

# Alta Vista Alternative High School

## School Accountability Report Card

### Reported for School Year 2010-11

Published During 2011-12

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#### Alta Vista Alternative High School

215 East Ortega St.  
Santa Barbara CA 93101  
(805) 965-1916  
Ms. Kathleen Abney, Principal  
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#### Santa Barbara Unified School District

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### 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. 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.

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## About This School

### School Description and Mission Statement (School Year 2010-11)

Alta Vista Alternative High School was founded in 2009-2010 to meet the unique needs of students pursuing an education through an independent study approach. Formerly housed within La Cuesta Continuation High School, the school district added the secondary home school based, independent study focus beginning with the fall 2009 semester. The addition of home school students and families, along with parenting minors, Middle College students and traditional independent study students, focused us on the need to create a stand alone school to meet the unique needs of independent study students. Alta Vista Alternative High School was born of that realization. Alta Vista received candidacy for accreditation from the Western Association of Schools and Colleges in May 2011.

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Vision: Individualized education that empowers students to become lifelong learners who fully realize their potential and discover meaning, purpose, and fulfillment in life.

Mission: To facilitate a student's educational needs and to guide them towards their goals.

### Opportunities for Parental Involvement (School Year 2010-11)

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

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

Parents are invited to participate as members of the La Cuesta-Alta Vista 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, 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.

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	1
Grade 10	6
Grade 11	35
Grade 12	61
Total Enrollment	103

### Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	0.0%
Asian	1.9%
Filipino	0.0%
Hispanic or Latino	41.7%
Native Hawaiian/Pacific Islander	0.0%
White	50.5%
Two or More Races	3.9%
Socioeconomically Disadvantaged	29.1%
English Learners	22.3%
Students with Disabilities	1.0%

### Average Class Size and Class Size Distribution

Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	12.8	8	0	0
Mathematics	11.0	4	0	0
Science	12.0	2	0	0
Social Science	9.9	22	0	0

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### School Climate

#### School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2010

Date Last Discussed with Staff: August 2010

#### Safe Schools Committee History

The La Cuesta-Alta Vista 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
- hate crime
- student field trips
- tobacco-free schools
- conduct code

Alta Vista has a safe school plan that is updated yearly. Emergency and disaster plans are in place and staff and students know where they are to evacuate to in case of emergency. Emergency evacuation, active shooter, and disaster drills are held quarterly. District-wide drills are held twice a year. La Cuesta students participate in quarterly drills at the Santa Barbara Street campus, as do Alta Vista students on the Ortega Street campus. Alta Vista students on the Dos Pueblos High School campus participate in the drills held on that campus; students at Middle College participate in drills on the Santa Barbara City College campus. Keeping our students safe at school and on their way to and from school is a major consideration for us.

#### 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.

Rate	School		District	
	2009-10	2010-11	2009-10	2010-11
Suspensions	1.2	1.9	8.6	7.4
Expulsions	0	1.0	0.4	0.4

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### School Facilities

#### School Facilities

Alta Vista has three classrooms at 215 E. Ortega Street, providing a campus community for at-risk youth, along with a one classroom satellite on the Dos Pueblos High School campus and 2.2 teachers in a Middle College setting at Santa Barbara City College. Each teacher has his or her own classroom/office space and staff

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meetings and professional learning communities meet in a classroom on campus at La Cuesta and at Ortega Street twice a month.

Classroom space is adequate and appropriate for the instruction that takes place. The learning environment is small and personal. Students have access to highly qualified instructors who provide standards-based materials, in addition to computer-based instruction, where appropriate.

Custodial staff on the site maintains the campus buildings, while the district provides ongoing maintenance, as needed. The campus has appropriate student restrooms specifically designed and designated for students, with 100 percent of the toilets in those facilities in appropriate working order.

### School Facility Conditions and Planned Improvement

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)				
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

## Teachers

### Teacher Credentials

Teachers	School		District
	2009-10	2010-11	2010-11
With Full Credential	5	6	446
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	15

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### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	86.05%	13.95%
All Schools in District	99.20%	0.80%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	98.16%	1.84%

Note: 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 25 percent or less in the free and reduced price meals program.

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	103
Psychologist	0.4	---

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.

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### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,874	\$2,480	\$6,394	\$77,766
District			\$5,719	\$65,217
Percent Difference Between School Site and District			+12%	+19%
State			\$5,455	\$70,570
Percent Difference Between School Site and State			+17%	+10%

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

#### Types of Services Funded (Fiscal Year 2010-11)

Alta Vista 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 (La Cuesta and Alta Vista share a Site Council and funds assigned to the two schools). Additional funds, also used for the same funding needs, come from LEP, Title II and district funds.

#### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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### Student Performance

#### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

**California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

**California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

**California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
English-Language Arts	61%	51%	62%	64%	52%	54%
Mathematics			43%	46%	48%	50%
Science			61%	63%	54%	57%
History-Social Science	42%	60%	55%	56%	44%	48%

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.

#### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	64%	46%	63%	56%
All Students at the School	51%			60%
Male	50%			69%
Female	52%			53%
Hispanic or Latino	29%			
White	61%			67%

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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.

### California High School Exit Examination (CAHSEE)

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute Adequate Yearly Progress (AYP) designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	School		District		State	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
English-Language Arts	64%	45%	64%	70%	54%	59%
Mathematics	36%	29%	65%	65%	54%	56%

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.

### California High School Exit Examination Grade Ten Results by Student Groups – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	30%	22%	48%	35%	33%	33%
All Students at the School	55%	27%	18%	71%	21%	7%

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.

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pfi/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
<b>All Students at the School</b>	23	711	7,543	808	4,683,676	778
<b>Black or African American</b>	1		119	742	317,856	696
<b>American Indian or Alaska Native</b>	0		44	832	33,774	733
<b>Asian</b>	0		298	926	398,869	898
<b>Filipino</b>	0		41	877	123,245	859
<b>Hispanic or Latino</b>	5		3,845	722	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		6		26,953	764
<b>White</b>	15	698	2,971	898	1,258,831	845
<b>Two or More Races</b>	2		188	925	76,766	836
<b>Socioeconomically Disadvantaged</b>	3		2,826	701	2,731,843	726
<b>English Learners</b>	3		2,304	674	1,521,844	707
<b>Students with Disabilities</b>	1		933	555	521,815	595

### Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	N/A	Yes
<b>Met Graduation Rate</b>	N/A	No

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### Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		54.5%

## School Completion and Postsecondary Preparation

### Admission Requirements for California's 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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions>

#### 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 have 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 admission, application, and fee information see the California State University Web page at <http://www.calstate.edu/admission/admission.shtml>

### Dropout Rate and Graduation Rate

Indicator	School	District	State
	2009-10	2009-10	2009-10
Dropout Rate (1-year)	11.8	2.6	4.6
Graduation Rate		89.65	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

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### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	62%	88%	N/D
Black or African American	---	100%	N/D
American Indian or Alaska Native	---	100%	N/D
Asian	---	100%	N/D
Filipino	---	100%	N/D
Hispanic or Latino	68%	78%	N/D
White	56%	95%	N/D
Socioeconomically Disadvantaged	52%	87%	N/D
English Learners	---	57%	N/D
Students with Disabilities	---	1%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	4.4%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

### Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0%

## Instructional Planning and Scheduling

### Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.