

# Alternative Family Education

840 North Branciforte Avenue • Santa Cruz, CA 95062 • (831) 429-3898 • Grades K-12

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Santa Cruz City Schools

405 Old San Jose Road  
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#### District Governing Board

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Jeremy Shonick

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Superintendent

Angela Meeker  
Assistant Superintendent  
Educational Services

Jim Monreal  
Assistant Superintendent  
Business Services

Molly Parks  
Assistant Superintendent  
Human Resources

### School Description

A Message from the Principal: Alternative Family Education (AFE) is a homeschool for 165+ students in kindergarten through twelfth grade. This school is for families who prefer an individualized, home and community based approach to their children's education combined with the support of school district resources. AFE students meet regularly with consultant teachers, who help outline educational goals and objectives. They can also participate in weekly enrichment academic classes, school sports (volleyball, basketball, and softball), theater productions, and field trips, including an annual trip to the Shakespeare Festival in Oregon.

AFE is located on the vibrant Branciforte Small Schools Campus (BSSC). Other schools sharing the campus are Ark Independent Studies High School, Costanoa High School, and Monarch Community School.

### Major Achievements

Teachers created language arts and math rubrics to support students and parents in their learning/teaching process. Many students and parents attended the 12th annual trip to the Oregon Shakespeare Festival. A Glee Club with over 20 students formed and performed. Over 40 students participated in AFE's Annual Film Festival making and presenting films. Students participated in a school-wide poetry reading, art night, and art show. Students excelled in their areas of interest receiving several awards. Students participate in the Alternative Education Sports League which include Volleyball, Basketball, Soccer and Softball seasons throughout the academic year. We have had champions in Volleyball, team AFE 1, AFE 2 and AFE 3. Our coed basketball team has also earned the Champions title. In 2014, AFE started working with Junior High aged students to create a Peer Advocate Team to support them in making AFE a more supportive and welcoming community.

### Focus for Improvements

We improved the process for parents to organize, plan, and implement school-wide events. We held two Town Hall meetings to share information and provide a discussion forum for the AFE community.

Each year we are increasing our parent-led fundraising efforts. This year efforts included E-script, collection of Safeway receipts for school donation program, participation in Drive for Schools, and two other local fundraisers.

The staff is developing useful, "homeschool friendly" local assessments that demonstrate student growth over time. The use of language arts rubrics were implemented to show student academic growth over time.

### Leadership

Daniel Denton and Lysa Tabachnick are the new co-principals of the school. Both come with homeschooling experience and have collectively worked in education in all settings from Kinder to 12th grade and Adult Education.

Our School Site Council (SSC) and Parent Club each continue to play key roles in shaping our students' educational experience.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (831) 429-3898.

**2013-14 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kinder.	4
Gr. 1	6
Gr. 2	11
Gr. 3	8
Gr. 4	7
Gr. 5	8
Gr. 6	12
Gr. 7	13
Gr. 8	18
Gr. 9	19
Gr. 10	20
Gr. 11	15
Gr. 12	25
<b>Total</b>	<b>166</b>

**2013-14 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	7.8
Filipino	0.0
Hispanic or Latino	5.4
Native Hawaiian/Pacific Islander	0.0
White	81.3
Two or More Races	4.8
Socioeconomically Disadvantaged	9.6
English Learners	0.0
Students with Disabilities	16.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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**

Alternative Family Education	12-13	13-14	14-15
<b>Fully Credentialed</b>	6	6	6
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
<b>Santa Cruz City Schools</b>			
<b>Fully Credentialed</b>	♦	♦	6
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

**Teacher Misassignments and Vacant Teacher Positions at this School**

Alternative Family Education	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>		
<b>Districtwide</b>		
<b>All Schools</b>		
<b>High-Poverty Schools</b>		
<b>Low-Poverty Schools</b>		

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

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 5, 2013**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0%</p>	<p>Literature &amp; Language Arts - Holt Adopted 2002</p> <p>Practicing the Writing Process - Education Design Adopted 2001</p> <p>Reading &amp; Language Arts - McDougal Littell Adopted 2001</p> <p>Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0%</p>	<p>Algebra 1 &amp; 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008</p> <p>Mathematics 1 &amp; 2, Algebra Readiness - Holt Adopted 2008</p> <p>Mathematics - Haircourt Adopted 2001</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0%</p>	<p>Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007</p> <p>Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007</p> <p>California Science - Macmillan McGraw Hill Adopted 2007</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0%</p>	<p>History Alive! series - TCI Adopted 2006</p> <p>History &amp; Social Science - Pearson Scott Foresman Adopted 2006</p> <p>Government in America - Longman Adopted 2004</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

AFE is housed in four refurbished buildings on the Branciforte Small School Campus. We received a high rating of 97.48%

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 12/16/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science		100		63	64	63	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	85	91	86	58	59	59	54	56	55
Math	59	70	61	42	44	39	49	50	50
HSS			91	51	49	50	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	63	
All Student at the School		
Male		
Female		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

The two parent groups are the School Site Council and the Parent Club. Many parents participate in field trips and share their academic expertise through enrichment classes, tutorial groups, and playgroups for the younger children. The Parent Club participates in fundraising to support the enrichment classes and field trips.

To become more involved, please call or visit the school office - (831) 429-3898

### State Priority: School Climate

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

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

### School Safety Plan

The four schools on the BSSC write a Safe School Plan together each year. The goals were as follows: 1) To increase opportunities for students, parents and/or teachers to attend workshops, presentations or sessions that will support mental health awareness in our community. 2) Continue to support gang prevention and intervention options in Costanoa High School.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.0	0.0	0.5
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.9	4.2	2.7
Expulsions Rate	0.1	0.3	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	.11
Psychologist	.3
Social Worker	0
Nurse	.06
Speech/Language/Hearing Specialist	N/A
Resource Specialist	.2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.		2	1		4	3						
Gr. 1		2	2		4	4						
Gr. 2		2	3		4	4						
Gr. 3		1	1		4	6						
Gr. 4		3	1		3	5						
Gr. 5		2	2		5	4						
Gr. 6		3	2		6	6						

\* 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.

FY 2012-13 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		
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,422	\$454	\$4,968	\$64,463
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			-2.3	28.0
Percent Difference: School Site/ State			5.9	

## Types of Services Funded at Alternative Family Education

Our generous community supports a parcel tax that funds our library staff.

## Professional Development provided for Teachers at Alternative Family Education

Staff development is focused on developing useful, homeschool-friendly local assessments that demonstrate student growth over time. Rubric building for English Language Arts, Math and Learning Skills was also a professional development focus for AFE. Also, teachers attend Socio Emotional training to support students' emotional well being.

### 2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	35	28	37	35	41	25
All Students at the School	21	29	50	55	27	18
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	17	33	50			
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* 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.

### CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Alternative Family Education	2011-12	2012-13	2013-14
English-Language Arts	92		79
Mathematics	54		45
Santa Cruz City Schools	2011-12	2012-13	2013-14
English-Language Arts	63	64	65
Mathematics	63	65	65
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

### Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	95.00	93.26	84.56
Black or African American	0.00	77.27	75.90
American Indian or Alaska Native	0.00	85.71	77.82
Asian	100.00	100.00	92.94
Filipino	0.00	83.33	92.20
Hispanic or Latino	0.00	86.30	80.83
Native Hawaiian/Pacific Islander	0.00	50.00	84.06
White	94.74	97.71	90.15
Two or More Races	0.00	92.86	89.03
Socioeconomically Disadvantaged	150.00	82.09	82.58
English Learners	0.00	55.71	53.68
Students with Disabilities	50.00	68.04	60.31



Dropout Rate and Graduation Rate			
Alternative Family Education	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0.0	0.0	10.0
Graduation Rate	83.33	83.33	80.00
Santa Cruz City Schools	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.9	3.5	4.7
Graduation Rate	90.15	90.53	89.84
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.