

La Cuesta Continuation High School School Accountability Report Card Reported for School Year 2007-08

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La Cuesta Continuation High

710 Santa Barbara St.
Santa Barbara CA 93101
(805) 966-0883
Ms. Kathleen Abney, Principal
kabney@sbsdk12.org

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

Santa Barbara School Districts

720 Santa Barbara St.
Santa Barbara, CA 93101
(805) 963-4338
www.sbsdk12.org
Dr. J. Brian Sarvis, Superintendent
bkeyani@sbsdk12.org

I. About This School

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals

La Cuesta Continuation High School provides a supportive academic learning environment that assists students in completing their high school education by offering academic programs and options designed to meet individualized learning needs. With a focus on college as a possibility for all students, the goal is for students to be able to obtain a high school diploma, prepare for high school equivalency tests, and/or return to a traditional high school setting. La Cuesta staff strives to motivate and assist students to improve their academic skills, attendance, social, cultural and community involvement. The expected outcome is for students to obtain academic achievement, be productive, contributing members of society, and enhance individual self-worth through meeting with success in school and the community.

La Cuesta is an alternative education program offering a variety of instructional options to meet the educational needs of students. Small classes allow interaction and exchange of ideas between students and teachers, and among students themselves. In addition to cooperative and collaborative classroom activities, each student's individual educational needs are recognized and incorporated into the structured school day.

Continuation and independent study students have unique needs, but they also have the desire for the realization of individual goals, effective human relationships, economic independence, and successful citizenship.

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Securing a diploma gives students a sense of accomplishment and opens doors to employment and a future that is productive and fulfilling. Upon completing all district graduation requirements, students graduate from La Cuesta with a Santa Barbara High School District diploma that is the same as those received by students in the district who graduate from a traditional high school.

La Cuesta's main campus is located at 710 Santa Barbara Street, with two satellite continuation programs located at two of the traditional high school campuses (La Cuesta Dos Pueblos, La Cuesta San Marcos). Independent study students meet teachers on the main downtown campus. La Cuesta also partners with Santa Barbara City College in offering a Middle College program; students complete their high school coursework with La Cuesta teachers and also take classes at the college.

La Cuesta High School is structured to provide all students with the opportunity to:

- achieve academic excellence with a focus on an academic foundation that prepares students for college level work;
- understand and respect individual and cultural diversity;
- balance individual interests and civic responsibilities;
- participate effectively in our democratic society;
- participate in an increasingly technological society;
- develop strong moral and ethical values;
- develop and maintain confidence and a sense of self-worth;
- take responsibility for their own learning and development, and become life-long learners.

School Vision

The mission of La Cuesta Continuation High School is to provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The La Cuesta team joins the parents and community to support students in developing skills to become resilient, self-sufficient adults who will succeed and contribute responsibly in a global community.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Ms. Kathleen L. Abney, principal

Contact Person Phone Number: (805) 966-0883 x 112

Parents are invited to participate as members of the La Cuesta-Community Day School combined Site Council and are encouraged to become involved in the ongoing educational program their student is involved in. Parents are invited to participate in annual or biannual parent conferences on individual sites, in addition to being involved in the process of student intakes and student transfers to other school sites. La Cuesta does not have a formal PTA or PTSA organization.

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Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	2
Grade 10	20
Grade 11	78
Grade 12	110
Total Enrollment	210

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.9 %
American Indian or Alaska Native	1.0 %
Asian	1.0 %
Filipino	1.0 %
Hispanic or Latino	61.9 %
Pacific Islander	0.5 %
White (not Hispanic)	32.4 %
Multiple or No Response	0.5 %
Socioeconomically Disadvantaged	56.7 %
English Learners	23.5 %
Students with Disabilities	3.6 %

II. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: August 2008

Date Last Discussed with Staff: August 21, 2008

Safe Schools Committee History

The La Cuesta High School Safe Schools Committee is an informal organization that meets annually and on an as needed basis. The data collection tools include student crime reports (site and police), suspension and discipline referral reports, attendance reports, injury reports, and observations.

Key Elements of School Safety Plan

- student emergencies
- fire drills
- safe routes to school
- health and safety
- drugs and alcohol
- harassment

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- hate crime
- student field trips
- tobacco-free schools
- conduct code

La Cuesta has a safe school plan that is updated yearly. A stand-alone plan is in place for the downtown campus and host campuses include our satellites in their campus plans. Emergency and disaster plans are in place and staff and students know where they are to evacuate to in case of emergency, site by site. Emergency evacuation, active shooter, and disaster drills are held quarterly. District-wide drills are held twice a year. Each La Cuesta site follows the calendar and evacuation schedule for the traditional campus they are situated on. Copies of the La Cuesta school safety plans are on file at each site; the La Cuesta plans are enfolded into the plans of each host campus.

Keeping our students safe at school and on their way to and from school is a major consideration for us. Safety on campus is highlighted each semester when the principal and counselor make presentations to all of the students enrolled on a site. The student handbook is reviewed with students, along with rules on drugs, fighting, harassment, and other topics covered in the handbook.

La Cuesta students participate in a number of outside programs, including the Wilderness Youth Project, Tapas Yoga Project, Share the Word through Domestic Violence Solutions, yStrive, Tradart, and the Santa Barbara Museum of Art Collaborative. These programs offer activities and growth opportunities that enhance school and student safety.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	19.9	24.7	23.8	22.9	11.0	14.4
Expulsions	0.4	0.4	0.0	0.8	0.5	0.4

III. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

La Cuesta is in a unique position of not having a single school facility. As enumerated in earlier paragraphs, we have a main campus with four classrooms downtown and we are located in two classrooms at two of the traditional high schools, in addition to having independent study classrooms downtown and at Santa Barbara City College. As a result, we co-share our facilities and our custodial staff with those schools. Consolidation has taken place just this year, with office space located at the downtown site. With the exception of the downtown site, our classroom setting consists of portable classrooms. There is not a method by which we are able to restrict access to the classrooms, although teachers on all sites are vigilant and aware when a non-student or staff members enters a classroom on the site.

Each teacher has his or her own classroom and staff meetings and Professional Learning Communities are, in the majority of cases, held in a classroom at the main La Cuesta site located at 710 Santa Barbara Street.

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Classroom space is adequate and appropriate for the instruction that takes place. The learning environment is small and personal. Students work in small groups and one-on-one with instructors. Students on the satellite campuses are located in a small area of each school site, affording safety before, during and after school. The newly consolidated downtown location (teachers and students formerly housed at Santa Barbara High and Las Alturas on the La Colina Junior High School campus) allows for expanded course offerings and opportunities for student interaction. Supervision is provided before school, at breaks and after school.

Custodial staff on the downtown site maintain the campus buildings, while the district provides ongoing maintenance, as needed. The custodial and grounds crews of our host sites maintain school grounds and buildings; the district provides ongoing maintenance. The downtown campus has appropriate student restrooms specifically designed and designated for students, with 100 percent of the toilets in those facilities in appropriate working order. Students on our satellite sites access restrooms on the host campuses; those restrooms are also in 100 percent working order.

School Facility Good Repair Status (School Year 2008-09)

School inspection reports are available at <http://www.sbsdk12.org/facilities/inspections> , or by request from the district office.

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	13	12	13	475
Without Full Credential	0	0	1	14
Teaching Outside Subject Area of Competence	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	6	1	0
Total Teacher Misassignments	6	1	0
Vacant Teacher Positions	0	0	0

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Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
La Cuesta Continuation	100.0	0.0
Dos Pueblos Continuation	50.0	50.0
San Marcos Continuation	100.0	0.0
Santa Barbara Continuation	100.0	0.0
All Schools in District	95.2	4.8
High-Poverty Schools in District		
Low-Poverty Schools in District	96.0	4.0

V. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Counselor	1.2	175
Psychologist	0.8	---
Resource Specialist (non-teaching)	0.6	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Quality, Currency, and Availability of Textbooks and Instructional Materials	Year Adopted by the Local Board of Education	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks are aligned with state standards		
Reading/Language Arts		
Grades 10-11: Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Fourth Course and Fifth Course 2003</i>	2003	0%
Grades 9-12: Hampton-Brown Company: <i>High Point EL, 2001</i>	2003	0%
Mathematics		
Grades 9-12: Houghton Mifflin School: <i>Concepts and Skills California Teacher's Edition, 2001</i>	2002	0%
Grades 9-12: CPM Education Programs: <i>Algebra Connections, 2004</i>	2008	0%
Grades 9-12: CPM Education Programs: <i>Geometry Connections, 2006</i>	2008	0%
Science		
Grades 9-12: Holt Rinehart & Winston: <i>Holt Earth Science 2007 and Biology, California ed. 2007</i>	2007	0%
History-Social Science		
Grades 9-12: McDougal Littell: <i>Americans: Reconstruction to the 21st Century, and World History: Patterns of Interaction</i>	2006	0%
Grades 9-12: Pearson Prentice Hall: <i>Magruder's American Government</i>	2006	0%
Grades 9-12: Holt Rinehart & Winston: <i>Holt Economics</i>	2000	0%
Foreign Language		
Not Currently Offered	--	--
Health		
Grades 9-12: Holt Rinehart and Winston: <i>Holt Lifetime Health</i>	2005	0%
Science Laboratory Equipment (grades 9-12)		
--	--	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$12,742	\$12,583	\$159	\$62,895
District	---	---	\$4,932	\$59,964
Percent Difference School Site and District	---	---	---	+5%
State	---	---	\$5,300	\$63,458
Percent Difference School Site and State	---	---	---	-1%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

La Cuesta does not receive any federal funding. Funds for English learners, English language arts, mathematics, staff development and school culture come primarily from the Pupil Retention Block Grant. Additional funds, also used for the same funding needs, come from LEP, Title II and district funds.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,875	\$39,708
Mid-Range Teacher Salary	\$58,734	\$63,805
Highest Teacher Salary	\$72,161	\$82,081
Average Principal Salary (Elementary)	\$98,054	\$102,166
Average Principal Salary (Middle)	\$108,891	\$107,816
Average Principal Salary (High)	\$113,498	\$116,474
Superintendent Salary	\$171,282	\$183,478
Percent of Budget for Teacher Salaries	38.0%	40.6%
Percent of Budget for Administrative Salaries	4.6%	5.2%

IX. Accountability

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	No	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	30.8

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

La Cuesta	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	9.4	5.4	14.3	0.8	1.0	2.8	3.1	3.5	4.4
Graduation Rate	96.3	94.8	91.7	96.3	94.8	91.7	85.0	83.0	79.5
Dos Pueblos	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	8.3	n/a	19.4	0.8	1.0	2.8	3.1	3.5	4.4
Graduation Rate	96.3	94.8	91.7	96.3	94.8	91.7	85.0	83.0	79.5
San Marcos	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	7.9	5.0	27.8	0.8	1.0	2.8	3.1	3.5	4.4
Graduation Rate	96.3	94.8	91.7	96.3	94.8	91.7	85.0	83.0	79.5
Santa Barbara	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	5.4	n/a	14.7	0.8	1.0	2.8	3.1	3.5	4.4
Graduation Rate	96.3	94.8	91.7	96.3	94.8	91.7	85.0	83.0	79.5

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Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: * means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	84%	95%	Not available
African American	*	91%	Not available
American Indian or Alaska Native	*	87%	Not available
Asian	*	98%	Not available
Filipino	*	100%	Not available
Hispanic or Latino	83%	91%	Not available
White (not Hispanic)	*	98%	Not available
Socioeconomically Disadvantaged	*	87%	Not available
English Learners	*	78%	Not available
Students with Disabilities	*	78%	Not available

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

La Cuesta participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. No school days are dedicated to school-wide professional development.

	2004-05	2005-06	2006-07
School days dedicated to school-wide professional development	0	0	0