



Education Issues

“The teachers care and they do a good job with what is available to them”.

A Summary of Santa Cruz County's Education, 2002

Our 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.

In Santa Cruz County, the educational picture is mixed but hopeful. Enrollment continues to drop in seven of the thirteen jurisdictions. The overall enrollment for the County decreased by 1.3%, more than double the decrease noted for last year, effecting a higher cost per student in state funding.

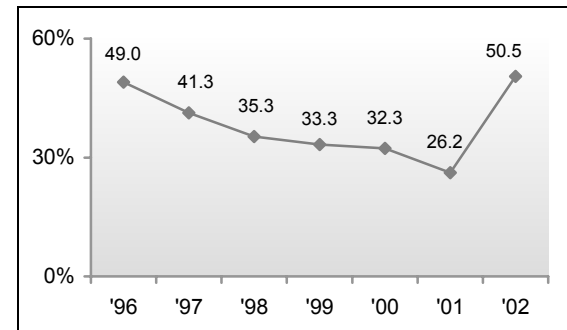
The demographics of the County schools have not changed much since last year. The number of English learners are increasing County-wide, although the largest numbers are still reflected in the Pajaro Valley Unified School District (PVUSD). While there are over fifteen language groups represented, almost 98% of the English learners speak Spanish. Almost



47% of the County's students are Latino, and the great majority reside in the Pajaro Valley, where the school district is over 75% Latino. Due to this high number, even though the number of Latino teachers is higher in the PVUSD, the ratio of Latino teachers to Latino students is lower than in two other districts.

Respondents indicated a greater level of satisfaction with their children's high school education as compared to last year, whether they were from North County or South County or 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

By far, however, a greater percentage of Latinos were "very satisfied" with the local system of education: 44.8%, as compared to 18.5% of the Caucasian respondents who were "very satisfied." Respondents under 65 were also more likely to respond that they were very satisfied than those over 65. "Good teachers" was the most likely reason that respondents gave for the best things happening in the schools today, along with "extra-curricular activities" and "more parent / community involvement." Funding, overcrowding and gangs/violence/crime were the most commonly identified serious problems. Concern for safety at the schools seems to be rising among parents at the elementary and middle school level. However, at the high school level many more respondents are confident that the school provides a safe environment for learning, a trend that has continued over the last two years. For

example, in 1996 almost 30% of respondents felt that the high school did not provide a safe environment, while this year only 12% feel this way. Parents are also more satisfied with the substance abuse prevention programs in the schools, indicating an increase in “very satisfied” respondents at all levels (elementary, middle and high school). Even though parents also seem to be busier this year, with less participating “often” in school activities at the elementary and middle schools, and more participating “never” at all schools, there was an increase in those participating “sometimes” at the elementary and middle school levels.

Respondents’ attitudes toward bilingual education have not changed much since last year. Those who favor it (by about a 3:1 ratio) tend to do so because they believe it is important to speak more than one language, and it increases understanding and communication. Those who oppose it do so largely because they believe everyone should speak English.



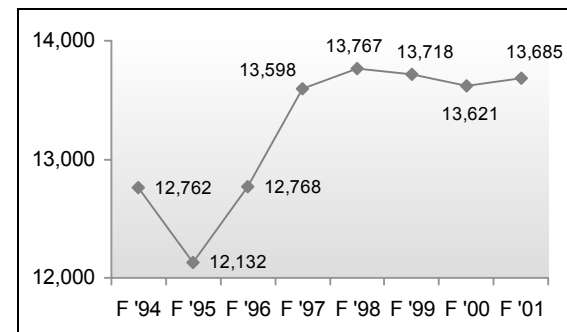
In standardized tests, students in Santa Cruz County increased their scores over last year in elementary school, middle school, and in high school, with a slight drop in 11th grade social science. In most areas,

results are in the 40th to 50th percentile of the national average. In the Academic Performance Index (API), where schools are ranked from 200 to 1000 in a nationwide comparison based on standardized test scores, the great majority of schools either held steady with last year or posted an increase. For college admissions testing, there was a slight decrease in both the number of students who took the SAT and the average score earned. The results of the ACT, which is a new college admission test that can be taken as an alternative to the SAT, were available for the first time on a County level this year. Santa Cruz County performed slightly higher than the statewide average.

The number of expulsions in the three largest districts has dropped by over 22% from last year, which is a positive indicator, particularly when considered with the fact that so many more parents feel that the high schools are safer. Unfortunately, the dropout rate has gone up slightly, from five to seven percent. There was a large increase in the Latino four-year dropout rate from 7.8% in 1999-2000 to 13.5% in 2000-2001. On the positive side, there is a general upward trend Countywide of high school students completing college prep courses.

In the post-secondary arena, the number of people attending community or four-year college is increasing slightly.

Community College Attendance



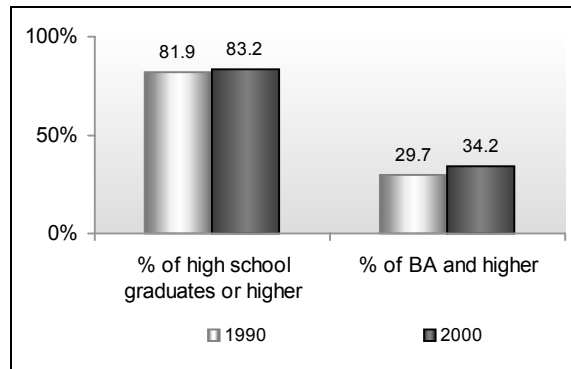
✓ Number of students enrolled in the fall '01 semester at Cabrillo College

In the Pajaro Valley Unified School District adult education, the highest enrollment increases were noted in the areas of Parent Education, Health and Safety Education, Programs for Older Adults, and English as a Second Language. Enrollment in Workforce Investment Act job training programs has expanded significantly,

more than doubling the number of participants from the year before in youth employment training, summer and year-round both, and dislocated workers programs.

According to the 2000 Census, the profile of educational attainment for adults over 25 years of age varies widely throughout the County. The challenge to improve the educational level of the workforce is acutely felt in Watsonville, where over 36% of the adults over 25 have less than a 9th grade education, less than 4% hold an AA degree and less than 6% hold a BA degree.

Educational Attainment, Santa Cruz County

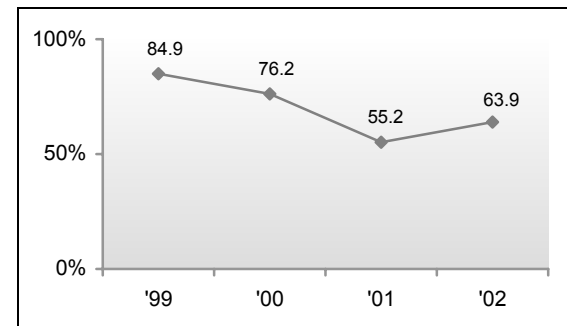


✓ Educational attainment of Santa Cruz County residents over the age of 25, according to 2000 Census

On the positive side, there is a marked increase in Watsonville Public Library use (23% increase in registered borrowers; 40% increase in items circulated), which even exceeds the increase in service population (20%).

In order for people to work, attend school or enroll in training programs, child care is often a necessary component. More parents indicate that they are “very” satisfied with their child care arrangements (64% as compared to 55% last year). More young parents seem to be going to school or entering the workforce, since the number of respondents who used child care decreased for all age groups except for the 18-24 year olds. More children are being enrolled in Head Start, and the waiting list has decreased by 20% since last year. However, the waiting list for Migrant Head Start has increased by almost 300%, indicating growth and greater need in this area.

Satisfaction with Child Care



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

Thank you to Rachel Mayo, Cabrillo College – Watsonville Campus for contributing to this summary.

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	2001/02	% Change
County Office of Education	416	578	647	550	524	688	639	795	24.4
California Youth Authority	-	-	-	-	66	42	44	35	-20.5
Bonny Doon Union Elementary	280	265	258	236	235	184	168	168	0.0
Happy Valley Elementary	150	151	133	137	141	126	130	131	0.8
Live Oak Elementary	2,074	2,138	2,168	2,195	2,214	2,140	2,116	1,994	-5.8
Mountain Elementary	158	154	154	170	158	153	148	153	3.4
Pacific Elementary	65	72	76	81	81	91	88	88	0.0
Pajaro Valley Joint Unified	17,385	17,736	18,355	18,895	19,400	19,767	19,864	19,863	0.0
San Lorenzo Valley Unified	4,162	4,143	4,144	4,159	4,351	4,289	4,179	3,996	-4.4
Santa Cruz City Elementary	3,457	3,395	3,335	3,114	3,005	2,943	2,860	2,752	-3.8
Santa Cruz City High	5,309	5,490	5,682	5,805	5,930	5,760	5,555	5,246	-5.6
Scotts Valley Unified	2,404	1,856	1,893	1,916	1,949	2,139	2,384	2,591	8.7
Soquel Elementary	1,780	2,438	2,403	2,449	2,458	2,384	2,287	2,142	-6.3
Santa Cruz County	37,640	38,416	39,248	39,707	40,512	40,706	40,462	39,954	-1.3
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	1.6

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

Enrollment totals are active fall enrollments.

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

Starting 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
American Indian or Alaska Native	0.5	0.6	0.5	0.5	0.5	0.4	0.5	0.4
Asian	2.1	2.1	2.2	2.1	2.0	2.1	2.0	2.0
Pacific Islander	0.3	0.3	0.3	0.4	0.3	0.3	0.3	0.2
Filipino	1.1	1.1	1.1	1.1	1.0	1.0	0.9	0.9
Hispanic or Latino	40.4	41.2	42.5	43.3	44.0	44.7	46.0	46.9
African American	1.6	1.7	1.6	1.5	1.5	1.5	1.4	1.4
White (not Hispanic)	54.0	53.0	51.8	51.1	49.8	49.2	48.1	46.9
Multiple or No response	-	-	-	-	0.8	0.9	0.8	1.1
Santa Cruz County Enrollment	37,640	38,416	39,248	39,707	40,512	40,706	40,462	39,954

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

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

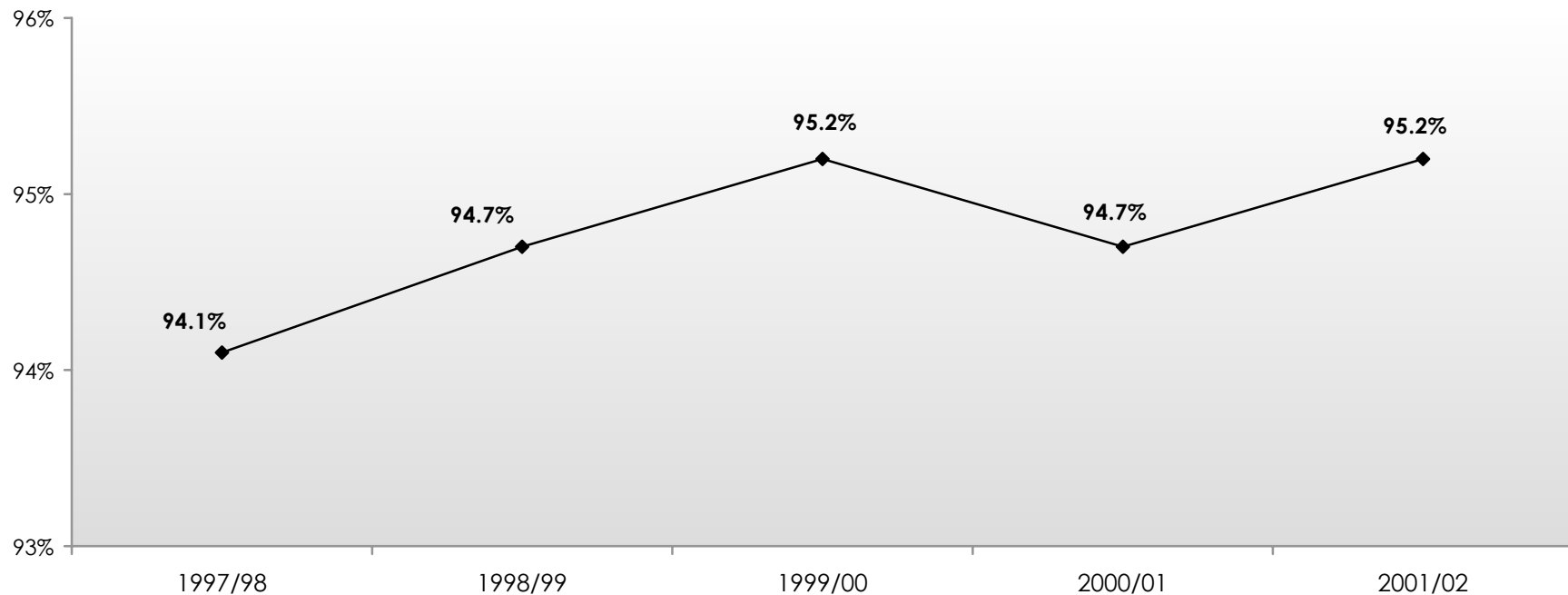
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QUALITY OF LIFE INDICATOR 22

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 PVUSD to focus on increasing attendance through site-level incentives and public campaigns.

Actual Elementary School Attendance, Pajaro Valley Unified School District



Source: Child Welfare and Attendance Office, Pajaro Valley Unified School District, 2000.

Note: Nine elementary schools are grades K – 5, six elementary schools are grades K – 6.

In 2001/02, three charter schools were added: Linscott Charter School (K-8), Pacific Coast Charter School (K-12), and Watsonville Charter School for the Arts (K-8).

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	% Change
Bonny Doon Union Elementary	\$3,827	\$3,998	\$4,641	\$4,860	\$5,320	\$6,079	\$7,438	22.4
Happy Valley Elementary	3,953	4,321	5,365	5,555	6,060	7,034	8,773	24.7
Live Oak Elementary	3,693	3,906	4,652	5,357	5,951	5,985	6,499	8.6
Mountain Elementary	3,315	3,617	3,761	4,284	5,399	5,613	6,558	16.8
Pacific Elementary	6,746	5,796	4,987	5,893	7,614	7,914	9,695	22.5
Pajaro Valley Joint Unified	4,258	4,511	4,833	5,061	5,484	5,923	6,412	8.3
San Lorenzo Valley Unified	3,939	3,983	4,332	4,614	4,873	5,559	6,365	14.5
Santa Cruz City Elementary/High	4,126	4,308	4,565	4,924	5,378	6,014	6,630	10.2
Scotts Valley Unified	3,586	3,672	4,137	4,454	4,938	5,131	5,929	15.6
Soquel Elementary	3,832	3,675	4,288	4,428	5,230	5,681	6,634	16.8
All Elementary Districts (Statewide Average)	3,743	3,830	4,479	4,880	5,600	5,898	6,092	3.3
All Unified Districts (Statewide Average)	4,195	4,349	4,691	4,938	5,338	5,798	6,414	10.6
Santa Cruz County	\$4,092	\$4,267	\$4,633	\$4,927	\$5,381	\$5,867	*	-
California	4,161	4,287	4,578	4,938	5,379	5,705	6,360	11.5

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2001.

* Expense of Education per ADA is no longer calculated on the County level.

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.

QUALITY OF LIFE INDICATOR 24

Test Scores – STAR

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 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 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, 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.

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 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 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 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, 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.

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.

QUALITY OF LIFE INDICATOR 24

Test Scores – STAR

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.

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.

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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	% Change	2001 State Rank
Bonny Doon Elementary	831	875*	867	-0.9	10

Happy Valley Elementary School District

Elementary Schools	1999	2000	2001	% Change	2001 State Rank
Happy Valley Elementary	892	903*	893*	-1.1	10*

Live Oak Elementary School District

Elementary Schools	1999	2000	2001	% Change	2001 State Rank
Del Mar Elementary	621	633	652	3.0	4
Green Acres Elementary	630	704	705	0.1	6
Live Oak Elementary	608	693	693	0.0	6

Middle Schools	1999	2000	2001	% Change	2001 State Rank
Shoreline Middle	677	698	698	0.0	6

Source: California Department of Education, API District Summary Report, 2002.

Mountain Elementary School District

Elementary Schools	1999	2000	2001	% Change	2001 State Rank
Mountain Elementary	747	**	802*	-	8*

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.

* This 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.

** The 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.

QUALITY OF LIFE INDICATOR 25

Test Scores – Academic Performance Index (API)

Pajaro Valley Joint Unified School District

Elementary Schools	1999	2000	2001	% Change	2001 State Rank
Alianza Elementary	404	382	437	14.4	1
Amesti Elementary	451	507	519	2.4	1
Bradley Elementary	759	828	780	-5.8	8
Calabasas Elementary	421	476	520	9.2	1
Freedom Elementary	450	505	525	4.0	1
Hall District Elementary	393	440	467	6.1	1
Hyde (H.A.) Elementary	454	477	538	12.8	2
Linscott (J.W.) Elementary	758	812	810	-0.2	9
Macquiddy (T.S.) Elementary	464	499	513	2.8	1
Mar Vista Elementary	705	744	769	3.4	8
Mintie White Elementary	462	460	475	3.3	1
Ohlone Elementary	429	430	452	5.1	1
Rio Del Mar Elementary	816	847	852	0.6	10
Salspuedes Elementary	399	455	461	1.3	1
Soldo (Ann) Elementary	-	349	378	8.3	1
Starlight Elementary	448	506	491	-3.0	1
Valencia Elementary	758	778	778	0.0	8

Middle Schools	1999	2000	2001	% Change	2001 State Rank
Aptos Junior High	774	788	788	0.0	9
Hall (E.A.) Middle	470	460	471	2.4	1
Lakeview Middle	534	510	553	8.4	2
Pajaro Middle	447	467	517	10.7	2
Rolling Hills Middle	439	449	481	7.1	1

High Schools	1999	2000	2001	% Change	2001 State Rank
Aptos High	620	653	673	3.1	7
Watsonville High	475	484	488	0.8	1

Pacific Elementary School District

Elementary Schools	1999	2000	2001	% Change
Pacific Elementary	-	837*	-	-

Source: California Department of Education, API District Summary Report, 2002.

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Test Scores – Academic Performance Index (API)

Santa Cruz City Elementary School District

Elementary Schools	1999	2000	2001	% Change	2001 State Rank
Bay View Elementary	671	708	726	2.5	7
Branciforte Elementary	602	670	651	-2.8	4
De Laveaga Elementary	750	793	780	-1.6	8
Gault Elementary	708	746	-	-	-
Natural Bridges Elementary	710	749	770	2.8	8
Westlake Elementary	770	771	771	0.0	8

Santa Cruz City High School District

Middle Schools	1999	2000	2001	% Change	2001 State Rank
Branciforte Junior High	770	746	762	2.1	8
Mission Hill Junior High	735	740	715	-3.4	7

High Schools	1999	2000	2001	% Change	2001 State Rank
Harbor High School	719	745	703	-5.6	8
Santa Cruz High School	706	750	724	-3.5	9
Soquel High School	687	714	705	-1.3	8

Small Schools	1999	2000	2001	% Change
Delta Charter	-	508*	-	-
Sojourn Middle	-	572*	-	-

Scotts Valley Unified School District

Elementary Schools	1999	2000	2001	% Change	2001 State Rank
Brook Knoll Elementary	874	886	870	-1.8	10
Vine Hill Elementary	825	841	828	-1.5	9

Middle Schools	1999	2000	2001	% Change	2001 State Rank
Scotts Valley Middle	853	864	859	-0.6	10

High Schools	1999	2000	2001	% Change	2001 State Rank
Scotts Valley High	-	803*	770	-4.1	10

Source: California Department of Education, API District Summary Report, 2002.

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QUALITY OF LIFE INDICATOR 25

Test Scores – Academic Performance Index (API)

San Lorenzo Valley Unified School District

Elementary Schools	1999	2000	2001	% Change	2001 State Rank
Boulder Creek Elementary	751	773	782	1.2	8
Quail Hollow Elementary	746	772	792	2.6	8
Redwood Elementary	766	756	813	7.5	9
San Lorenzo Valley Elementary	769	795	816	2.6	9

Middle Schools	1999	2000	2001	% Change	2001 State Rank
San Lorenzo Valley Junior High	707	745	770	3.4	8
SLVUSD Charter**	696	-	-	-	-

High Schools	1999	2000	2001	% Change	2001 State Rank
San Lorenzo Valley High	733	743	717	-3.5	8

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Soquel Elementary School District

Elementary Schools	1999	2000	2001	% Change	2001 State Rank
Capitola Elementary	784	799	820	2.6	9
Main Street Elementary	790	825	812	-1.6	9
Santa Cruz Gardens Elementary	660	662	711	7.4	6
Soquel Elementary	695	748	771	3.1	8

Middle Schools	1999	2000	2001	% Change	2001 State Rank
New Brighton Middle	730	753	787	4.5	9

Source: California Department of Education, API District Summary Report, 2002.

*** The 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.*

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
Aptos High	47.9	39.7	43.5	43.0	35.3	40.3	40.2	37.5
Harbor High	56.7	55.7	52.1	54.5	56.3	60.6	52.4	48.7
San Lorenzo Valley High	38.7	40.8	44.7	39.1	45.8	39.3	39.1	44.1
Santa Cruz High	38.1	40.5	42.0	39.7	41.9	44.1	42.7	48.1
Soquel High	48.3	41.1	46.0	38.7	33.7	33.0	41.2	42.0
Watsonville High	38.1	45.0	40.3	35.4	32.6	25.5	28.7	22.7
County	42.5	37.4	37.7	34.9	34.7	33.0	33.5	32.4
State	37.0	36.0	36.7	36.2	35.9	36.5	36.5	36.6

Average Total Score (Verbal and Math)

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	% Change
Aptos High	1,010	1,031	1,054	1,004	1,041	1,015	1,020	1,015	-0.5
Harbor High	1,065	1,065	1,083	1,069	1,116	1,083	1,088	1,094	0.6
San Lorenzo Valley High	1,077	1,091	1,077	1,091	1,064	1,071	1,035	1,044	0.9
Santa Cruz High	1,085	1,072	1,099	1,085	1,109	1,116	1,137	1,105	-2.8
Soquel High	1,040	1,039	1,074	1,071	1,082	1,053	1,077	1,079	0.2
Watsonville High	903	914	895	859	845	847	861	836	-2.9
County	1,023	1,030	1,042	1,021	1,039	1,032	1,031	1,029	-0.2
State	991	997	1,001	1,004	1,007	1,005	1,009	1,008	-0.1

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

Note: Schools with 10 or fewer students taking the test are not included individually to protect privacy of the students. However, the scores from these schools are included in the County totals.

Total possible SAT score is 1600.

QUALITY OF LIFE INDICATOR 26

Test Scores - SAT

Average Math Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	% Change
Aptos High	518	526	535	504	520	512	522	509	-2.5
Harbor High	540	536	553	547	563	549	555	561	1.1
San Lorenzo Valley High	544	546	544	549	533	537	509	520	2.2
Santa Cruz High	541	536	552	534	550	555	567	558	-1.6
Soquel High	541	519	540	541	552	539	556	551	-0.9
Watsonville High	464	467	463	443	433	427	441	433	-1.8
County	522	520	529	516	523	520	523	522	-0.2
State	507	509	511	514	516	513	517	516	-0.2

Average Verbal Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	% Change
Aptos High	492	505	519	500	521	503	498	506	1.6
Harbor High	525	529	530	522	553	534	533	533	0.0
San Lorenzo Valley High	533	545	533	542	531	534	526	524	-0.4
Santa Cruz High	544	536	547	551	559	561	570	547	-4.0
Soquel High	499	520	534	530	530	514	521	528	1.3
Watsonville High	439	447	432	416	412	420	420	403	-4.0
County	501	510	513	505	516	512	507	507	0.0
State	484	488	490	490	491	492	492	492	0.0

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2001.

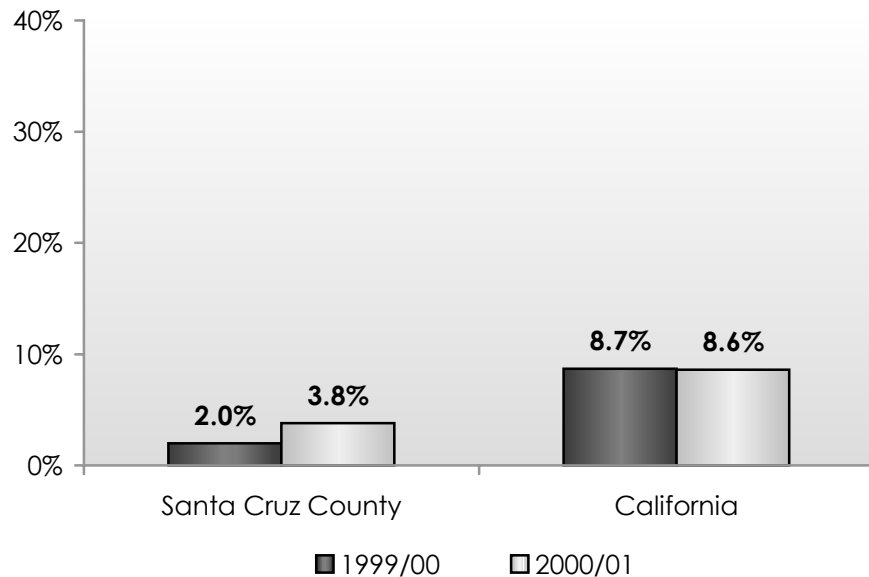
Note: Schools with 10 or fewer students taking the test are not included individually to protect privacy of the students. However, the scores from these schools are included in the County totals.

Total possible SAT score is 1,600.

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
Santa Cruz County	23.0	22.4
State	21.2	21.3

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

QUALITY OF LIFE INDICATOR 28

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
County Office of Education	-	1.9	3.4	2.9	9.2	2.0	11.1
Bonny Doon Union Elementary	0.7	0.0	0.0	0.4	0.4	0.0	0.0
Happy Valley Elementary	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Live Oak Elementary	9.5	10.1	15.8	18.1	17.0	19.0	22.4
Mountain Elementary	1.3	0.0	0.0	0.0	0.0	1.3	2.0
Pacific Elementary	10.8	8.3	6.6	8.6	12.3	12.1	18.2
Pajaro Valley Joint Unified	48.1	47.8	47.1	46.3	45.4	44.9	45.2
San Lorenzo Valley Unified	0.3	0.4	0.5	0.7	0.6	0.7	0.7
Santa Cruz City Elementary	20.2	21.4	22.3	23.6	23.1	22.2	23.8
Santa Cruz City High	7.8	8.1	7.7	6.8	6.4	6.3	6.3
Scotts Valley Unified	-	0.9	1.8	1.0	1.7	1.8	2.4
Soquel Elementary	7.6	7.7	8.3	8.6	11.3	10.7	10.8
County	26.3	26.3	26.6	26.6	26.3	26.2	26.9

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

Top 15 Languages Spoken

Top 15 Languages Spoken by English Learner (EL) Students

	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	% Change
Spanish	9,804	10,147	10,290	10,415	10,437	10,660	2.1
Cantonese	20	23	23	29	26	31	19.2
Korean	19	22	23	16	20	27	35.0
Filipino (Tagalog)	83	78	58	51	36	27	-25.0
Punjabi	12	11	13	14	20	17	-15.0
Russian	5	7	5	10	10	14	40.0
Japanese	17	12	17	11	9	13	44.4
Arabic	12	11	5	6	9	12	33.3
Vietnamese	12	23	22	20	10	11	10.0
Portuguese	21	20	19	12	7	10	42.9
Ilocano	8	6	12	9	8	8	0.0
German	1	5	11	7	6	6	0.0
Thai	6	7	5	4	3	5	66.7
Polish	2	5	2	3	5	4	-20.0
Khmer (Cambodian)	16	9	6	6	5	4	-20.0
Other non-English	62	65	41	49	36	21	-41.7
County Total EL Enrollment (all languages)	10,094	10,445	10,548	10,660	10,651	10,896	2.3
State Total EL Enrollment (all languages)	1,323,767	1,381,393	1,406,166	1,442,692	1,480,527	1,511,299	2.1

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

Top 15 Languages as of 2000/01.

QUALITY OF LIFE INDICATOR 30

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
Students	38.1	41.7	46.0	48.3	31.0	26.6	26.9
Teachers	4.0	6.5	6.0	4.2	6.6	4.9	7.9

Bonny Doon Union Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Students	4.9	3.5	1.7	0.4	0.0	0.0	0.0
Teachers	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
Students	11.3	15.0	14.6	0.0	0.0	6.9	7.6
Teachers	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
Students	26.7	28.9	29.7	30.3	29.9	33.9	35.6
Teachers	1.1	2.0	5.5	8.8	8.5	5.1	6.4

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

Pacific Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Students	8.3	7.9	13.6	23.5	28.6	27.3	23.9
Teachers	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
Students	70.2	71.4	72.0	73.1	73.9	74.8	75.3
Teachers	15.2	15.9	16.1	16.5	15.2	15.6	16.3

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

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

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
Students	27.4	28.4	30.2	17.3	32.3	33.0	35.2
Teachers	9.5	9.1	8.2	7.9	10.2	10.2	10.7

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

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

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

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

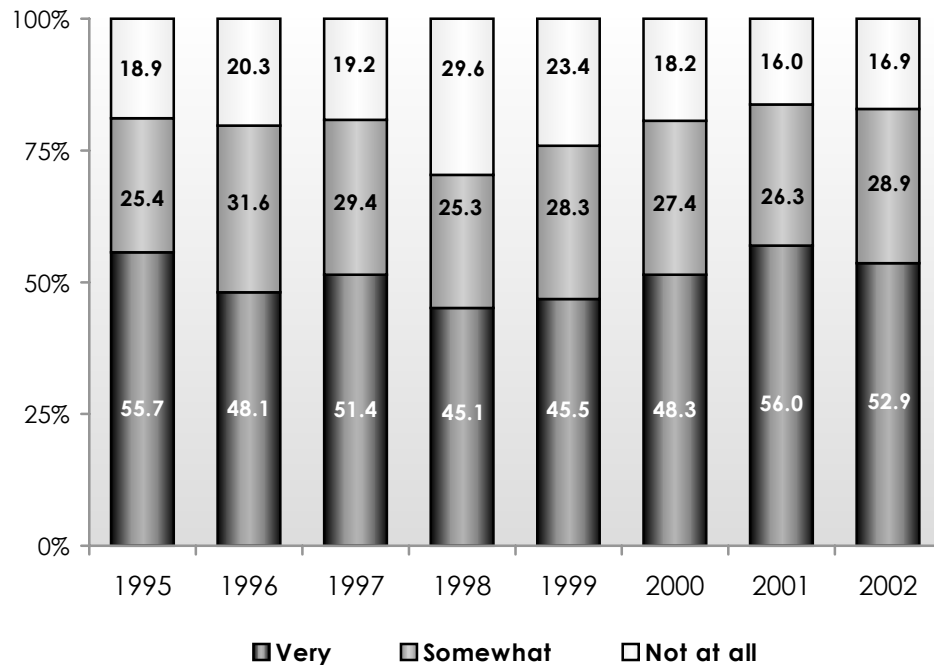
California	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Students	38.7	39.7	40.5	41.3	42.2	43.2	44.2
Teachers	9.7	10.6	11.5	12.1	12.6	12.9	13.5

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

QUALITY OF LIFE INDICATOR 31

 **Bilingual Education**

How important do you think bilingual education is?



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

In 1995 only parents were asked this question; in subsequent years it was asked of all respondents.

Note: 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:	2000	2001	2002
Very important			
Many Spanish-speaking people	34.3	25.1	14.5
Important to speak more than one language	28.9	21.3	21.2
Increases understanding / Communication	24.2	20.0	21.0
Total Respondents	318	393	356

Respondents who said they think bilingual education is:	2000	2001	2002
Somewhat important			
Everyone should speak English	25.4	31.7	21.3
Many Spanish-speaking people	23.2	18.0	10.7
Increases understanding / Communication	18.1	13.1	17.6
Total Respondents	177	184	193

Respondents who said they think bilingual education is:	2000	2001	2002
Not at all important			
Everyone should speak English	83.2	78.1	74.5
Not effective / Learning suffers for English speakers	-	10.5	11.4
Equal opportunity to learn	-	2.7	-
Total Respondents	119	111	115

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

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	% Change
Pajaro Valley Joint Unified	106	94	113	89	141	110	89	-19.1
San Lorenzo Valley Unified	17	2	6	17	2	2	0	-100.0
Santa Cruz City High	17	17	12	16	8	13	8	-38.5
Total	140	113	131	122	151	125	97	-22.4

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
Pajaro Valley Joint Unified	6.1	5.3	6.2	4.7	7.3	5.6	4.5
San Lorenzo Valley Unified	4.1	0.5	1.5	4.1	0.5	0.5	0.0
Santa Cruz City High	3.2	3.1	2.1	2.8	1.3	2.3	1.5
Total	5.2	4.1	4.6	4.2	5.1	3.1	3.3

Source: Respective districts' Child Welfare and Attendance Offices, 2002.

QUALITY OF LIFE INDICATOR 33

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
Pajaro Valley Joint Unified	8.0	3.7	3.3	3.4	3.1	1.4	1.9	3.0
San Lorenzo Valley Unified	3.2	5.2	2.3	2.8	3.3	2.3	0.9	0.4
Santa Cruz City High	4.0	3.7	3.8	5.1	2.4	1.9	0.8	0.8
County	5.5	3.8	3.3	3.9	2.7	1.7	1.2	1.7
State	4.8	4.4	3.9	3.3	2.9	2.8	2.8	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.

Four Year Dropout Rates

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

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

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

Four Year Dropout Rates by Ethnicity, Santa Cruz County

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

Annual Dropout Rates by Ethnicity, California

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

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

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 33

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
Grade 8	0.4	0.4	0.9	0.2	0.3	0.0	0.0
Grade 9	4.4	4.0	2.3	1.9	0.8	0.9	0.6
Grade 10	3.4	3.1	3.3	1.8	1.4	1.2	1.0
Grade 11	4.0	3.2	4.3	2.6	2.0	1.2	1.5
Grade 12	3.6	2.9	6.6	5.4	2.8	1.9	4.1
County	3.8	3.3	3.9	2.7	1.7	1.2	1.7

Annual Dropout Rates by Grade, California

Grade	1994/95	1995/96	1996/97	1997/98	1999/00	1999/00	2000/01
Grade 8	1.2	1.4	0.9	1.0	0.9	0.9	0.9
Grade 9	4.0	3.5	3.3	2.6	2.6	2.4	2.4
Grade 10	4.8	4.0	3.2	2.7	2.6	2.5	2.4
Grade 11	4.6	4.1	3.3	3.1	2.9	2.9	2.8
Grade 12	4.9	4.7	4.0	3.9	3.6	3.8	3.8
State	4.4	3.9	3.3	2.9	2.8	2.8	2.8

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2002.

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.