

Open Alternative School School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

Open Alternative School

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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.

About This School

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

The Open Alternative School (OAS), which began in 1975, is located at the back of La Colina Junior High School. Students come to this parent cooperative, open education, K-8 school from all over the Santa Barbara School Districts. Enrollment is limited by space: ten classrooms, a library-child care-computer lab room, and a special education learning center.

The dedicated, hard working, energetic staff has grown to ten full-time teachers, one half-time head teacher, one full-time resource specialist, one secretary, one child care teacher, and one part-time custodian. Other part-time staff includes two instructional aides, one instrumental music teacher, five resource aides, one district language/speech teacher, one English as a Second Language (ESL) teacher, one library technician, a child guidance counselor, one food services manager and assistant, one school psychologist, one office clerk,

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one garden manager, one health clerk, and itinerant district teachers as needed. The office clerk and garden manager are financed by the Parent Group.

Enrollment is limited to 230 students and there often is a waiting list. We continue to work on diversity at OAS and actively recruit minority families.

Open Alternative School is a community where students, parents, and teachers are actively involved in teaching and learning from each other. The responsibility for providing a stimulating environment in which all students are encouraged to reach their highest potential is shared. We recognize that all children benefit from day-to-day living with children from different cultures and backgrounds. Multicultural learning is integrated across the curriculum and students learn to value differences and respect contributions made by people of all cultures. We strive to make children feel valued and a part of their school. In this democratic environment where social-emotional growth, arts education and environmental education are emphasized, also valued are student collaboration, deep thinking, problem solving, creative thinking, self-direction and student involvement in leadership.

Opportunities for Parental Involvement (School Year 2010-11)

Parent participation is a vital part of the OAS approach to education. Families and friends are active in the classroom in a variety of ways, working individually and in small groups with students or assisting the teacher in classroom chores. Other ways of participating might include offering a "choice class," assisting on field trips, camping trips, drama productions or any other class activity, volunteering for a special school job, helping in the office or kitchen, working in the organic garden or participating in fundraising efforts. Parents are also involved in decision making that affects the school program, particularly the School Site Council, which also includes students, and the Parent Group which contributes to school effectiveness. The non-profit, Open Alternative Educational Foundation was established by the Parent Group this year.

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

Grade Level	Number of Students
Kindergarten	24
Grade 1	20
Grade 2	19
Grade 3	17
Grade 4	17
Grade 5	18
Grade 6	26
Grade 7	11
Grade 8	3
Total Enrollment	155

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.6 %
Asian	3.2 %
Filipino	0 %
Hispanic or Latino	27.1 %
Native Hawaiian/Pacific Islander	0 %

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White	56.8 %
Two or More Races	10.3 %
Socioeconomically Disadvantaged	20.6%
English Learners	11.6%
Students with Disabilities	19.4%

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2011

Date Last Discussed with Staff: March 2011

We cooperate with La Colina Junior High on our total school safety plan. Preparations for emergencies are in place and we continually refine them. We regularly have drills with students to practice emergency procedures.

Our planning committee and staff are continuing to review our vision of the school as a safe place and will be addressing areas of change for the 2007-08 school year. Our suspension/expulsion policies, procedure on school discipline and hate crimes procedures are in place. We plan to improve communication of our plan and then continue to evaluate our progress.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.9	1.1	2.6	4.1	4.0	1.9
Expulsions	0	0	0	0	0	0

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

School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

Open Alternative School is located on the La Colina Junior High campus. Before school supervision is covered by the child care program and by regular education teachers. After school care is provided by the Parent Child Care program and by the Santa Barbara Parks and Recreation Department after school program both of which are paid for by parents. Scholarships are available if needed.

The Santa Barbara School Districts have designated this facility as the permanent site for Open Alternative School. There is a master plan in place which will hopefully address the facility needs such as an expanded play area, a multipurpose room, an indoor lunch area, staff work space, adequate office space and an appropriate library/media area. The campus is as clean as could be hoped for with a part-time custodian.

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School Facility Good Repair Status

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		√		Rotting in portables siding – possible structural damage.
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds			√	Drainage system outside the classrooms has failed. Furniture clutter – blocked halls and sidewalks.
Roofs	√			
Overall Cleanliness				
Inspection Date: June 2009.				

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	12	9	11	281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

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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	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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
Library Media Services Staff (paraprofessional)	2 days a week
Psychologist	.2
Nurse	.1
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	1 full time
Health Clerk	6 hours per day
Counselor, Family Service Agency	.3

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.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
	All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2010.

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Reading/Language Arts	Grades K-6: SRA/McGraw-Hill, <i>SRA Open Court 2002</i> Grades 7-8: Holt, Rinehart and Winston, <i>Literature and Language Arts, 2003</i>
Mathematics	Grades K-6: Pearson Scott Foresman, <i>Scott Foresman–Addison Wesley enVision Math California, 2009</i> Grades 7-8: CPM Educational Program, <i>Algebra Connections, 2008</i>
Science	Grades K-6: Houghton-Mifflin Harcourt, <i>California Science, 2007</i> Grades 7-8: Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life and Physical Science, 2007</i>
History-Social Science	Grades K-6: Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i> Grades 7-8: Holt, Rinehart and Winston, <i>Holt California Social Studies, 2006</i>

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	\$9,806	\$3,957	\$5,849	\$66,647
District			\$5,611	\$67,787
Percent Difference Between School Site and District			+4%	-2%
State			\$5,455	\$69,419
Percent Difference Between School Site and State			+7%	-4%

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)

Through categorical funds the following services and materials are provided:

- a part-time Family Service Agency counselor;
- a part-time English as a second language (ESL) teacher;
- a part-time K-1 instructional aide and a part-time aide for grades 3-5;
- a part-time summer school instructional aide;
- arts consultants;
- math and writing materials;
- part-time instructional aide to support low performing students;
- release time for teachers to assess student progress and report to parents.

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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/>.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	66	55	51	52	54	49	52	54
Mathematics	57	62	42	56	58	61	46	48	50
Science	54	74	53	49	58	59	50	54	57
History-Social Science	36	0	0	36	0	0	41	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.

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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
All Students in the LEA	54	61	59
All Students at the School	55	42	53
Male	58	48	
Female	51	34	
Hispanic or Latino	43	25	
White	61	53	
Two or More Races	67	40	
Socioeconomically Disadvantaged	32	29	
English Learners	9	27	
Students with Disabilities	46	26	

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/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	40	20	5
7	30	10	10

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/>.

Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

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The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	6	6
Similar Schools	1	1	1

Academic Performance Index Growth by Student Group -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	-9	12	-47
White	-33	10	-19

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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
All Students at the School	103	775	3,104	793	4,683,676	778
Black or African American	1		32	815	317,856	696
American Indian or Alaska Native	1		24	797	33,774	733
Asian	4		39	924	398,869	898
Filipino	0		9		123,245	859
Hispanic or Latino	27	708	2,202	749	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	55	805	730	909	1,258,831	845
Two or More Races	14	801	54	872	76,766	836
Socioeconomically Disadvantaged	21	753	1,938	743	2,731,843	726
English Learners	11	593	1,715	734	1,521,844	707
Students with Disabilities	28	676	485	676	521,815	595

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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
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes

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		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5%

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.