

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02.

School Information		District Information	
School Name	Santa Barbara Community Academy	District Name	Santa Barbara Elementary
Principal	Mrs. Joan Jamieson	Superintendent	Dr. Deborah Flores
Street	215 E. Ortega St.	Street	720 Santa Barbara Street
City, State, Zip	Santa Barbara, CA 93101	City, State, Zip	Santa Barbara, CA 93101
Phone Number	(805) 884-5902	Phone Number	(805) 963-4331
FAX Number	(805) 884-4904	FAX Number	(805) 962-3146
Web Site	http://68.111.39.008/	Web Site	www.sbsdk12.org
E-mail Address	jjamieson@sbsdk12.org	E-mail Address	bkeyani@sbsdk12.org
CDS Code	42-69278-6116875	SARC Contact	Linda Steele

School Description and Mission Statement

Mission

The Santa Barbara Community Academy is committed to achieving academic excellence through:

- Community
- Core Knowledge Curriculum
- Core Virtues
- Collaboration

This will empower children to become well-rounded members of a diverse society.

The Santa Barbara Community Academy, established in 1999 as a public school of choice, serves kindergarten through sixth grade students at a school located in historical downtown Santa Barbara. SBCA is open to all families that reside within the Santa Barbara School District. If requests exceed spaces, a lottery is conducted to determine enrollment.

Key elements of the Academy include:

- The Core Knowledge Program with sequenced content in language arts, mathematics, world history and geography, American history and geography, science, visual arts, and music
- The Open Court Reading Program
- The Saxon Mathematics Program, grades K-4, a curriculum that provides for student learning through incremental development of concepts and practice extended over time by continual review; Harcourt math in grades 5-6
- A school of choice for families and faculty
- School uniforms
- A comprehensive physical education program
- Full-day kindergarten
- A year-round, single-track calendar with the academic year beginning in July
- After school tutorial classes and childcare, intersession school, camps and childcare between school quarters during fall and spring
- Parental involvement - a parent/student/teacher contract, participation in and out of the classroom, parent education classes and numerous parent/teacher organizations
- PTA-organized after-school enrichment classes covering a broad range of topics

Opportunities for Parental Involvement

Contact Person Name	Joan Jamieson, Principal	Contact Person Phone Number	(805) 884-5902
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The Academy encourages a strong relationship between the home and school. The *FamilySchool Learning Contract* stipulates the following: Students agree to strive to do their best academically, attend school regularly, practice good citizenship and complete homework. Parents agree to provide encouragement for good schoolwork and regular school attendance and the home environment necessary for their children's success in school. Teachers agree to promote regular attendance through quality instruction and positive communication with students. Teachers also agree to enforce all rules fairly and firmly and to maintain attractive, well-managed classrooms conducive to positive student behavior and learning. All staff follow and enforce the dress code.

The Parent Teachers Association plays an active role in life at the Academy. With a focus of providing enriching opportunities for students, the PTA raises funds and organizes activities throughout the year. Membership is open to all families, and meetings are held at least twice quarterly.

Parents are represented on the following school site and district committees: School Site Council (SSC), Gifted and Talented Education (GATE), English Learners Advisory Committee (ELAC), District English Learners Advisory Committee (DELAC) and the District Elementary Parent Advisory Council. Members of the School Site Council are elected at the beginning of each year for two-year terms on a rotational basis. Parents serve by volunteering or appointment on the other committees. Participation by everyone is encouraged and welcomed.

All parents are active partners in their children's education. Opportunities to volunteer inside and outside the classroom are an important part of Academy life. Parents are strongly encouraged to volunteer at least six hours each quarter by assisting at the school, extending learning by helping to arrange experiences in the community, serving on advisory or decision-making committees, increasing financial resources or sharing information.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	58
Grade 1	57
Grade 2	38
Grade 3	40
Grade 4	33
Grade 5	20
Grade 6	27
Total Enrollment	273

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	11	4.0	Hispanic or Latino	204	74.7
American Indian or Alaska Native	1	0.4	Pacific Islander	1	0.4
Asian	7	2.6	White (Not Hispanic)	37	13.6
Filipino	3	1.1	Multiple or No Response	9	3.3

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	July, 2003	Date Last Discussed with Staff	July, 2003
<p>The Academy is committed to providing a safe school environment for students. Regular fire, earthquake and lockdown drills are scheduled. Each classroom is equipped with a first aid kit. Teachers regularly enroll in first aid and CPR classes. Additional training is offered for treatment of specific conditions, as the need arises. Although there is a health assistant on campus for just 3 1/2 hours daily, District nurses are on call. The Academy maintains a well-stocked disaster preparedness shed.</p> <p>Sixth grade students participate in the DARE program sponsored by the police department. There is zero tolerance for harassment and bullying. The emphasis is on treating others as one would want to be treated.</p>			

Key elements of the school safety plan:

- Student emergencies
- Fire drills
- Hazardous materials
- Infectious diseases
- Health and safety
- Drugs and alcohol
- Harassment
- Hate crime
- Visitors
- Playground uses
- Student field trips
- Tobacco-free schools
- Conduct code

School Programs and Practices that Promote a Positive Learning Environment

The Academy maintains high expectations for student behavior in and out of the classroom. Students are encouraged to be polite and cooperative, to play safely, and to focus on academic success. Guidelines are clearly communicated to the students, parents and staff. Emphasis is placed on development of responsibility and independence.

A school-wide behavior plan recognizes positive behavior by issuing of Awesome Alligator slips. Students are recognized at Monday morning assemblies for acquiring five, ten and fifteen slips. Infractions are dealt with consistently and fairly by writing of a pink slip describing the incident and checking a consequence. Teachers maintain a behavior plan for their classrooms. The District contracts with the Family Service Agency to provide counseling for students needing extra support.

Many programs offered at the Academy are designed to maximize student success and promote high self-esteem. High academic performance is rewarded through participation in various county-wide activities such as Battle of the Books, the Math Superbowl and the County Spelling Bee. At-risk students are supported by extra help in before and after school tutorial classes taught by their regular classroom teachers and fall and spring intersession classes. A year round calendar minimizes loss of skills learned by spacing vacations of shorter duration throughout the year.

A weekly newsletter keeps parents informed of activities at the school. Student performances, picnics and dinners, scheduled throughout the year, strengthen the school community.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	2001	2002	2003
Number of Suspensions	0	0	4
Rate of Suspensions	0%	0%	1.5%
Number of Expulsions	0	0	0
Rate of Expulsions	0%	0%	0%

School Facilities

The Academy strives to provide a safe and healthy school environment for all students. Visitors sign in at the office and access to the campus is limited when school is in session. Efficient use of the small play yard and eating area maximizes student safety and activity. Students are supervised at lunch and recess. There is no formal supervision before and after school. Parents monitor the parking lot, and the principal monitors drop-off in the front of the school. Early drop-off of students is discouraged.

Daily custodial services assure that the campus maintains a high level of order and cleanliness. The facility is well-maintained and attractive. Regularly scheduled maintenance days ensure that the school is in good repair. Student work, displayed throughout the school, is beautiful and informative.

Two classrooms are located a quarter of a mile away on a junior high campus because there are not sufficient classrooms on the main campus. All services are provided from the main campus. Plans are underway to expand the main facility to house over 400 K-6 students.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	33	39	45	32	33	37	30	32	35
Mathematics		41	48		32	39		31	35

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Hispanic or Latino	White (not Hispanic)
English Language Arts	36	90
Mathematics	43	90

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	48	40	19	38	57		46
Mathematics	54	42	36	46	54		50

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	54	57	43	51	53	43	44	45	43
Mathematics	56	68	59	57	59	49	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Hispanic or Latino	White (not Hispanic)
Reading	34	85
Mathematics	56	85

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
Reading	44	42	21	38	52		45
Mathematics	60	57	47	58	61		60

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	42.1	50.0		29.5	34.1	24.8	23.8	25.2	22.3

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of

their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	99	Percent Tested	100	99	100
API Base Score	702	696	750	API Growth Score	701	749	765
Growth Target	5	5	3	Actual Growth	-1	53	15
Statewide Rank		6	7				
Similar Schools Rank		N/A	10				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Hispanic or Latino				Hispanic or Latino			
API Base Score	677	658	715	API Growth Score	664	717	738
Growth Target	4	4	2	Actual Growth	-13	59	23

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	655	669	724	API Growth Score	680	720	749
Growth Target	4	4	2	Actual Growth	25	51	25

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	Yes	Yes				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	YES	---	---	YES
African American	---	---	N/A	---	---	YES
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	YES	---	---	YES
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	YES
Socioeconomically Disadvantaged	---	---	YES	---	---	YES
English Learners	---	---	YES	---	---	YES
Students with Disabilities	---	---	N/A	---	---	NO

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.50	2			18.00	3			19.33	3		
1	20.00	2			19.50	2			19.00	3		
2	18.50	2			19.00	2			19.00	2		
3	15.00	3			18.00	2			20.00	2		
4	17.00	1			26.00		1		26.00		1	
5					29.00		1					
6									27.00		1	
4-8									27.00		1	

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	10	14	15
Teachers with Full Credential (full credential and teaching in subject area)	9	13	14
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	1	1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

Teacher evaluation procedures and criteria are defined in the agreement between the districts and the Santa Barbara Teachers Association. Temporary and probationary teachers receive three formal observations and an evaluation the first year, and two formal observations and an evaluation the second year. Permanent teachers are observed and evaluated once every other year. Copies of all evaluations are kept in the Personnel file. The school principal and the teacher also retain a copy. There are no unscheduled evaluations. Recommended areas for improvement are noted in the evaluation and teachers' performance is determined to be either satisfactory or unsatisfactory.

Evaluation criteria include:

- Engaging and supporting all students in learning
- Understanding and organizing subject matter knowledge for student learning
- Assessing student learning
- Creating and maintaining an effective environment for students
- Planning instruction and designing learning experiences for all students
- Developing as a professional educator

Three days per year are dedicated to staff development.

Substitute Teachers

On rare occasions it has been difficult to secure qualified substitute teachers. At these times, resource personnel or other teachers have filled in. This has not had an impact upon the instructional program.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	.2
Librarian	.2
Psychologist	.2
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	2.5
Other	.4

VII. Curriculum and Instruction

School Instruction and Leadership

The principal has been at the Academy for two years. The staff and parents work together to build a strong school program. The elected School Site Council and Parent Teachers Association Board members are key leaders. The School Site Council oversees the site budget and addresses issues pertinent to smooth running of the school. The PTA raises funds and provides leadership in augmenting opportunities for students by making those funds available for enhancement of the school program through extra supplies, after school enrichment activities and assemblies. Volunteers are organized through the PTA. A committee to advise the school facility expansion process provides additional support. Communication, through meetings and a weekly newsletter, is an essential component.

The Academy is an Official Core Knowledge Visitation School. The Core Knowledge Sequence offers a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next. The school's curriculum provides a solid foundation for learning, while allowing flexibility for classroom teachers to meet district and state frameworks and standards.

All students access the core curriculum and are afforded the opportunity to excel. Instruction is differentiated in each classroom to provide for students qualifying for GATE, those at-risk and all others in between. Students are grouped according to needs and achievement for part of the day at some grade levels. English learners receive English Language Development (ELD) sessions and Specially-designed Academic Instruction in English (SDAIE).

The school has a full time special education teacher and a part time counselor, speech and language specialist and psychologist. When a teacher is particularly challenged by a student's lack of progress or other factors, the Student Study Team (SST), composed of the classroom teacher, two other teachers, the special education teacher, the school psychologist and the principal, convenes to find a plan of action to remedy the situation. At-risk students are enrolled in before and after school tutorial classes and fall and spring intersession programs.

Teachers meet as grade level teams each week to develop instructional plans and to evaluate programs. Students receive *Open Court* reading and math assessments on an ongoing basis.

Students in grades 2-6 receive the State STAR testing series each spring. Reports arrive in the fall and are analyzed to inform instruction for the following year.

Additionally, the Core Knowledge curriculum-based tests are administered to grades 1-5.

Student progress is informally reported to parents on an ongoing basis. In addition there are three formal report periods, two of which include parent conferences. State STAR test results are mailed to parents. Teachers review and analyze test results to improve instruction.

Professional Development

The broad goal of the Academy's professional development is to continue to develop curriculum and refine programs and practices at the school to better serve our students. Most teachers attend the annual Core Knowledge Conference, an inspiring and informative three days. A desire to improve student writing resulted in work on developing school-wide grade level-appropriate writing rubrics during a recent staff development day. The collaborative spirit at the school strengthens each teacher.

Beginning teachers participate in the Beginning Teachers Support and Assessment (BTSA) Induction program. Instructional assistants enrolled in a District-sponsored *Open Court* reading instruction support session. The clerical staff and custodian attend training sessions as scheduled by the District.

Quality and Currency of Textbooks and Other Instructional Materials

All students have access to textbooks and other instructional materials in each core subject that are current and in good condition. Textbooks are reviewed periodically and new books and materials are purchased about every seven years. Teachers and subject area coordinators work with the assistant superintendent for curriculum to determine new adoptions. All textbook requests must align with content standards and courses of study.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	47,970	36,000
1	52,850	50,400
2	52,850	50,400
3	52,850	50,400
4	54,600	54,000
5	54,600	54,000
6	54,600	54,000

Total Number of Minimum Days

The Academy has ten minimum days annually for the purpose of parent teacher conferences. Kindergarteners have 25 additional minimum days for conferencing and assessments.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,396	\$37,036
Mid-Range Teacher Salary	\$59,163	\$60,113
Highest Teacher Salary	\$67,040	\$74,006
Average Principal Salary (Elementary)	\$93,690	\$92,289
Average Principal Salary (Middle)	\$103,614	
Average Principal Salary (High)	\$107,277	
Superintendent Salary	\$132,413	\$138,150
Percent of Budget for Teacher Salaries	43.85	45.72
Percent of Budget for Administrative Salaries	3.65	5.57

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$40040830	\$6577	\$6444	\$6719

Types of Services Funded

Santa Barbara Community Academy receives federal No Child Left Behind (Title I) monies along with state Limited English Proficient (LEP) and School Improvement Program (SIP) monies. Site funds are used for before and after school sessions and a fall and spring intersession program for at-risk students. A physical education teacher is partially paid for by the PTA; the rest of the salary coming from accrued teacher planning time. The PE assistant and augmented school counseling services are provided with site funds. The PTA purchased keyboards and partially financially supports a program to teach music as an after school music class. The balance is paid by charging a modest fee. The school has a self-sustaining childcare program.