



Education Issues

"The best things happening in the schools are the dedicated people willing to teach and the dedicated students willing to learn."

A Summary of Santa Cruz County's Education, 2003

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.

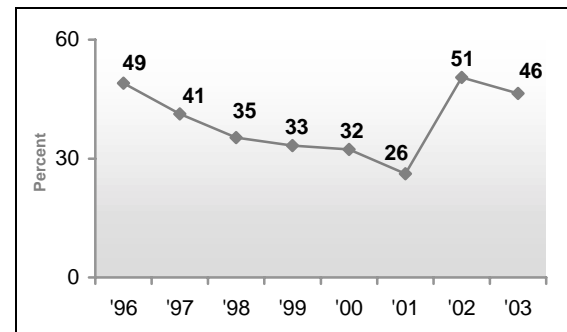
By the Year 2004,
Children with Special Needs will have access to a full range of educational, social and community opportunities.

overall enrollment for the County decreased by 1.3%, while the state enrollment increased 1.6% from 2001/02 to 2002/03.

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. Nearly 48% of the County's students are Latino, and the great majority reside in the Pajaro Valley, where the school district is over 76% Latino.

The percentage of respondents who were "very satisfied" with their child's high school education decreased from its high of 50.5% in 2002 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

Although only 21% of CAP respondents are "very satisfied" with the local educational system, a greater percentage of Latinos were "very satisfied": 37.6%, as compared to 15.5% of the Caucasian respondents. "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



In Santa Cruz County, the educational picture is mixed but hopeful. Enrollment continues to drop in ten of the thirteen jurisdictions. The

involvement.” Parents reporting “funding” as the most serious problem facing local schools today increased from 32.2% in 2002 to 51.7% in 2003, perhaps reflecting the recent budget crisis facing the County and state. A lower percentage of respondents reported “gangs/violence/crime” as the most serious problem in 2003 than in 2002. Concern for safety at the schools seems to be decreasing among parents at the elementary and high school level but increasing in middle schools. All parents indicated their child’s elementary school provides a safe environment for learning.

Parents are also less satisfied in 2003 with the substance abuse prevention programs in the elementary, middle and high schools (indicated by a decrease in “very satisfied” responses). Interestingly, a smaller percentage of parents reported participating “often” in activities at their child’s middle school this year.

Respondents’ attitudes toward bilingual education have improved since last year; the percentage of survey respondents who felt that bilingual education is “very important” increased from 52.3% in 2002 to 58.2% in 2003. Those who favor it 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.



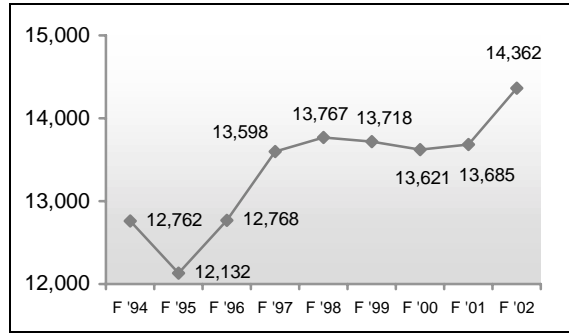
A new indicator this year is Special Education. Countywide, the enrollment for students with autism is up nearly 27% over last year, while the state showed an increase of 20%.

In STAR standardized tests, students in Santa Cruz County generally decreased their scores over last year in elementary school, middle school, and in high school. 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 last year. For college admissions testing, there was a slight increase in both the number of students who took the SAT and the average score earned. Santa Cruz County performed slightly higher on the ACT, which is a college admission test that can be taken as an alternative to the SAT, than the statewide average. New in CAP this year are the Adequate Yearly Progress scores (AYP). The goal of the AYP is that all students will be proficient or above in reading/ language arts and mathematics by 2013. All local school districts met the 2003 proficiency goal but many districts did not meet the participation component of the goal.

The four-year high school dropout rate decreased in 2001/02 by almost half, from 7% to 4%. There was also a large decrease in the Latino four-year dropout rates from 13.5% in 2000/01 to 6.7% in 2001/02. There is a general upward trend Countywide of high school students completing college prep courses compared with the state, which experienced a slight drop in the percentage of high school graduates completing college prep courses.

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

Community College Attendance

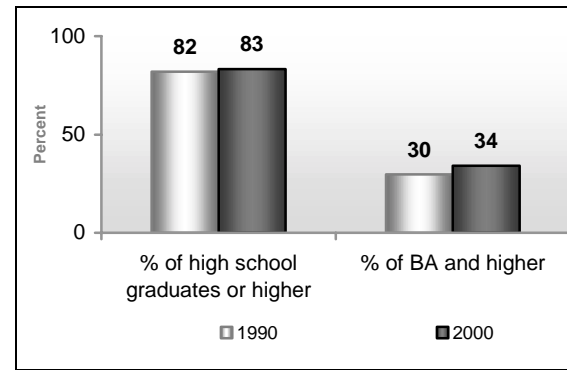


✓ Number of students enrolled in the fall '02 semester at Cabrillo College

In the Pajaro Valley Unified School District adult education, the highest enrollment increases were noted in the areas of Gain / CalWORKS and Health and Safety Education. Enrollment in all of the Workforce Investment Act job training programs has decreased by 36.1% from 2001/02 to 2002/03.

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

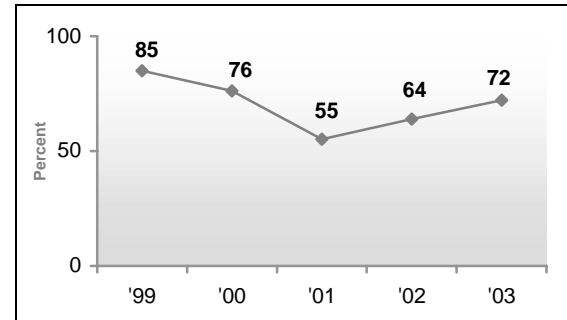


✓ Educational attainment of Santa Cruz County residents over the age of 25, according to 2000 Census

There was a 9.8% increase in registered borrowers at the Watsonville Public Library. Items circulated showed a 30.2% decrease and per capita circulation increased from 8.1 in 2001/02 to 9.5 in 2002/03.

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 (72.1% as compared to 63.9% last year). The waiting lists for Head Start and Migrant Head Start continue to increase. From 2001/02 to 2002/03, the waiting list for Head Start increased from 189 to 414 children. In 2003, Migrant Head Start experienced an increase in the waiting list from 189 in Spring 2002 to 345 in Spring 2003.

Satisfaction with Child Care



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

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	2002/03	% Change
County Office of Education	416	578	647	550	524	688	639	795	748	-5.9
California Youth Authority	-	-	-	-	66	42	44	35	46	31.4
Bonny Doon Union Elementary	280	265	258	236	235	184	168	168	166	-1.2
Happy Valley Elementary	150	151	133	137	141	126	130	131	135	3.1
Live Oak Elementary	2,074	2,138	2,168	2,195	2,214	2,140	2,116	1,994	1,948	-2.3
Mountain Elementary	158	154	154	170	158	153	148	153	149	-2.6
Pacific Elementary	65	72	76	81	81	91	88	88	87	-1.1
Pajaro Valley Joint Unified	17,385	17,736	18,355	18,895	19,400	19,767	19,864	19,863	19,661	-1.0
San Lorenzo Valley Unified	4,162	4,143	4,144	4,159	4,351	4,289	4,179	3,996	3,869	-3.2
Santa Cruz City Elementary	3,457	3,395	3,335	3,114	3,005	2,943	2,860	2,752	2,636	-4.2
Santa Cruz City High	5,309	5,490	5,682	5,805	5,930	5,760	5,555	5,246	5,157	-1.7
Scotts Valley Unified	2,404	1,856	1,893	1,916	1,949	2,139	2,384	2,591	2,713	4.7
Soquel Union Elementary	1,780	2,438	2,403	2,449	2,458	2,384	2,287	2,142	2,112	-1.4
Santa Cruz County	37,640	38,416	39,248	39,707	40,512	40,706	40,462	39,954	39,427	-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	6,244,403	1.6

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

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.

QUALITY OF LIFE INDICATOR 21

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
American Indian or Alaska Native	0.5	0.6	0.5	0.5	0.5	0.4	0.5	0.4	0.4
Asian	2.1	2.1	2.2	2.1	2.0	2.1	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
Filipino	1.1	1.1	1.1	1.1	1.0	1.0	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
African American	1.6	1.7	1.6	1.5	1.5	1.5	1.4	1.4	1.3
White (not Hispanic)	54.0	53.0	51.8	51.1	49.8	49.2	48.1	46.9	46.2
Multiple or No response	-	-	-	-	0.8	0.9	0.8	1.1	1.4
Santa Cruz County Enrollment	37,640	38,416	39,248	39,707	40,512	40,706	40,462	39,954	39,427

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

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

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

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
Pajaro Valley Unified School District ¹	94.1	94.7	95.2	94.7	95.2	94.9
Santa Cruz City Schools ²	-	-	-	94.6	95.3	95.2

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

¹ 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).

² Eight elementary schools are grades K – 5.

QUALITY OF LIFE INDICATOR 23

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	% Change
Bonny Doon Union Elementary	\$3,827	\$3,998	\$4,641	\$4,860	\$5,320	\$6,079	\$7,438	\$8,466	13.8
Happy Valley Elementary	3,953	4,321	5,365	5,555	6,060	7,034	8,773	9,654	10.0
Live Oak Elementary	3,693	3,906	4,652	5,357	5,951	5,985	6,499	7,281	12.0
Mountain Elementary	3,315	3,617	3,761	4,284	5,399	5,613	6,558	6,776	3.3
Pacific Elementary	6,746	5,796	4,987	5,893	7,614	7,914	9,695	10,695	10.3
Pajaro Valley Joint Unified	4,258	4,511	4,833	5,061	5,484	5,923	6,412	7,049	9.9
San Lorenzo Valley Unified	3,939	3,983	4,332	4,614	4,873	5,559	6,365	6,404	0.6
Santa Cruz City Elementary/High	4,126	4,308	4,565	4,924	5,378	6,014	6,630	7,187	8.4
Scotts Valley Unified	3,586	3,672	4,137	4,454	4,938	5,131	5,929	6,205	4.7
Soquel Elementary	3,832	3,675	4,288	4,428	5,230	5,681	6,634	6,929	4.4
All Elementary Districts (Statewide Average)	3,743	3,830	4,479	4,880	5,600	5,898	6,092	6,444	5.8
All Unified Districts (Statewide Average)	4,195	4,349	4,691	4,938	5,338	5,798	6,414	6,767	5.5
Santa Cruz County	\$4,092	\$4,267	\$4,633	\$4,927	\$5,381	\$5,867	¹	¹	¹
California	4,161	4,287	4,578	4,938	5,379	5,705	6,360	6,719	5.6

Source: California Department of Education, California Basic Educational Data System (CBEDS), 2003

¹ 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.

Special Education

Special Education Enrollment – Selected Disabilities

Mental Retardation	December 2000	December 2001	December 2002	% Change
White	92	94	92	-2.1
Hispanic	142	155	164	5.8
Native American	0	0	0	0.0
Asian	2	2	3	50.0
Pacific Islander	1	1	1	0.0
Filipino	0	0	0	0.0
African American	2	2	2	0.0

Mental Retardation	December 2000	December 2001	December 2002	% Change
0 – 5 years old	62	67	69	3.0
6 – 12 years old	78	78	80	2.6
Santa Cruz County	239	254	262	3.1
California	40,717	42,255	43,302	2.5

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	December 2000	December 2001	December 2002	% Change
White	43	44	38	-13.6
Hispanic	48	53	64	20.8
Native American	0	0	0	0.0
Asian	2	2	2	0.0
Pacific Islander	0	0	0	0.0
Filipino	0	0	0	0.0
African American	2	1	2	100.0

Hard of Hearing	December 2000	December 2001	December 2002	% Change
0 – 5 years old	5	6	11	83.3
6 – 12 years old	52	56	53	-5.4
Santa Cruz County	95	100	106	6.0
California	6,261	6,656	6,934	4.2

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), 2003

QUALITY OF LIFE INDICATOR 24

Special Education

Special Education Enrollment – Selected Disabilities

Speech or Language Impairment	December 2000	December 2001	December 2002	% Change
White	652	663	676	2.0
Hispanic	720	761	778	2.2
Native American	1	1	1	0.0
Asian	18	17	21	23.5
Pacific Islander	4	7	6	-14.3
Filipino	4	4	3	-25.0
African American	15	13	17	30.8

Speech or Language Impairment	December 2000	December 2001	December 2002	% Change
0 – 5 years old	290	318	295	-7.2
6 – 12 years old	1,023	1,026	1,073	4.6
Santa Cruz County	1,414	1,466	1,502	2.5
California	165,496	167,892	172,417	2.7

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	December 2000	December 2001	December 2002	% Change
White	68	77	63	-18.2
Hispanic	67	66	71	7.6
Native American	0	0	0	0.0
Asian	3	3	2	-33.3
Pacific Islander	0	0	0	0.0
Filipino	1	1	1	0.0
African American	3	1	2	100.0

Orthopedic Impairment	December 2000	December 2001	December 2002	% Change
0 – 5 years old	27	36	29	-19.4
6 – 12 years old	70	63	59	-6.3
Santa Cruz County	142	148	139	-6.1
California	14,583	15,041	15,131	0.6

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), 2003

Special Education

Special Education Enrollment – Selected Disabilities

Other Health Impairment	December 2000	December 2001	December 2002	% Change
White	76	101	110	8.9
Hispanic	29	32	30	-6.3
Native American	0	0	0	0.0
Asian	3	2	4	100.0
Pacific Islander	1	1	1	0.0
Filipino	0	0	0	0.0
African American	2	1	1	0.0

Other Health Impairment	December 2000	December 2001	December 2002	% Change
0 – 5 years old	7	9	15	66.7
6 – 12 years old	62	70	60	-14.3
Santa Cruz County	111	137	146	6.6
California	21,025	24,241	28,161	16.2

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	December 2000	December 2001	December 2002	% Change
White	1,360	1,290	1,191	-7.7
Hispanic	1,178	1,142	1,120	-1.9
Native American	5	9	4	-55.6
Asian	12	14	16	14.3
Pacific Islander	5	5	3	-40.0
Filipino	18	15	13	-13.3
African American	61	61	60	-1.6

Specific Learning Disability	December 2000	December 2001	December 2002	% Change
0 – 5 years old	66	41	29	-29.3
6 – 12 years old	1,247	1,169	1,074	-8.1
Santa Cruz County	2,639	2,536	2,407	-5.1
California	349,038	347,595	344,571	-0.9

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 learning 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), 2003

QUALITY OF LIFE INDICATOR 24

Special Education

Special Education Enrollment – Selected Disabilities

Autism	December 2000	December 2001	December 2002	% Change
White	59	73	88	20.5
Hispanic	9	10	15	50.0
Native American	0	0	0	0.0
Asian	2	6	8	33.3
Pacific Islander	0	0	0	0.0
Filipino	0	0	1	-
African American	1	1	2	100.0

Autism	December 2000	December 2001	December 2002	% Change
0 – 5 years old	12	14	21	50.0
6 – 12 years old	40	49	59	20.4
Santa Cruz County	71	90	114	26.7
California	14,039	17,508	21,066	20.3

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), 2003

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	Spring 2003
Reading	40	41	43	45	47	37
Math	48	52	57	57	60	55
Language	41	42	44	45	50	36
Spelling	33	36	38	41	45	40

Grade 5: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	46	45	48	47	49	40
Math	47	49	54	54	58	46
Language	47	47	50	50	53	43
Spelling	36	37	41	42	45	37

Grade 3: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	36	40	44	46	47	35
Math	42	49	57	61	64	56
Language	39	44	50	53	55	37
Spelling	38	43	49	53	55	50

Grade 5: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	40	41	44	45	47	37
Math	41	45	51	55	58	45
Language	44	46	49	52	54	41
Spelling	38	40	44	47	50	44

Source: California Department of Education, STAR District/ School Summary Report, 2003.

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.

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Test Scores – STAR

Grade 7: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	47	48	50	49	52	54
Math	46	49	54	55	59	51
Language	51	52	57	56	60	52
Spelling	39	41	43	44	48	46

Grade 9: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	38	40	42	39	41	50
Math	51	56	57	55	58	52
Language	47	52	54	52	55	51
Science	45	46	47	47	48	49
Social Science	45	49	50	49	50	-. ¹

Grade 7: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	41	43	45	46	46	41
Math	45	47	51	53	54	42
Language	49	51	54	56	57	41
Spelling	42	43	45	47	49	46

Source: California Department of Education, STAR District/ School Summary Report, 2003.

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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.

Grade 9: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	34	34	36	35	35	43
Math	50	51	54	54	54	46
Language	47	48	50	51	51	43
Science	43	44	45	45	45	39
Social Science	42	43	45	45	44	-. ¹

¹ There was no norm-referenced test in history / social science administered in 2003; therefore, there are no NPR results.

Test Scores – STAR

Grade 11: National Percentile Rank, Santa Cruz

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	41	36	37	36	39	41
Math	45	46	48	49	51	47
Language	43	42	43	45	47	43
Science	48	44	46	46	48	44
Social Science	57	54	56	58	56	. ¹

Grade 11: National Percentile Rank, California

Subject	Spring 1998	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Reading	37	36	37	37	38	41
Math	46	48	50	50	50	47
Language	43	45	47	47	48	44
Science	44	45	46	45	46	41
Social Science	54	55	56	57	57	. ¹

Source: California Department of Education, STAR District/ School Summary Report, 2003.

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	2002	% Change	2002 State Rank
Bonny Doon Elementary	831	875 ¹	867	824	-5.0	9

Happy Valley Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Happy Valley Elementary	892	903 ¹	893 ¹	865 ¹	-3.1	10 ¹

Live Oak Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Del Mar Elementary	621	633	652	727	11.5	6
Green Acres Elementary	630	704	705	719	2.0	6
Live Oak Elementary	608	693	693	699	0.9	6

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
Shoreline Middle	677	698	698	703	0.7	7

Source: California Department of Education, API District Summary Report, 2003.

Mountain Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Mountain Elementary	747	*	802 ¹	802 ¹	0.0	9 ¹

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.

¹ 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.

Test Scores – Academic Performance Index (API)

Pajaro Valley Joint Unified School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Alianza Elementary	404	382	437	484	10.8	1
Amesti Elementary	451	507	519	534	2.9	1
Bradley Elementary	759	828	780	771	-1.2	8
Calabasas Elementary	421	476	520	540	3.8	1
Freedom Elementary	450	505	525	563	7.2	1
Hall District Elementary	393	440	467	529	13.3	1
Hyde (H.A.) Elementary	454	477	538	544	1.1	1
Linscott (J.W.) Elementary	758	812	810	801	-1.1	9
Macquiddy (T.S.) Elementary	464	499	513	556	8.4	1
Mar Vista Elementary	705	744	769	747	-2.9	7
Mintie White Elementary	462	460	475	516	8.6	1
Ohlone Elementary	429	430	452	519	14.8	1
Rio Del Mar Elementary	816	847	852	846	-0.7	9
Salspuedes Elementary	399	455	461	548	18.9	1
Soldo (Ann) Elementary	-	349	378	485	28.3	1
Starlight Elementary	448	506	491	530	7.9	1
Valencia Elementary	758	778	778	777	-0.1	8

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
Aptos Junior High	774	788	788	781	-0.9	9
Hall (E.A.) Middle	470	460	471	505	7.2	1
Lakeview Middle	534	510	553	552	-0.2	2
Pajaro Middle	447	467	517	559	8.1	2
Rolling Hills Middle	439	449	481	521	8.3	1

High Schools	1999	2000	2001	2002	% Change	2002 State Rank
Aptos High	620	653	673	684	1.6	7
Watsonville High	475	484	488	-	-	-

Pacific Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Pacific Elementary	-	837 ¹	-	772	-	8 ¹

Source: California Department of Education, API District Summary Report, 2003

Note: Watsonville High School did not report API scores for 2002. Watsonville High School did not test a significant portion of students who were not exempt from testing in 2002..

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.

¹ 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.

QUALITY OF LIFE INDICATOR 26

Test Scores – Academic Performance Index (API)

Santa Cruz City Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Bay View Elementary	671	708	726	725	-0.1	6
Branciforte Elementary	602	670	651	651	0.0	4
De Laveaga Elementary	750	793	780	764	-2.1	8
Gault Elementary	708	746	-	722	-	6
Natural Bridges Elementary	710	749	770	738	-4.2	7
Westlake Elementary	770	771	771	784	1.7	8

Santa Cruz City High School District

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
Branciforte Junior High	770	746	762	745	-2.2	8
Mission Hill Junior High	735	740	715	725	1.4	7

High Schools	1999	2000	2001	2002	% Change	2002 State Rank
Harbor High School	719	745	703	709	0.9	8
Santa Cruz High School	706	750	724	733	1.2	9
Soquel High School	687	714	705	673	-4.5	7

Scotts Valley Unified School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Brook Knoll Elementary	874	886	870	844	-3.0	9
Vine Hill Elementary	825	841	828	828	0.0	9

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

High Schools	1999	2000	2001	2002	% Change	2002 State Rank
Scotts Valley High	-	803 ¹	770	770	0.0	10

Source: California Department of Education, API District Summary Report, 2003.

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.

¹ 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.

Test Scores – Academic Performance Index (API)

San Lorenzo Valley Unified School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Boulder Creek Elementary	751	773	782	795	1.7	8
Quail Hollow Elementary	746	772	792	763	-3.7	8
Redwood Elementary	766	756	813	836	2.8	9
San Lorenzo Valley Elementary	769	795	816	826	1.2	9

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
San Lorenzo Valley Junior High	707	745	770	721	-6.4	7

High Schools	1999	2000	2001	2002	% Change	2002 State Rank
San Lorenzo Valley High	733	743	717	697	-2.8	8

Soquel Elementary School District

Elementary Schools	1999	2000	2001	2002	% Change	2002 State Rank
Capitola Elementary	784	799	820	816	-0.5	9
Main Street Elementary	790	825	812	828	2.0	9
Santa Cruz Gardens Elementary	660	662	711	764	7.5	8
Soquel Elementary	695	748	771	756	-1.9	7

Middle Schools	1999	2000	2001	2002	% Change	2002 State Rank
New Brighton Middle	730	753	787	769	-2.3	9

Source: California Department of Education, API District Summary Report, 2003.

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. Under AYP criteria adopted by the State Board of Education, California districts, schools, and numerically significant student subgroups within districts and schools must meet Annual Measurable Objectives (AMOs) in reading/language arts and mathematics.

Bonny Doon Union Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	83.6	93.8	No	95.0%
	Percent of students proficient or above	58.5	62.2	Yes	13.6%
Mathematics	Participation	84.4	92.9	No	95.0%
	Percent of students proficient or above	62.0	64.7	Yes	16.0%

Live Oak Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	95.3	95.9	Yes	95.0%
	Percent of students proficient or above	36.8	41.7	Yes	13.6%
Mathematics	Participation	95.9	96.1	Yes	95.0%
	Percent of students proficient or above	34.3	40.2	Yes	16.0%

Happy Valley Elementary School District

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

Mountain Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	89.4	95.0	Yes	95.0%
	Percent of students proficient or above	56.9	52.2	Yes ¹	13.6%
Mathematics	Participation	89.4	92.0	No	95.0%
	Percent of students proficient or above	49.4	56.3	Yes ¹	16.0%

Source: California Department of Education, Adequate Yearly Progress Report, 2003.

¹ Less than 100 valid scores.

Test Scores – Adequate Yearly Progress (AYP) Report

Pacific Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	82.8	88.0	No	95.0%
	Percent of students proficient or above	50.0	54.2	Yes ¹	13.6%
Mathematics	Participation	82.8	86.5	No	95.0%
	Percent of students proficient or above	38.4	48.2	Yes ¹	16.0%

San Lorenzo Valley Unified School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	88.5	88.5	No	95.0%
	Percent of students proficient or above	49.1	57.8	Yes	13.6%
Mathematics	Participation	88.5	87.8	No	95.0%
	Percent of students proficient or above	46.9	52.7	Yes	16.0%

Pajaro Valley Joint Unified School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	96.7	97.7	Yes	95.0%
	Percent of students proficient or above	19.1	26.9	Yes	13.6%
Mathematics	Participation	96.8	97.8	Yes	95.0%
	Percent of students proficient or above	21.2	30.2	Yes	16.0%

Santa Cruz City Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	92.0	92.0	No	95.0%
	Percent of students proficient or above	41.6	48.8	Yes	13.6%
Mathematics	Participation	92.2	91.1	No	95.0%
	Percent of students proficient or above	38.4	46.1	Yes	16.0%

Source: California Department of Education, Adequate Yearly Progress Report, 2003

¹ Less than 100 valid scores.

QUALITY OF LIFE INDICATOR 27

Test Scores – Adequate Yearly Progress (AYP) Report

Santa Cruz City High School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	93.0	89.4	No	95.0%
	Percent of students proficient or above	46.1	58.9	Yes	13.6%
Mathematics	Participation	91.0	90.0	No	95.0%
	Percent of students proficient or above	36.8	49.5	Yes	16.0%

Scotts Valley Unified School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	97.6	97.1	Yes	95.0%
	Percent of students proficient or above	61.4	69.0	Yes	13.6%
Mathematics	Participation	97.7	97.3	Yes	95.0%
	Percent of students proficient or above	59.4	65.4	Yes	16.0%

Santa Cruz County Office of Education

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	58.9	88.1	No	95.0%
	Percent of students proficient or above	4.5	29.9	Yes	13.6%
Mathematics	Participation	49.3	83.4	No	95.0%
	Percent of students proficient or above	6.6	14.8	Yes	16.0%

Soquel Elementary School District

		2002	2003	Met 2003 AYP Criteria	Annual Measurable Objective
English Language Arts	Participation	96.4	98.8	Yes	95.0%
	Percent of students proficient or above	50.5	56.1	Yes	13.6%
Mathematics	Participation	96.4	98.4	Yes	95.0%
	Percent of students proficient or above	49.1	53.6	Yes	16.0%

Source: California Department of Education, Adequate Yearly Progress Report, 2003

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
Aptos High	47.9	39.7	43.5	43.0	35.3	40.3	40.2	37.5	46.8
Harbor High	56.7	55.7	52.1	54.5	56.3	60.6	52.4	48.7	51.6
San Lorenzo Valley High	38.7	40.8	44.7	39.1	45.8	39.3	39.1	44.1	53.3
Santa Cruz High	38.1	40.5	42.0	39.7	41.9	44.1	42.7	48.1	54.1
Soquel High	48.3	41.1	46.0	38.7	33.7	33.0	41.2	42.0	38.8
Watsonville High	38.1	45.0	40.3	35.4	32.6	25.5	28.7	22.7	23.4
County	42.5	37.4	37.7	34.9	34.7	33.0	33.5	32.4	36.1
State	37.0	36.0	36.7	36.2	35.9	36.5	36.5	36.6	37.3

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	% Change
Aptos High	1,010	1,031	1,054	1,004	1,041	1,015	1,020	1,015	1,032	1.7
Harbor High	1,065	1,065	1,083	1,069	1,116	1,083	1,088	1,094	1,112	1.6
San Lorenzo Valley High	1,077	1,091	1,077	1,091	1,064	1,071	1,035	1,044	1,038	-0.6
Santa Cruz High	1,085	1,072	1,099	1,085	1,109	1,116	1,137	1,105	1,142	3.3
Soquel High	1,040	1,039	1,074	1,071	1,082	1,053	1,077	1,079	1,089	0.9
Watsonville High	903	914	895	859	845	847	861	836	854	2.2
County	1,023	1,030	1,042	1,021	1,039	1,032	1,031	1,029	1,047	1.7
State	991	997	1,001	1,004	1,007	1,005	1,009	1,008	1,005	-0.3

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

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 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	% Change
Aptos High	518	526	535	504	520	512	522	509	519	2.0
Harbor High	540	536	553	547	563	549	555	561	574	2.3
San Lorenzo Valley High	544	546	544	549	533	537	509	520	524	0.8
Santa Cruz High	541	536	552	534	550	555	567	558	580	3.9
Soquel High	541	519	540	541	552	539	556	551	550	-0.2
Watsonville High	464	467	463	443	433	427	441	433	442	2.1
County	522	520	529	516	523	520	523	522	533	2.1
State	507	509	511	514	516	513	517	516	516	0.0

Average Verbal Score

High School	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	% Change
Aptos High	492	505	519	500	521	503	498	506	512	1.2
Harbor High	525	529	530	522	553	534	533	533	538	0.9
San Lorenzo Valley High	533	545	533	542	531	534	526	524	514	-1.9
Santa Cruz High	544	536	547	551	559	561	570	547	562	2.7
Soquel High	499	520	534	530	530	514	521	528	539	2.1
Watsonville High	439	447	432	416	412	420	420	403	412	2.2
County	501	510	513	505	516	512	507	507	515	1.6
State	484	488	490	490	491	492	492	492	490	-0.4

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

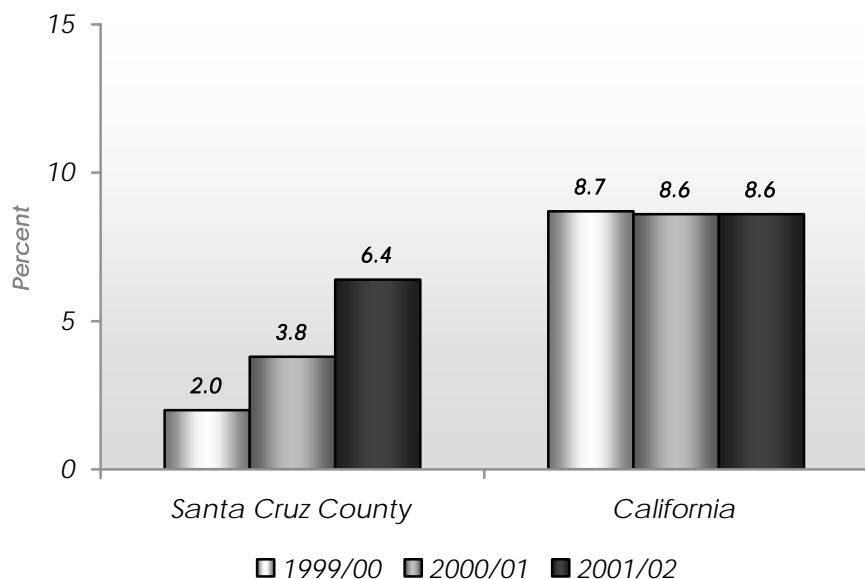
Note: Schools with 10 or fewer students taking the test are not included individually to protect privacy of the students. However, the scores from these schools are included in the County totals.

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	2001/2002
Santa Cruz County	23.0	22.4	22.1
State	21.2	21.3	21.2

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

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	2001/2002
County Office of Education	-	1.9	3.4	2.9	9.2	2.0	11.1	8.8
Bonny Doon Union Elementary	0.7	0.0	0.0	0.4	0.4	0.0	0.0	1.2
Happy Valley Elementary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5
Live Oak Elementary	9.5	10.1	15.8	18.1	17.0	19.0	22.4	23.7
Mountain Elementary	1.3	0.0	0.0	0.0	0.0	1.3	2.0	2.0
Pacific Elementary	10.8	8.3	6.6	8.6	12.3	12.1	18.2	15.9
Pajaro Valley Joint Unified	48.1	47.8	47.1	46.3	45.4	44.9	45.2	45.5
San Lorenzo Valley Unified	0.3	0.4	0.5	0.7	0.6	0.7	0.7	0.8
Santa Cruz City Elementary	20.2	21.4	22.3	23.6	23.1	22.2	23.8	24.1
Santa Cruz City High	7.8	8.1	7.7	6.8	6.4	6.3	6.3	7.1
Scotts Valley Unified	-	0.9	1.8	1.0	1.7	1.8	2.4	1.7
Soquel Elementary	7.6	7.7	8.3	8.6	11.3	10.7	10.8	10.4
County	26.3	26.3	26.6	26.6	26.3	26.2	26.9	27.4

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

Top Languages Spoken

Top Languages Spoken by English Learner (EL) Students

	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/2002	% Change
Spanish	9,804	10,147	10,290	10,415	10,437	10,660	10,728	0.6
Cantonese	20	23	23	29	26	31	27	-12.9
Korean	19	22	23	16	20	27	21	-22.2
Filipino (Tagalog)	83	78	58	51	36	27	18	-33.3
Punjabi	12	11	13	14	20	17	14	-17.6
Russian	5	7	5	10	10	14	14	0.0
Japanese	17	12	17	11	9	13	9	-30.8
Arabic	12	11	5	6	9	12	13	8.3
Vietnamese	12	23	22	20	10	11	15	36.4
Portuguese	21	20	19	12	7	10	12	20.0
Ilocano	8	6	12	9	8	8	8	0.0
German	1	5	11	7	6	6	2	-66.7
Thai	6	7	5	4	3	5	4	-20.0
Polish	2	5	2	3	5	4	3	-25.0
Khmer (Cambodian)	16	9	6	6	5	4	2	-50.0
Other non-English	62	65	41	49	36	21	15	-28.6
County Total EL Enrollment (all languages)	10,094	10,445	10,548	10,660	10,651	10,896	10,936	0.4
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	3.2

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

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
Students	38.1	41.7	46.0	48.3	31.0	26.6	26.9	23.3
Teachers	4.0	6.5	6.0	4.2	6.6	4.9	7.9	6.1

Bonny Doon Union Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	4.9	3.5	1.7	0.4	0.0	0.0	0.0	0.6
Teachers	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
Students	11.3	15.0	14.6	0.0	0.0	6.9	7.6	4.4
Teachers	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
Students	26.7	28.9	29.7	30.3	29.9	33.9	35.6	38.9
Teachers	1.1	2.0	5.5	8.8	8.5	5.1	6.4	5.6

Mountain Elementary	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	9.7	7.8	10.6	2.5	4.6	4.7	5.9	10.1
Teachers	14.3	14.3	25.0	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
Students	8.3	7.9	13.6	23.5	28.6	27.3	23.9	18.4
Teachers	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
Students	70.2	71.4	72.0	73.1	73.9	74.8	75.3	75.8
Teachers	15.2	15.9	16.1	16.5	15.2	15.6	16.3	17.2

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

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

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
Students	27.4	28.4	30.2	17.3	32.3	33.0	35.2	34.5
Teachers	9.5	9.1	8.2	7.9	10.2	10.2	10.7	12.2

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

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

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

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

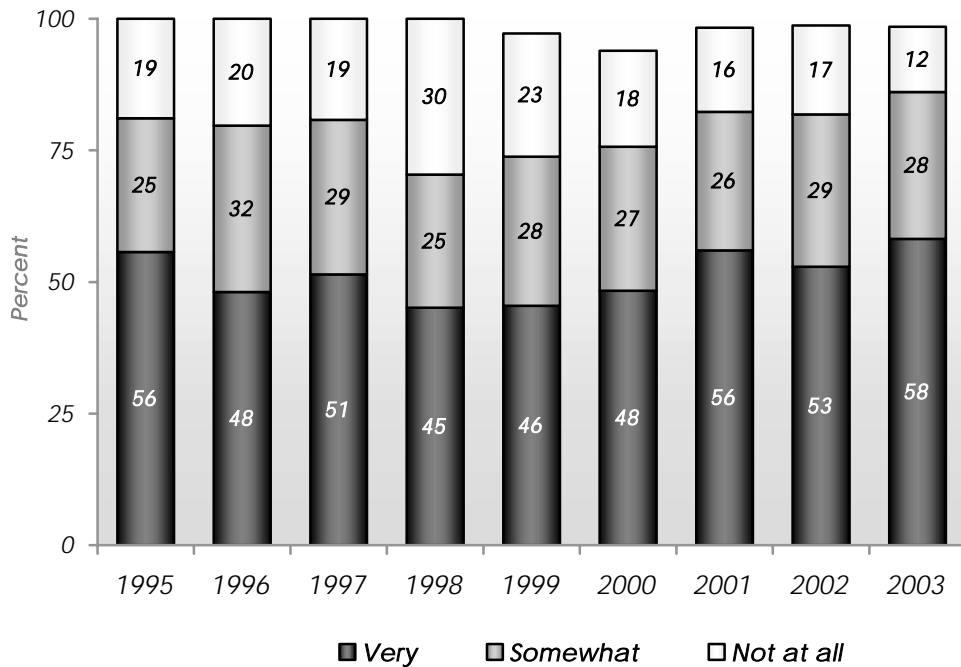
California	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Students	38.7	39.7	40.5	41.3	42.2	43.2	44.2	45.2
Teachers	9.7	10.6	11.5	12.1	12.6	12.9	13.5	13.9

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

QUALITY OF LIFE INDICATOR 33

 **Bilingual Education**

How important do you think bilingual education is?



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	-	10.5	11.4	10.6
Equal opportunity to learn	-	2.7	-	-
Total Respondents	119	111	115	86

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

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

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.

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 ¹	% Change
Pajaro Valley Joint Unified	106	94	113	89	141	110	89	106	19.1
San Lorenzo Valley Unified	17	2	6	17	2	2	0	2	N/A
Santa Cruz City High	17	17	12	16	8	13	8	-	-
Total	140	113	131	122	151	125	97	-	-

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 ¹
Pajaro Valley Joint Unified	6.1	5.3	6.2	4.7	7.3	5.6	4.5	5.3
San Lorenzo Valley Unified	4.1	0.5	1.5	4.1	0.5	0.5	0.0	0.5
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, 2003.

¹Expulsions for Santa Cruz City High School District is not available for school year 2001 – 02.

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
Pajaro Valley Joint Unified	8.0	3.7	3.3	3.4	3.1	1.4	1.9	3.0	1.7
San Lorenzo Valley Unified	3.2	5.2	2.3	2.8	3.3	2.3	0.9	0.4	1.1
Santa Cruz City High	4.0	3.7	3.8	5.1	2.4	1.9	0.8	0.8	0.5
County	5.5	3.8	3.3	3.9	2.7	1.7	1.2	1.7	1.1
State	4.8	4.4	3.9	3.3	2.9	2.8	2.8	2.8	2.7

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	2001/02
Pajaro Valley Joint Unified	26.6	13.3	10.9	14.0	12.6	5.3	7.4	12.6	6.5
San Lorenzo Valley Unified	13.0	20.3	8.8	11.3	13.5	9.6	3.7	1.8	4.4
Santa Cruz City High	18.0	14.5	14.7	19.6	9.9	7.6	3.1	3.0	2.0
County	21.3	14.6	12.6	15.5	11.2	6.7	5.0	7.0	4.3
State	18.5	17.1	15.3	13.0	11.7	11.1	11.1	11.0	10.9

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

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

Annual Dropout Rates by Ethnicity, California

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

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
Caucasian	13.7	10.6	12.7	7.9	6.2	3.1	2.6	2.4
Latino / Hispanic	15.9	15.0	19.4	16.6	6.9	7.8	13.5	6.7
Asian	9.5	1.5	3.8	6.0	1.3	0.0	1.6	2.9
African American	9.7	17.9	30.4	9.9	8.3	1.7	0.0	5.4
Filipino	2.9	14.1	19.4	15.5	25.0	2.2	6.7	0.0
American Indian	21.9	37.4	28.9	11.8	15.4	13.3	0.0	16.5
Pacific Islander	14.3	21.3	0.0	25.0	20.0	0.0	0.0	0.0
Multiple or No response	-	-	-	-	100.0	50.0	0.0	2.8

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

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
Grade 8	0.4	0.4	0.9	0.2	0.3	0.0	0.0	0.1
Grade 9	4.4	4.0	2.3	1.9	0.8	0.9	0.6	0.8
Grade 10	3.4	3.1	3.3	1.8	1.4	1.2	1.0	1.1
Grade 11	4.0	3.2	4.3	2.6	2.0	1.2	1.5	1.2
Grade 12	3.6	2.9	6.6	5.4	2.8	1.9	4.1	1.2
County	3.8	3.3	3.9	2.7	1.7	1.2	1.7	1.1

Annual Dropout Rates by Grade, California

Grade	1994/95	1995/96	1996/97	1997/98	1999/00	1999/00	2000/01	2001/02
Grade 8	1.2	1.4	0.9	1.0	0.9	0.9	0.9	0.9
Grade 9	4.0	3.5	3.3	2.6	2.6	2.4	2.4	2.4
Grade 10	4.8	4.0	3.2	2.7	2.6	2.5	2.4	2.4
Grade 11	4.6	4.1	3.3	3.1	2.9	2.9	2.8	2.7
Grade 12	4.9	4.7	4.0	3.9	3.6	3.8	3.8	3.9
State	4.4	3.9	3.3	2.9	2.8	2.8	2.8	2.7

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

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.