

# Alternative Family Education/Branciforte Small Schools Campus



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

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



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

#### District Governing Board

Sheila Coonerty

John Owen

Cynthia Ranii

Jeremy Shonick

Patricia Threet

Deborah Tracy-Proulx

Claudia Vestal

#### District Administration

Kris Munro

**Superintendent**

Dorothy Coito

**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 250+ 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. In 20-21, all nine of the AFE consultant teachers are offering weekly enrichment academic classes in Distance Learning formats, per student interest and credit earning needs (high school). In non-pandemic years, students can also participate in middle and high school sports (volleyball, basketball, and softball), theater productions, and field trips, including an annual trip to the Shakespeare Festival in Oregon. With the onset of the pandemic and Distance Learning in the District, our homeschooling program grew by 150% in 20-21. Many District families plan to return to the comprehensive schools once the pandemic is controlled (possibly in 2021-22 or 2022-23) and many are finding home-based instruction to be more advantageous for their students. This year, AFE added seven new staff members to serve the large increase in students enrolled.

## About the SARC

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

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

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. The school district is in phase two of a Bond project, and AFE's facilities are slated for demolition and reconstruction to meet building codes. This process has been delayed due to several factors including the pandemic. Therefore, AFE staff are mostly working from home or temporary spaces in the main campus site. We look forward to being able to provide safe learning spaces for our students upon our return to in-person instruction.

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

Michelle McKinney is the principal of the school. She has been a parent at AFE in the past.

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

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	5
Grade 2	3
Grade 3	7
Grade 4	3
Grade 5	10
Grade 6	7
Grade 7	14
Grade 8	14
Grade 9	17
Grade 10	8
Grade 11	9
Grade 12	13
Total Enrollment	112

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.9
Asian	5.4
Filipino	0.9
Hispanic or Latino	14.3
White	69.6
Two or More Races	6.3
Socioeconomically Disadvantaged	17
English Learners	2.7
Students with Disabilities	19.6

### A. Conditions of Learning

#### State Priority: Basic

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

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

Teacher Credentials for Alternative Family	18-19	19-20	20-21
With Full Credential	6	5	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

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

#### Teacher Misassignments and Vacant Teacher Positions at Alternative Family Education/Branciforte Small Schools Campus

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

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

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

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

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

#### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002  Practicing the Writing Process - 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%
Mathematics	Algebra 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin Adopted 2008  Mathematics 1 & 2, Algebra Readiness - Holt Adopted 2008  Mathematics - Haircourt Adopted 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	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%
Foreign Language	<b>Percent of students lacking their own assigned textbook:</b> 0
Health	<b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	<b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	<b>Percent of students lacking their own assigned textbook:</b> 0

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

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

The school district is in phase two of a Bond project, and AFE's facilities are slated for demolition and reconstruction to meet building codes. This process has been delayed due to several factors including the pandemic. Therefore, AFE staff are mostly working from home or temporary spaces in the main campus site. We look forward to being able to provide safe learning spaces for our students upon our return to in-person instruction. Two of the four refurbished portable buildings have been demolished; the other two remain unoccupied on the site.

### School Facility Good Repair Status (Most Recent Year)

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

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

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

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

## **B. Pupil Outcomes**

### **State Priority: Pupil Achievement**

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

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

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

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	100	N/A	64	N/A	50	N/A
Math	89	N/A	46	N/A	39	N/A

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

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

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

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

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

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

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

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

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

#### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### 2019-20 Percent of Students Meeting Fitness Standards

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-21)

The two parent groups are the AFE Community Council and the Parent Club. In non-pandemic years, 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. AFE parents and students serve on the BSSC Site Council and the Site Bond Committee.

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 (School Year 2020-2021)

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

The second goal in our current plan is to develop a comprehensive plan to deal with issues of mental health impacting our school site. We will undertake a number of actions to meet this goal. We will provide an information night about recognizing mental health issues in youth.

### Suspensions and Expulsions

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

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

### Suspensions and Expulsions for School Year 2019-2020 Only

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

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

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

## D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	560

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

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

\*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	10	3			12	2						
5					2	1			1	1		
Other**									9	4		

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English									1	2		
Mathematics												
Science									1	1		
Social Science									2	1		

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

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	22	28	30

The majority of Professional Development in the early part of 2020-21 was to provide training for the seven new staff members who joined the two staff members with the more than 150% growth in enrollment this year. Existing staff and consultation with retired veteran teachers served to teach new teachers the processes and legal requirements of Independent Studies education codes, as they all were transferred from traditional public schools. In addition, new teachers learned about alternative assessment, record keeping processes, and working with K-12 grade students, learning the standards and expectations of the range beyond the grade level that has been their expertise.

Professional development in 2020-21 focuses on the following three goals, in alignment with District MTSS Strategic Foci:

1. Academic Literacy: All students will make academic literacy growth. A Tier 1 Academic Literacy school wide focus for the 2020-21 school year is on writing in all content areas. We will do this by focusing our year long site PD on scaffolding and supporting students with different types of academic writing by standardizing evaluation practices on writing rubrics in each writing type, and sharing ways to use anchor papers with students and families for setting both short and long term academic goals.

2. Mathematics and Science: All students who are taking math will make mathematics growth. In support of our school wide focus on Mathematics for the 2020-21 school year, we will use the services of a consultant to co-lead with teachers the remaining two Parent Education sessions on NGSS including DCIs and CCCs; FOSS; science and math practices; etc. for K-12 students. In coordination with site admin and SCIL, the provider will work with AFE teachers to develop, plan and deliver professional development to family educators in grade span specific groups, K-12 groups, and other configurations.

3. School Connectedness: All students will feel connected to their school. AFE will improve students' feelings of well-being, safety, and community through implementation of Restorative Justice principles and practices, and tenets and practices of Trauma-informed schools. In 2020-21, all Branciforte Small Schools staff (certificated and classified) will continue learning Restorative Justice principles and practices. This is a three-year commitment that aligns with the deep work and resources devoted to training and supporting adults and children in the practices and principles of Positive Discipline and Trauma Informed School Services. We will develop student, parent and staff surveys on this topic, as well as use surveys provided by the consultant company.

Professional development happens primarily at weekly staff meetings August to June.

**FY 2018-19 Teacher and Administrative Salaries**

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

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

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

**Types of Services Funded**

In 2019-20, LCFF funds were used to purchase materials and supplies related to Site Plan goals, mostly in service of expanding and updating materials in the Resource Center. In support of the Academic Literacy goal LCFF funds were used to bring eight Family Science Nights (due to school closure we were only able to offer six of the eight community gatherings). Our generous community supports a parcel tax that partially funds our drama staff, resource center staff person, and pays for Alternative Sports League Fees. We also received one time sports equipment funds through the parcel tax in 16-17.

**State Priority: Pupil Engagement**

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

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

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

Rate for Alternative Family	2016-17	2017-18	2018-19
Dropout Rate	9.5	23.5	13.3
Graduation Rate	85.7	76.5	80

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10,213	1,411	\$8,802	\$99,722
District	N/A	N/A	\$7,434	\$84,534
State	N/A	N/A	\$7,750	N/A

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	16.9	16.5
School Site/ State	12.7	-9.1

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

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

**Career Technical Education Participation**

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

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	8.51
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**2019-20 Advanced Placement Courses**

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

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

**Career Technical Education Programs**

These courses are not offered through AFE but are available through our district to all High School students. These are CTE 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

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