

Alternative Family Education

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

Lysa Tabachnick, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Santa Cruz City Schools

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Jeremy Shonick
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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 Elementary 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 13th 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. In 2014 we piloted the use of math assessments with families in 4th - 8th grades.

Leadership

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

Our School Site Council (SSC) and Parent Club each 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 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 at (831) 429-3898 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	7
Grade 1	3
Grade 2	7
Grade 3	9
Grade 4	11
Grade 5	7
Grade 6	8
Grade 7	18
Grade 8	19
Grade 9	21
Grade 10	21
Grade 11	22
Grade 12	13
Total Enrollment	166

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
Asian	3
Hispanic or Latino	6.6
White	84.9
Two or More Races	4.2
Socioeconomically Disadvantaged	13.9
English Learners	0.6
Students with Disabilities	14.5

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	13-14	14-15	15-16
With Full Credential	6	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools			
With Full Credential	♦	♦	6
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Alternative Family Education	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2014-15 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 2015-16)

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
Reading/Language Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008 Mathematics 1 & 2, Algebra Readiness - Holt Adopted 2008 Mathematics - Hircourt Adopted 2001 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 California Science - Macmillan 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 History & Social Science - Pearson Scott Foresman Adopted 2006 Government in America - Longman Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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
Science Laboratory Equipment	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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%

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/19/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	--	60	44
Math	--	43	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	--	--	--	63	62	70	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.30	35.70	42.90

* 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.

2014-15 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	70
All Student at the School	--
Male	--
Female	--
Asian	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* 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.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	9	0	0.0	--	--	--	--
	4	12	2	16.7	--	--	--	--
	5	7	0	0.0	--	--	--	--
	6	8	1	12.5	--	--	--	--
	7	19	0	0.0	--	--	--	--
	8	20	3	15.0	--	--	--	--
	11	23	0	0.0	--	--	--	--
Male	3		0	0.0	--	--	--	--
	4		2	16.7	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	12.5	--	--	--	--
	7		0	0.0	--	--	--	--
	8		1	5.0	--	--	--	--
	11		0	0.0	--	--	--	--
Female	3		0	0.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		2	10.0	--	--	--	--
	11		0	0.0	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	7		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Hispanic or Latino	3		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
White	3		0	0.0	--	--	--	--
	4		2	16.7	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	12.5	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	15.0	--	--	--	--
	11		0	0.0	--	--	--	--
Two or More Races	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		0	0.0	--	--	--	--
	4		1	8.3	--	--	--	--
	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Students with Disabilities	3		0	0.0	--	--	--	--
	4		1	8.3	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	12.5	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	9	0	0.0	--	--	--	--
	4	12	2	16.7	--	--	--	--
	5	7	0	0.0	--	--	--	--
	6	8	1	12.5	--	--	--	--
	7	19	0	0.0	--	--	--	--
	8	20	3	15.0	--	--	--	--
	11	23	0	0.0	--	--	--	--
Male	3		0	0.0	--	--	--	--
	4		2	16.7	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	12.5	--	--	--	--
	7		0	0.0	--	--	--	--
	8		1	5.0	--	--	--	--
	11		0	0.0	--	--	--	--
Female	3		0	0.0	--	--	--	--
	4		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		2	10.0	--	--	--	--
	11		0	0.0	--	--	--	--
Asian	7		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
White	3		0	0.0	--	--	--	--
	4		2	16.7	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	12.5	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	15.0	--	--	--	--
	11		0	0.0	--	--	--	--
Two or More Races	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		0	0.0	--	--	--	--
	4		1	8.3	--	--	--	--
	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Students with Disabilities	3		0	0.0	--	--	--	--
	4		1	8.3	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	12.5	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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. The goals were as follows: 1) To increase opportunities for students, parents and/or teachers to attend workshops, presentations or sessions that will help create an informed mental health aware community. 2) BSSC Culture and Climate will maintain an 80% positive response from students and parents as measured by our school's student and parent surveys, in the area of school safety.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.54	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.24	2.68	1.26
Expulsions Rate	0.30	0.14	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	No	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	17	20	21	3	2	3	1	1	2			

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)	.11
Psychologist	.3
Social Worker	.0555
Nurse	.06
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.

Professional Development provided for Teachers

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. In 2014 teachers developed a PAT (Peer Advocacy Team) for the middle school students and attended professional development on mental health and/or social emotional topics. Staff developed a system for "Students of Concern" to receive extra help and intervention when not making academic progress.

FY 2013-14 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/.

Types of Services Funded

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,875	\$504	\$5,372	\$68,352
District	♦	♦	\$5,132	
State	♦	♦	\$5,348	
Percent Difference: School Site/District			4.7	28.0
Percent Difference: School Site/ State			0.4	

* Cells with ♦ do not require data.

2014-15 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	33	25	42	32	42	25
All Students at the School	0	0	0	0	0	0

* 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	2012-13	2013-14	2014-15
English-Language Arts		79	
Mathematics		45	
Santa Cruz City Schools	2012-13	2013-14	2014-15
English-Language Arts	64	65	67
Mathematics	65	65	68
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Alternative Family Education	2011-12	2012-13	2013-14
Dropout Rate	0.00	10.00	0.00
Graduation Rate	83.33	80.00	100.00
Santa Cruz City Schools	2011-12	2012-13	2013-14
Dropout Rate	3.50	4.70	4.20
Graduation Rate	90.53	89.84	91.92
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

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, the county, and the state. 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	108	92.01	84.6
Black or African American		66.67	76
American Indian or Alaska Native		60	78.07
Asian	100	95.45	92.62
Filipino		110	96.49
Hispanic or Latino	50	83.88	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	113.64	97.76	89.93
Two or More Races		102.7	82.8
Socioeconomically Disadvantaged	100	68.82	61.28
English Learners		65.57	50.76
Students with Disabilities		85.44	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 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.