unified School District	1995/96	1996/97	1997/98	1998/99	1999/00
Students	70.2	71.4	72.0	73.1	73.9
Teachers	15.2	15.9	16.1	16.5	15.2

San Lorenzo Valley Unified	1995/96	1996/97	1997/98	1998/99	1999/00
Students	4.9	4.7	4.1	4.8	4.4
Teachers	2.7	1.7	2.0	3.6	2.6

Santa Cruz City Elementary	1995/96	1996/97	1997/98	1998/99	1999/00
Students	27.4	28.4	30.2	17.3	32.3
Teachers	9.5	9.1	8.2	7.9	10.2

Santa Cruz City High	1995/96	1996/97	1997/98	1998/99	1999/00
Students	17.9	18.2	17.2	17.3	17.2
Teachers	3.2	3.4	3.6	4.0	3.5

Soquel Elementary	1995/96	1996/97	1997/98	1998/99	1999/00
Students	14.7	15.1	16.7	16.5	18.7
Teachers	6.7	6.1	4.8	4.5	3.7

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

Ethnic Representation

Scotts Valley Unified	1995/96	1996/97	1997/98	1998/99	1999/00
Students	3.2	4.4	5.0	4.5	5.1
Teachers	1.4	2.2	2.1	2.0	1.8

Santa Cruz County	1995/96	1996/97	1997/98	1998/99	1999/00
Students	41.2	42.5	43.3	44.0	44.7
Teachers	9.1	9.7	9.8	10.3	9.7

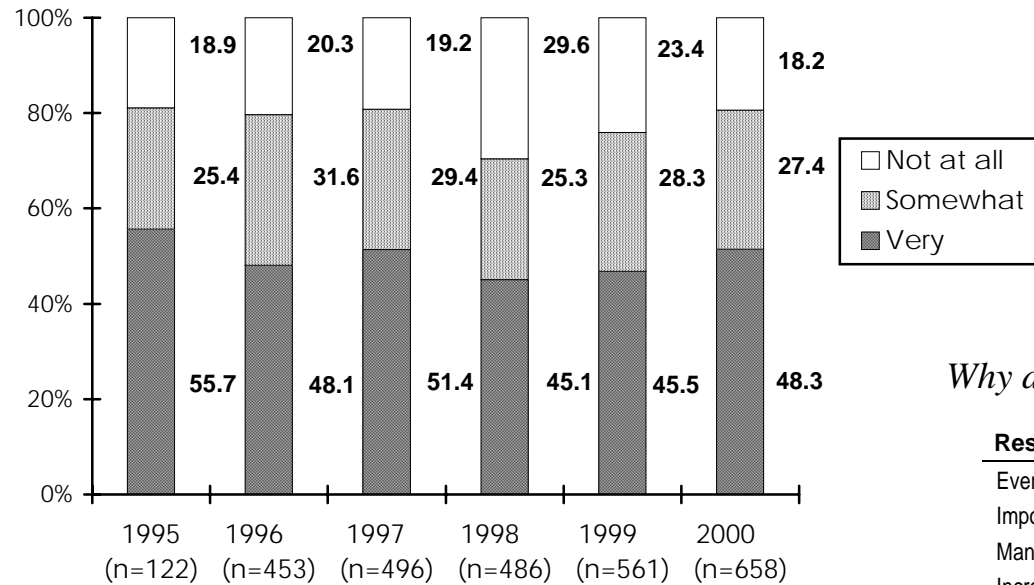
California	1995/96	1996/97	1997/98	1998/99	1999/00
Students	38.7	39.7	40.5	41.3	42.2
Teachers	9.7	10.6	11.5	12.1	12.6

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

Quality of Life Indicator 27

Bilingual Education

How important do you think bilingual education is?



Indicates people's perception of the importance of bilingual education.

Why do you feel this way? (Top four responses)

Responses	1997	1998	1999	2000
Everyone should speak English	26.9	36.4	25.6	24.5
Important to speak more than one language	19.7	16.0	19.0	24.2
Many Spanish speaking people	27.1	13.9	18.8	24.5
Increases understanding / communication	6.5	17.1	15.8	17.6

Year 2000: 625 respondents offering 632 responses.

Due to their low numbers, respondents who said "don't know" are not included in the graph.

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

Expulsions

Number of Students Expelled, by Selected District

School District	1994/95	1995/96	1996/97	1997/98	1998/99	% Change
Pajaro Valley Joint Unified	106	94	113	89	141	58.4
San Lorenzo Valley Unified	17	2	6	17	2	-88.2
Santa Cruz City High	17	17	12	16	8	-50.0
Total	140	113	131	122	151	23.8

Rate of Expulsions per 1,000 Students, by Selected District

School District	1994/95	1995/96	1996/97	1997/98	1998/99
Pajaro Valley Joint Unified	6.1	5.3	6.2	4.7	7.3
San Lorenzo Valley Unified	4.1	0.5	1.5	4.1	0.5
Santa Cruz City High	3.2	3.1	2.1	2.8	1.3
Total	5.2	4.1	4.6	4.2	5.1

Source: Respective district's Child Welfare and Attendance Office, 2000.

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

Quality of Life Indicator 29

High School Dropout Rates

Annual Drop-out Rates

Districts	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99
Pajaro Valley Joint Unified	8.0	3.7	3.3	3.4	3.1	1.4
San Lorenzo Valley Unified	3.2	5.2	2.3	2.8	3.3	2.3
Santa Cruz City High	4.0	3.7	3.8	5.1	2.4	1.9
County	5.5	3.8	3.3	3.9	2.7	1.7
State	4.8	4.4	3.9	3.3	2.9	2.8

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.

✓ Key Indicator

Dropout rates are indicators of those 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.

Four Year Drop-out Rates

Districts	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99
Pajaro Valley Joint Unified	26.6	13.3	10.9	14.0	12.6	5.3
San Lorenzo Valley Unified	13.0	20.3	8.8	11.3	13.5	9.6
Santa Cruz City High	18.0	14.5	14.7	19.6	9.9	7.6
County	21.3	14.6	12.6	15.5	11.2	6.7
State	18.5	17.1	15.3	13.0	11.7	11.1

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

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.

High School Dropout Rates – by Ethnicity

Annual Dropout Rates by Ethnicity, Santa Cruz County

Ethnicity	1994/95	1995/96	1996/97	1997/98	1998/99
Caucasian	3.5	2.7	3.2	1.9	1.5
Latino / Hispanic	4.4	4.2	4.8	4.0	1.7
Asian	2.4	0.4	0.8	1.5	0.4
African American	2.7	4.2	7.9	2.2	2.0
Filipino	0.8	3.5	5.3	3.7	6.9
American Indian	6.3	9.0	7.8	2.9	3.2
Pacific Islander	4.0	5.6	0.0	2.4	2.7
Multiple or No response	-	-	-	-	14.3

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.

Four Year Dropout Rates by Ethnicity, Santa Cruz County

Ethnicity	1994/95	1995/96	1996/97	1997/98	1998/99
Caucasian	13.7	10.6	12.7	7.9	6.2
Latino / Hispanic	15.9	15.0	19.4	16.6	6.9
Asian	9.5	1.5	3.8	6.0	1.3
African American	9.7	17.9	30.4	9.9	8.3
Filipino	2.9	14.1	19.4	15.5	25.0
American Indian	21.9	37.4	28.9	11.8	15.4
Pacific Islander	14.3	21.3	0.0	25.0	20.0
Multiple or No response	-	-	-	-	100.0

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

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 29***High School Dropout Rates – by Ethnicity**

Annual Dropout Rates by Ethnicity, California

Ethnicity	1994/95	1995/96	1996/97	1997/98	1998/99
Caucasian	2.7	2.4	2.0	1.9	1.7
Latino / Hispanic	6.4	5.7	4.8	4.1	3.9
Asian	2.2	2.0	1.7	1.6	1.5
African American	7.7	6.7	5.2	4.4	4.7
Filipino	2.6	2.3	1.7	1.9	2.2
American Indian	4.7	4.6	4.2	4.2	4.0
Pacific Islander	5.1	4.7	3.7	3.3	3.6
Multiple or No response	-	-	-	-	7.0

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

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.

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
Grade 8	0.4	0.4	0.9	0.2	0.3
Grade 9	4.4	4.0	2.3	1.9	0.8
Grade 10	3.4	3.1	3.3	1.8	1.4
Grade 11	4.0	3.2	4.3	2.6	2.0
Grade 12	3.6	2.9	6.6	5.4	2.8
County	3.8	3.3	3.9	2.7	1.7

Annual Dropout Rates by Grade, California

Grade	1994/95	1995/96	1996/97	1997/98	1998/99
Grade 8	1.2	1.4	0.9	1.0	0.9
Grade 9	4.0	3.5	3.3	2.6	2.6
Grade 10	4.8	4.0	3.2	2.7	2.6
Grade 11	4.6	4.1	3.3	3.1	2.9
Grade 12	4.9	4.7	4.0	3.9	3.6
State	4.4	3.9	3.3	2.9	2.8

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2000.

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.