

# Alternative Family Education

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

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Santa Cruz City Schools

405 Old San Jose Road  
Soquel, CA 95073  
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#### District Governing Board

Sheila Coonerty  
Deedee Perez-Granados  
Jeremy Shonick  
Alisun Thompson  
Patricia Threet  
Deborah Tracy-Proulx  
Claudia Vestal

#### District Administration

Kris Munro  
**Superintendent**  
Frank Wells  
**Assistant Superintendent  
Educational Services**  
  
Jim Monreal  
**Assistant Superintendent  
Business Services**  
  
Molly Parks  
**Assistant Superintendent  
Human Resources**

### School Description

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, high 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 Elementary School.

#### Alternative Family Education's Vision and Mission Statements:

##### Inspired Purpose:

AFE supports, nurtures and inspires families and students to discover and develop their potential through engaged learning, problem solving, and community involvement.

##### Vision:

AFE cultivates...

the ability to use our minds well.

the tools to choose our paths.

the ability to act upon our passions.

the desire to contribute to the local community and the world.

the vision and heart to see and feel things from other perspectives. the ability to express our own voices.

the habit of self-reflection. a sense of well-being.

#### Leadership

Lysa Tabachnick is the principal of the school. She has been both a teacher and parent at AFE in the past.

Our Parent Club and Community Council continue to play key roles in shaping our students' educational experience.

## 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	2
Grade 1	10
Grade 2	3
Grade 3	6
Grade 4	8
Grade 5	10
Grade 6	12
Grade 7	16
Grade 8	21
Grade 9	17
Grade 10	16
Grade 11	20
Grade 12	21
<b>Total Enrollment</b>	<b>162</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	2.5
Filipino	0
Hispanic or Latino	6.2
Native Hawaiian or Pacific Islander	0
White	85.2
Two or More Races	4.9
Socioeconomically Disadvantaged	17.3
English Learners	0
Students with Disabilities	14.2
Foster Youth	0.6

## 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	14-15	15-16	16-17
With Full Credential	6	6	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools			
Alternative Family Education	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Alternative Family Education	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2015-16 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
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

\* 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 2016-17)**

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

### 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 fair rating of 85.94% in 2015. No new report has been made available.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/7/2016				
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	LIBRARY: STACKED ITEMS PALAZZO: STACKED ITEMS / ROOF IS LEAKING RM 1: STACKED ITEMS RM 2: STACKED ITEMS / LIGHT BULB OUT
<b>Electrical:</b> Electrical		X		RM 2: STACKED ITEMS / LIGHT BULB OUT
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		PALAZZO: STACKED ITEMS / ROOF IS LEAKING
<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 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	100	83	61	60	44	48
Math	75	82	43	45	34	36

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	48	3	6.3	33.3
Male	21	1	4.8	
Female	27	2	7.4	50.0
White	43	3	7.0	33.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	--	33	62	70	64	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	--	--	--	--
	4	--	--	--	--
	5	11	3	27.3	66.7
	6	12	6	50.0	83.3
	7	16	2	12.5	100.0
	8	21	3	14.3	100.0
	11	20	2	10.0	100.0
<b>Male</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	12	2	16.7	100.0
<b>Female</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	11			
	8	14			
	11	--	--	--	--
<b>Black or African American</b>	3	--	--	--	--
<b>Asian</b>	8	--	--	--	--
	11	--	--	--	--
<b>Hispanic or Latino</b>	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	11	5	45.5	80.0
	7	12	2	16.7	100.0
	8	18	3	16.7	100.0
	11	15	2	13.3	100.0

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Two or More Races</b>	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Students with Disabilities</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

ELA 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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	11	3	27.3	66.7
	<b>6</b>	12	6	50.0	80.0
	<b>7</b>	16	2	12.5	100.0
	<b>8</b>	21	3	14.3	100.0
	<b>11</b>	20	2	10.0	100.0
<b>Male</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
	<b>11</b>	12	2	16.7	100.0
<b>Female</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
	<b>7</b>	11			
	<b>8</b>	14			
	<b>11</b>	--	--	--	--
<b>Black or African American</b>	<b>3</b>	--	--	--	--
<b>Asian</b>	<b>8</b>	--	--	--	--
	<b>11</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
	<b>11</b>	--	--	--	--
<b>White</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	11	5	45.5	75.0
	<b>7</b>	12	2	16.7	100.0
	<b>8</b>	18	3	16.7	100.0
	<b>11</b>	15	2	13.3	100.0



**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Two or More Races</b>	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Students with Disabilities</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## 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 (School Year 2016-17)

The two parent groups are the AFE Community 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. Last reviewed: Feb 2016, Last updated: Feb 2016, Last discussed: May 2016  
School Site Council

The vision is: Branciforte Small Schools Campus is a school where students and staff value and are committed to safety, the power of positive relationships, and student success. Students are able to learn and be successful when they feel safe and when they have positive relationships with their teachers and fellow students.

The goals were as follows:

Goal #1 Increase opportunities for caregivers and/or students to attend workshops related to positive discipline, trauma informed care, anxiety, and depression.

Measurable Objectives:

a.) By March 2017, hold at least three presentations for caregivers and students related to the above topics.

b.) Parents will increase attendance at positive discipline support groups.

Goal #2 – Implement trauma-informed care strategies in the classroom to increase student and school safety.

Measurable Objective-

a.) Improve student's self-regulation skills with the outcome of reducing class misconduct and defiance referrals at Costanoa and Monrach by 25% from 2015-16 to 2016-17. (CHS)

b.) Obtain a baseline of counseling referrals for 2015-16 and decrease number of counseling referrals to support students. (schoolwide)

c.) All teachers will implement trauma-informed care and positive discipline tenets into teaching practice as evidenced by co-principal classroom observations.

d.) Staff attendance will increase at mindfulness sessions.

e.) Teachers will increase knowledge and use of trauma informed care practices as measured by February 2016 and February 2017 survey and classroom observations.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.5	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.7	1.3	2.5
Expulsions Rate	0.1	0.1	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## 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.

2016-17 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

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)	.125
Library Media Services Staff (Paraprofessional)	.2343
Psychologist	.3
Social Worker	.0555
Nurse	.063
Speech/Language/Hearing Specialist	N/A
Resource Specialist	.5
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	21	21	2	3	3	1	2	2			

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English												
Mathematics												
Science												
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 provided for Teachers

In 15-16 Professional development academic goal focused on using assessment to support student achievement and track progress in math, reading and writing through formative assessment. This goal was in response to the need for shared practice in documenting student progress. The culture climate goal was to introduce Trauma informed Schools philosophy to the staff. This was in response to an increase of home school students coming with a wide array of social emotional issues. PD occurs at weekly staff meeting and was led by the lead teacher and admin with occasional input from district office staff and out side consultants.

The Professional development in 16-17 will focus on the following two goals:

1. Improve student achievement through developing a unified understanding of program expectations and practices, with a particular focus on Common Core math instruction. Last year the family and staff handbooks were updated. This process made it clear that work needed to be done to insure program policies and procedures were being followed with fidelity by all teachers and staff. The focus on math was chosen because of the new district adoption of Common Core math materials and need for teacher to understand integrated math to enable them to support parents in the implementation of these practices.

2. ADVANCE AWARENESS OF SOCIO EMOTIONAL HEALTH TO IMPROVE SCHOOL CULTURE AND CLIMATE IMPROVE STUDENTS' SCHOOL PERFORMANCE BY INCREASING FEELINGS OF WELLBEING, SAFETY AND COMMUNITY THROUGH IMPLEMENTATION OF NEURORESILIENT EDUCATION. Students will feel that they are learning in a safe and respectful environment. Students will increase learning as evidenced by increase in credits earned, rubric growth, and student surveys. Students will be able to name and use grounding strategies to support their learning. This is year two of implementation of trauma informed school.

Data was collected last year on teacher participation in training and student participation in PAT (Peer Advocacy Team, which will not continue in 16-17).

Professional development happens primarily at staff meetings twice monthly for 1.5 hours. from August to June. The site math coach supports this work and will provide some individual coaching. Some teachers are also attending district sponsored math training which started in the summer for some, include the textbook adoption and evening workshops.

FY 2014-15 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/).

### Types of Services Funded

Our generous community supports a parcel tax that funds our library staff in 15-16. In 16-17 this will include some of our theater class expenses, and our high school league fees. We will also received one time sports equipment funds through the parcel tax in 16-17.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Alternative Family Education	2011-12	2013-14	2014-15
Dropout Rate	10.00	0.00	0.00
Graduation Rate	80.00	100.00	76.92
Santa Cruz City Schools	2011-12	2013-14	2014-15
Dropout Rate	4.70	4.20	3.90
Graduation Rate	89.84	91.92	89.71
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,875	\$642	\$5,372	\$67,535
District	♦	♦	\$5,132	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			4.7	28.0
Percent Difference: School Site/ State			-5.4	

\* Cells with ♦ do not require data.

2015-16 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		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	100	90	86
Black or African American	0	68	78
American Indian or Alaska Native	0	86	78
Asian	100	97	93
Filipino	0	100	93
Hispanic or Latino	0	84	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	94	91
Two or More Races	0	85	89
Socioeconomically Disadvantaged	50	66	66
English Learners	0	63	54
Students with Disabilities	67	83	78

**Career Technical Education Programs**

These courses are not offered through AFE but are available through our district to all High School students. These are ROP 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.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.