

**Santa Barbara Charter School Program Audit
October 15, 2009**

Santa Barbara Charter School nurtures lifelong learners by cultivating the interest and building the skills of both students and their families in the Arts, Academics, and Relationships. Working together, the staff, parents, and students at SBCS create a responsive and innovative educational program. Santa Barbara Charter School was first granted a charter by the Santa Barbara Elementary School District in 1993. In 1998 the Santa Barbara High School District approved a second charter (entitled Santa Barbara Middle Charter School) for the operation of a middle school. The two charter schools operate as one school.

Program: Presently there are ten classes and a HomeBased Program at Santa Barbara Charter School. Class size in kindergarten through third grades is twenty students to one teacher. Average class size in grades four through eight is twenty-six. In spite of tightening resources, a decision has been made to keep class size as small as possible. Santa Barbara Charter School is a small school by design, and students benefit from being members of a small mission focused learning community.

Due to budget restraints, a decision was made to offer just two middle school classes for the 2009-2010 school year. There is a sixth grade class and combined seventh-eighth grade class. Both full-time middle school teachers have single subject and multiple subject authorizations. Other certificated and non-certificated personnel support the program as resource specialist, psychologist, specialists, advisors, and aides. This change has energized our middle school program, and allowed us to use our resources more efficiently and effectively.

Staffing

Position	Number	Qualifications
Teachers	14	13 Multiple Subject Credentials; 1 Single Subject Credential
Administrative <ul style="list-style-type: none"> • Director of Education • Director of Operations 	2 people-.5 FTE, .6 FTE	MAs; 1 Multiple Subject Credential; 1 Single Subject Credential
Office	2	2 AAs
Classroom Aides	11 part-time	1 Multiple Subject Credential; 1 MA; 1 BA; 3 AAs

Overview of Admission Policies and Waiting Lists: SBCS admits pupils who wish to attend the school subject only to capacity and residence within an adjacent county. If the number of pupils who wish to attend the Charter School exceeds the School's capacity, admission except for existing pupils of the Charter School, will be determined by a public

random lottery. Preference is given to pupils who reside within the District, children of employees, and siblings of current or former SBCS students, as articulated in the Admissions Policy. SBCS does not discriminate on the basis of actual or perceived race, ethnicity, nationality, religion, gender, sexual orientation, language, or disability. SBCS adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

Our waiting list for the 2009-2010 year has seventeen students, and breaks down as follows:

Kindergarten	10
First	1
Second	0
Third	1
Fourth	2
Fifth	0
Sixth	1
Seventh	1
Eighth	1

Ethnic and Racial Breakdown of Students: Eighteen percent of our families in the elementary school program choose not to report ethnic and racial data or report that their children belong in multiple categories. Of those who report, seventy-two percent are White, Non-Hispanic students and twenty-eight percent are Non-White students of Asian, Pacific Islander, Filipino, Hispanic or Latino, or African-American background. In the middle school program (sixth-eighth grades), sixteen percent of our families choose not to report ethnic or racial data, or describe their children as being multi-ethnic. Of those reporting, sixty-nine percent of the students are White, Non-Hispanic students, and thirty-one percent are of Asian, Hispanic/Latino, Filipino, or Pacific Islander descent.

	Am. Indian/ Alaskan Native	Asian	Pacific Island.	Fil	Hispan Latino	African Amer.	White, Not Hispanic	Multiple or No Response	Total
Elemen (K-5)	0	6	0	2	12	1	156	39	216
MS (6-8)	0	3	0	0	8	0	50	12	73

We recognize that the ethnic and racial representation at Santa Barbara Charter School is unlike that of the district. The diversity of our White students is not reflected in the ethnic and racial data. We draw many international families, and many of our students come from home where the first language is something other than English. We have

striven to raise the representation of Hispanic and Latino students by advertising in Spanish publications and recruiting on Hispanic and Latino neighborhoods. We also have three bilingual teachers on our staff, as well as one bilingual classroom aide. With all of our efforts, representation of students of color has remained between twenty-six and twenty-eight percent over the years. We believe that our location, being a commuter school, as well as having an alternative philosophy have made it difficult to recruit Latino and Hispanic students. We hope to find new ways to increase our student diversity.

Specialists: Santa Barbara Charter School has used categorical, fundraised, and donated monies to pay for specialists. During the 2008-2009 school year, we had a half-time math specialist and Artist in Residence. Students also benefited from classes with a fiber arts, yoga, physical education, and music teacher. A Conflict Resolution Aide was hired to support conflict resolution on the playground. Additionally this aide brought the Alternatives to Violence Program to middle school students at SBCS.

Accomplishments: During the 2008-2009, SBCS was proud of the following successes:

- Our Big Toy was installed on the playground after years of planning and fundraising.
- Our Head Teacher received the Crystal Apple award.
- We were honored as a No Place for Hate School.
- Twenty middle school students participated in a 30-hour Alternative to Violence (AVP) training.
- Every student participated in a theater production.
- Teachers were trained in strategies for working with GATE students, and these strategies were used in many classrooms.
- Teachers were trained to use *Math in Context* by Dr. Bill Jacob, and began using the program in their classrooms.
- We held a Fiber Arts Exhibit at Goleta Library.
- Our annual Science Fair was held in March and once again included nearly one hundred percent student participation.
- Project Heart's Desire (PHD), the graduation project for eighth graders was a great success, and engaged members of the broader Santa Barbara community in the school.
- Students displayed work at Art Walk.
- Student murals were displayed at the Santa Barbara County Fair.
- We used the problem solving skills that we value so deeply to address the budget problems plaguing all California schools.
- Two teachers received an Impact II Project Grant, and five teachers received Impact II Care and Share Grants.
- Our Parent Alliance completed its second year, and proved to be a dynamic force for raising money and encouraging parent participation.

Measurement of Outcomes

Exhibit A

State Content Standards	API: 805 STAR Results: See Exhibit B
Standardized Test Growth	Growth Target: 5 Growth 2008-2009: 66
Attendance	K to 8: 93.88 K to 5: 94.78 6-8: 92.09
API Growth Target	Growth Target: 5 Growth 2008-09: 66
Parent Satisfaction	<p><u>Parent Survey</u>: Due to an administrative oversight, the parent survey was not sent out at the end of the 2008-2009 school year.</p> <p><u>Part C of the PLER</u>: Parents submitted responses to narratives about their children. They also wrote responses after Student-led conferences in May. Most indicated complete delight with the progress of their children as demonstrated through portfolios, conferencing, student observations, and narratives.</p> <p><u>Student Retention Rates</u>: Our student retention rate was 82%. Thirty students left SBCS at the end of the year. Of those, eight moved out of the area; four moved to other schools for particular SPED programs; and six went to traditional Junior High programs.</p>

Exhibit B: STAR Results

Math

	Advanced	Proficient	Basic	Below Basic	Far Below Basic
Second	39%	23%	19%	19%	0%
Third -CST	30%	41%	22%	7%	0%
-CMA	0	0%	67%	33%	0%
Fourth -CST	14%	39%	24%	24%	0%
-CMA	0%	0%	67%	33%	0%
Fifth -CST	9%	52%	22%	13%	4%
-CMA	0%	50%	0%	50%	0%
Sixth	14%	43%	19%	14%	10%
Seventh	11%	22%	44%	11%	11%
Eighth- Algebra	0%	6%	17%	39%	39%

Language Arts

	Advanced	Proficient	Basic	Below Basic	Far Below Basic
Second	23%	42%	13%	13%	16%
Third -Standard	36%	48%	16%	0%	0%
-CMA	20%	20%	20%	40%	0%
Fourth -Standard	34%	31%	17%	10%	7%
-CMA	33%	0%	33%	33%	0%
Fifth -Standard	46%	17%	17%	17%	4%
-CMA	50%	50%	0%	0%	0%
Sixth	39%	30%	13%	4%	13%
Seventh	38%	50%	6%	0%	6%
Eighth -CST	11%	33%	28%	28%	0%

Writing

	2/1	4/2	6/3	8/4
Fourth -Standard	0%	34%	45%	21%
-CMA	0%	33%	33%	33%
Seventh -CST	0%	40%	60%	0%
-CMA	0%	0%	100%	0%

Science

	Advanced	Proficient	Basic	Below Basic	Far Below Basic
Fifth	0%	100%	0%	0%	0%
Eighth	18%	18%	41%	18%	6%

History-Social Science

Eighth	17%	22%	17%	33%	11%
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Summary

SBCS far exceeded its API growth targets with a gain of sixty-six points. Naturally we are pleased with this growth, but just as we put no more credence in these scores than we have placed on them in the past when scores have been disappointing. The API surpassed the 800 mark this year with a score of 805, but our similar schools ranking is still low. While we are pleased with this year's scores, we know that the same factors continue to affect our scores including a small student sample and the fact that many families choose SBCS because they don't believe that their children will thrive in a setting where standardized testing is a focus.

The most important documentation of student growth at Santa Barbara Charter School is done with the Primary Student Learning Record and narratives. Parents receive a biannual narrative describing their children as learners. Narratives convey a detailed picture of a student's learning style, as well as their work in each subject area. The PLER and narratives provide an excellent foundation for determining next steps for the student and his/her classmates.

Student Retention rates reflect a high degree of parental satisfaction. However, we were chagrined to realize that we had failed to send out a parent survey during the 2008-2009. It is our intention to do a thorough survey of our parents during the Spring of 2009.

Goals for 2009-2010

Four goals for the 2009-2010 year have been identified by Teachers Council:

- Incorporate technology into the curriculum including the use of PowerPoint, Internet, and interdisciplinary curriculum. An effort will be made to purchase at least one Smart Cart, and use middle school students as technology aides in the lower grades.
- Develop integrated garden curriculum with a focus on the appropriate Science standards, as well as a Garden and Nutrition emphasis.
- Identify scope and sequence for Environmental Awareness and Activism, and implement it in grades K-8.
- Invigorate the middle school program with changes in staffing, format, a Middle School Advisory Team (MSAT), student leadership, and the goal of establishing a Lego Robotics program with a link to Dos Pueblos High School.

The Circle of Trustees has identified additional goals:

- Continue to plan and implement budget strategies in order to address State budget issues
- Approve revised Teachers' Contract
- Begin implementing Dream Field, Phase 2
- Explore Direct Funding

Parent Alliance is implementing the following goals this year:

- Transition to electronic communication throughout the school
- Raise funds to supplement State budget
- Build sense of community with meetings, work parties, and social functions
- Establish a healthy school lunch program
- Augment services to students wherever possible