

Alternative Family Education

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Santa Cruz City Schools

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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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	3
Grade 1	2
Grade 2	14
Grade 3	3
Grade 4	7
Grade 5	8
Grade 6	13
Grade 7	14
Grade 8	20
Grade 9	24
Grade 10	19
Grade 11	17
Grade 12	17
Total Enrollment	161

2016-17 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	0.6
Hispanic or Latino	5
Native Hawaiian or Pacific Islander	0
White	86.3
Two or More Races	4.3
Socioeconomically Disadvantaged	18
English Learners	1.2
Students with Disabilities	15.5
Foster Youth	0

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			
Alternative Family Education	15-16	16-17	17-18
With Full Credential	6	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at this School			
Alternative Family Education	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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	N/A The textbooks listed are from most recent adoption: N/A 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)

AFE is housed in four refurbished buildings on the Branciforte Small School Campus.

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		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: 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
Electrical: Electrical		X			RM 2: STACKED ITEMS / LIGHT BULB OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs		X			PALAZZO: STACKED ITEMS / ROOF IS LEAKING
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] 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	83	94	60	59	48	48
Math	82	67	45	42	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	33	70	64	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.7	25	33.3

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	17	19.77	94.12
Male	46	12	26.09	91.67
Female	40	5	12.5	100
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	72	15	20.83	93.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	18	20.93	66.67
Male	46	10	21.74	80
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	72	17	23.61	64.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--

Note: 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.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

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 State priority: School Climate (Priority 6):

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

School Safety Plan

The four schools at the Branciforte Small Schools Campus (BSSC) review the previous year's Safe School Plan and collaborate to write a new plan each year. Goal one in our 2017-18 plan is to continue to provide opportunities for caregivers and/or students to attend workshops related to positive discipline and trauma informed care. By March 2018, we will hold at least three presentations for caregivers and students related to the above topics. We will undertake a number of actions to meet this goal. We will continue to provide caregivers with access to evening support groups that can help increase positive communication with their students, increase outreach for attendance at these groups through the use of robocalls and advertisement, introduce trauma-informed care tenets to parents at conferences, and continue to incorporate a socioemotional professional development thread around implementation of trauma-informed care tenets.

The second goal in our 2017-18 plan is to continue to implement trauma-informed care strategies in the classroom to increase student and school safety. We will undertake a number of actions to meet this goal. We will monitor defiance/disruption referrals at the end of every quarter, monitor teacher data regarding student use of grounding/stress-reduction techniques at the end of every quarter, incorporate a socioemotional professional development thread around implementation of trauma-informed care tenets, develop and implement a neurosequential model/positive discipline classroom observation checklist, and administer surveys in the spring.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.3	2.5	3.5
Expulsions Rate	0.1	0.4	0.3
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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

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	.1250
Social Worker	.0555
Nurse	.0625
Speech/Language/Hearing Specialist	.1
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	17	18	3	2	2	2					

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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

The Professional development in 16-17 will focused 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 2015-16 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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,129	\$831	\$6,298	\$76,335
District	♦	♦	\$6,111	
State	♦	♦	\$6,574	
Percent Difference: School Site/District			3.1	28.0
Percent Difference: School Site/ State			-4.2	

* Cells with ♦ do not require data.

Types of Services Funded

Our generous community supports a parcel tax that funds our library staff in 16-17. This includes 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	2013-14	2014-15	2015-16
Dropout Rate	0	0	4.5
Graduation Rate	100	76.92	90.91
Santa Cruz City Schools			
2013-14	2014-15	2015-16	
Dropout Rate	4.2	3.9	4.2
Graduation Rate	91.92	89.71	92.51
California			
2013-14	2014-15	2015-16	
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 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 2016		
	School	District	State
All Students	95.24	95.3	87.11
Black or African American	0	73.33	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	0	92.8	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	94.12	97.25	90.99
Two or More Races	50	100	90.59
Socioeconomically Disadvantaged	50	91.94	85.45
English Learners	0	71.19	55.44
Students with Disabilities	60	92.86	63.9
Foster Youth	0	100	68.19

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 in our district.

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.