



Ark Independent Studies

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 x229 • Grades 6-12
Michelle McKinney, Principal
michellemckinney@sccs.net

**2019-20 School Accountability Report Card
Published During the 2020-21 School Year**



Santa Cruz City Schools

133 Mission St., Suite 100
Santa Cruz, CA 95060
(831) 429-3410
www.sccs.net

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School Description

Ark Independent Studies is an accredited high school in the Santa Cruz City Schools. In non-pandemic years, our students may choose to meet with their instructor at the Branciforte Small Schools Campus, Santa Cruz High School, Harbor High School, or Soquel High School. Students meet weekly for one hour with an instructor on a one-to-one basis to review a minimum of 20 hours of work completed during the week. During this meeting, students are given specific assignments, and coursework is corrected and evaluated. Students complete their coursework during the week at home. Assignments are tailored to fit the individual student's interests, needs, and learning style. Students have access to educational support by certificated staff and college tutors at least three days per week at each of the four sites. Several enrichment offerings (guest speakers, field trips, "mini-classes") are made available to all Ark students through the course of the year. All Ark teachers are fully credentialed, with a broad range of teaching experience and expertise. In addition, Ark offers a Math Lab with a credentialed teacher of mathematics who meets with students both individually and in small groups.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

In 2020-21, in response to the pandemic and the onset of Distance Learning, the Ark changed its CDE school code to encompass grades 6-12 (from 9-12). With the aim of offering A-G and CTE coursework in addition to district adopted coursework, the District purchased an online curriculum and added an Online Only pathway and provided professional development for staff in facilitating the online format, dedicated part-time FTE to working exclusively with students choosing the Online Only pathway. As of the end of the first quarter, the student population has grown by more than 40%, and we expect it to grow even further as first semester grades are released at the comprehensive schools. To this end, the District is adding new staff to the traditional IS staff as well as Credit Recovery staff to support students who have become credit deficient as a result of the pandemic and the District's need to move to a Distance Learning model. The Math Lab teacher meets with students by appointment over Zoom during school closure.

The Ark's schoolwide learning outcomes are as follows:

- I. Every student will demonstrate personal responsibility
- II. Every student will be an effective communicator, and
- III. Every student will be able to demonstrate and apply higher order thinking skills

Mission

At the Ark Independent Studies we:

- Connect with students as individuals
- Inspire students to find meaning
- Motivate students to take responsibility
- Support students to discover and pursue their interests

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	4
Grade 10	7
Grade 11	13
Grade 12	25
Total Enrollment	49

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	2
Hispanic or Latino	46.9
White	51
Socioeconomically Disadvantaged	34.7
English Learners	10.2
Students with Disabilities	6.1

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Ark Independent	18-19	19-20	20-21
With Full Credential	4	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Cruz City Schools	18-19	19-20	20-21
With Full Credential	♦	♦	309
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Ark Independent Studies

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Practicing the Writing Process - Educational Design Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Integrated Math 1 & 2, Pearson Adopted 2019 Algebra 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008 Mathematics 1 & 2, Algebra Readiness - Holt Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007 Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive! series - TCI Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Ark is located in a historic, 105-year-old building on the Branciforte Small Schools Campus. The Ark has one instructional classroom in the building with six Internet-connected computers and an LCD projector. The Math Lab meets in a different classroom twice a week, and once a week at a comprehensive school site. Ark provides many options for textbooks, which are stored in various locations at Branciforte Small Schools and at the Soquel High School satellite location.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected: 11/05/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MPR: THE HEAT IS NOT WORKING
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	2NF FLOOR RESTROOM: SINK IS LEAKING
Safety: Fire Safety, Hazardous Materials	Good	MAIN OFFICE: ALARM PANEL IS HAVING SOME ONGOING ISSUES
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 15: DOOR HANDLE IS LOOSE
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	50	N/A	64	N/A	50	N/A
Math	50	N/A	46	N/A	39	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	--	N/A	37	N/A	30	N/A

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

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

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

The Ark requires parents to attend a beginning-of-the-year orientation and the student's weekly meeting with their teacher three times during the school year. This ensures that parents understand the program and are aware of their student's progress. The other primary avenue for parental involvement at the Ark is the School Site Council, which meets five times a year. The contact person for parent involvement is Assistant Principal Naima Leal. To become more involved, please call (831) 429-3898, ext. 229 or visit the school office.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. Our goal in 2020-21 is to continue to implement trauma-informed care strategies in the classroom, with a focus on implementation of neuro-sequential model tenets into lessons, 1:1 meetings, and school structure. We will also continue to learn about restorative justice practices around students in marginalized groups and who have/are experiencing trauma. We will continue to explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neuro-sequential model in lesson design in various professional development sessions.

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	3.2	4.1	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	1.8	N/A
Expulsions	0.0	0.06	N/A

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	245

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Mathematics												
Social Science												

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	15

In 2020-21 in response to the pandemic and the onset of Distance Learning, the District purchased an online curriculum, added an Online Only pathway and provided professional development for staff in facilitating the online format. As the school population changes due to as of the end of the first quarter, the student population has grown by more than 40%, and we expect it to grow even further as first semester grades are released at the comprehensive schools. To this end, the District is adding new staff to the traditional IS staff as well as Credit Recovery staff to support students who have become credit deficient as a result of the pandemic and the District's need to move to a Distance Learning model. Existing staff and consultation with retired veteran teachers will serve to teach new teachers the processes and legal requirements of Independent Studies education codes, as they all were transferred from traditional public schools. In addition, new teachers will learn about alternative assessment, record keeping processes, and learn the standards and expectations of the range beyond the grade level that has been their expertise.

The Ark's 2018-19 and 2019-20 professional development (PD) plan has three threads, each aligned to a schoolwide action plan goal. The 2018-19 PD focus areas were determined after an analysis of 2017-18 data related to writing assessments, Measure of Academic Progress (MAP)-Reading scores, math credit earning, and the annual academic barriers survey. The first PD focus area relates to furthering staff understanding of the underlying principles of trauma informed care and exploration of restorative justice practices. Our second PD thread focuses on augmenting math instruction through our three times a week math lab. Our final PD thread centers on literacy instruction focused on argumentative writing. Teachers will target English instruction based on Measures of Academic Progress (MAP) assessment data and norm student essays, analyze results, and adapt instruction related to argumentative writing.

For each of the past three years, the co-principal and one Ark teacher have attended the California Consortium on Independent Studies annual compliance conference. Staff reflection and review in weekly PD sessions supported teachers to implement this new instructional method. Since 2016-17, the Ark's professional development has focused on recommendations that were made after our WASC midterm review and the implementation of the Common Core Standards in math and language arts.

Over the past three years, our staff has met for 90 minutes three times per month to review student achievement data, revise curriculum, and set goals for improving student achievement. For the 2020-21 school year, teachers will be supported by regular teacher-principal meetings and the WASC self-study coordinator, if WASC re-opens post-pandemic.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by achievement data. For the 2019-20 fiscal year, we worked closely with our School Site Council and staff to allocate our LCFF supplemental funds to provide tutoring for identified students, to purchase supplementary instructional materials, to offer several field trips and real-world learning experiences, and to provide ongoing staff training.

State Priority: Pupil Engagement

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

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

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

Rate for Ark Independent Studies	2016-17	2017-18	2018-19
Dropout Rate	23.7	18.9	26.2
Graduation Rate	60.5	81.1	71.4

Rate for Santa Cruz City Schools	2016-17	2017-18	2018-19
Dropout Rate	5.9	10	8.1
Graduation Rate	89.1	89	89.4

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13,410	1,011	\$12,398	\$108,113
District	N/A	N/A	\$7,434	\$84,534
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	50.1	24.5
School Site/ State	46.1	15.6

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

All Ark students have access to Career Technical Education (CTE) classes at high schools throughout the county. During the 2018-19 school year, four Ark students participated in countywide CTE classes. Currently, seven students are enrolled in CTE classes.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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