

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 Charter School	District Name	Santa Barbara Elementary
Principal	Ms. Bev Abrams, Director of Education, Mr. David Weisman, Director of Operations	Superintendent	Dr. Deborah Flores
Street	6100 Stow Canyon Road	Street	720 Santa Barbara Street
City, State, Zip	Goleta, CA 93117-1705	City, State, Zip	Santa Barbara, CA 93101
Phone Number	(805) 967-6522	Phone Number	(805) 963-4331
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School Description and Mission Statement

The Santa Barbara Charter School has a child-centered approach to education. The curriculum addresses the cognitive, physical, social, and emotional development of children in an environment designed to meet individual and group needs. Cooperative learning is encouraged, with emphasis on effective decision making, problem solving, and communication skills. The goal is to help students become academically competent, solve problems well, think critically and creatively, and become responsible and productive members of the community.

The school, created by the efforts of dedicated parents and teachers, is in its eleventh year. The charter, written in the spring of 1993, was approved by the Santa Barbara School District and California State Boards of Education. The school opened September 15, 1993, on the campus of Goleta Valley Junior High School. Enrollment is determined by lottery and open to students in Santa Barbara and adjacent counties.

Including students with a broad variety of abilities and disabilities within the classroom has created optimal social and learning conditions for all of our students. Students with special needs receive most of their services within the context of the classroom. Our resource specialist works with teachers to guide the delivery of services to students with learning differences.

About 265 students are enrolled in Kindergarten through eighth grades, including the Home Based Partnership Program. Class size ranges from 20 students in kindergarten through second grades, to 24 students in third through eighth grades. Parents help to fulfill a myriad of administrative duties, act as aides and specialists, tutor, serve on committees, perform custodial and maintenance work, and prepare classroom materials.

The school receives its share of revenue limit and categorical funds from state funding through the Charter School Block Grant. Other sources include donations, grants, and fund raising projects.

The Santa Barbara Charter School nurtures lifelong learners by cultivating the interest and building the skills of students and their families in the arts, academics, and relationships.

Opportunities for Parental Involvement

Contact Person Name	Dave Weisman	Contact Person Phone Number	(805) 967-0275
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Parents participate in virtually all activities of SBCS. Each family is expected to participate directly for two hours per week, or three if there is more than one child in the school. Organized activities that may be included in family members' participation include, but are not limited to:

- Classroom participation – parents assist teachers in the direct delivery of educational services;
- Board, committee membership – parents sit on the school's Circle of Trustees, Executive Council, Leadership Committee, Safety Committee, Site Committee and Fundraising Committee, among others;
- Work Parties and general maintenance – SBCS employs no maintenance staff. Parents participate in at least two 'work parties' per school year to help maintain facilities;

SBCS also sponsors many social events, such as a winter "Festival of Lights", Family Music Festival, Dances, picnics and barbeques to enhance the sense of community surrounding the school.

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	25
Grade 1	24
Grade 2	31
Grade 3	30
Grade 4	29
Grade 5	30
Grade 6	31
Grade 7	35
Grade 8	20
Total Enrollment	255

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	8	3.1	Hispanic or Latino	61	23.9
American Indian or Alaska Native	6	2.4	Pacific Islander	1	0.4
Asian	9	3.5	White (Not Hispanic)	164	64.3
Filipino	1	0.4	Multiple or No Response	5	2.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	December 18, 2003	Date Last Discussed with Staff	December 18, 2003
<p>The design and philosophy of SBCS impacts all aspects school safety and a healthy learning environment. Small school and class size, a high adult to student ratio and direct on-grounds parent support and supervision enhance a safe learning environment. SBCS participates annually in <i>Safe Schools: a Planning Guide for Action Workshop</i>, sponsored by the Santa Barbara County Education Office. The school has a Safety/Risk Management Committee that meets approximately every second month. The Director of Operations monitors and addresses safety issues on a day-to-day basis. SBCS performs fire drills and disaster planning with its neighbor school, Goleta Valley Junior High School.</p>			
<p>School Year 03/04 Safety Statistics</p> <p>School Truancies: 0 Drug Related Suspensions: 0 Drug/Violence Related Expulsions: 0</p>			
<p>Key Elements of Safety Plan</p> <ul style="list-style-type: none"> • Student Emergencies - SBCS employs an office support person, among whose primary responsibilities is the direct provision of first aide to students. She also maintains the emergency information file, and contacts parents to inform them of incidents and/or to request their direct intervention. The office support job description and the emergency information form are included in the safety plan. • Fire Drills - SBCS conducts and documents monthly fire drills. The school also performs at least one disaster drill per year. • Safe routes to school - As a "commuter school" students typically are driven to school via a wide variety of routes. It is unfeasible for our safety plan to address routes to and from homes. Once students reach campus, we have guidelines regarding the escorting of small children to class, written permission for age appropriate children to wait for parent without staff supervision and drop-off/pick-up safety rules. • School Crossing Guards - SBCS is not a neighborhood school. Crossing guards are impractical and would serve no positive benefit for students. 			

- **Hazardous Materials** - SBCS has a procedure for storage of hazardous materials such as paint and gasoline for gardening equipment, which are stored in approved flammable liquid lockers. The school also has a procedure and equipment for disposal of potentially infectious materials.
- **Infectious Diseases** - SBCS follows guidelines and provides parent notification when it encounters infectious disease or the potential for it consistent with "The California Immunization Handbook for Schools and Child Care Facilities".
- **Health and Safety** - SBCS has adapted health and safety procedures from The Manual of School Health (Second Edition). These are monitored and revised as necessary at the direction of the SBCS Safety/Risk Management Committee.
- **Drugs and Alcohol** - SBCS has adapted policies regarding drugs and alcohol which are consistent or identical to those utilized by the sponsoring school district.
- **Harassment** - SBCS has a policy regarding harassment that is consistent with that of the sponsoring school district.
- **Sexual Harassment** - SBCS has a policy regarding sexual harassment that is consistent with that of the sponsoring school district.
- **Hate Crime** - While SBCS has no single "Hate Crime Procedure", the concepts of tolerance, non-violent conflict resolution and the building and practice of mutual respect is woven into all aspects of the school. So much so, in fact, that the school has been certified as a "No Place for Hate" location by the Anti Defamation League.
- **Visitors** - Because of its emphasis on parent participation, parents and family members are welcomed to the SBCS campus regularly. Procedures are in place to ensure student, staff and visitor safety, as well as interactions involving Goleta Junior High School, whose campus SBCS shares.
- **Playground Uses** - Playground use is monitored by teaching staff, instructional aides and parent volunteers. Any unsafe condition is reported to the Director of Operations, who is also the school's designated Safety Officer. The Safety Officer facilitates the Safety/Risk Management Committee, which oversees and ensures safety notice response.
- **Student Field Trips** - SBCS has policies regarding student field trips, which are an important component of its materials based, experiential curricula. SBCS has also incorporated chaperone guidelines, which allow for the full participation of parents and family members, while ensuring maximum possible student safety.
- **Tobacco free Schools** - SBCS is a "Tobacco free School" and is posted as such. SBCS has also been a recipient of Santa Barbara County's Tobacco Prevention and Cessation Grant program, which was used to help middle school students create their own anti tobacco ad campaigns.
- **Conduct Code** - Student conduct is considered in all of SBCS' curricula and teaching methods. Expectations are outlined in a student handbook and are reinforced in virtually all student activities. One again, there is not so much a single "student conduct policy" as there is an integration of positive values regarding student conduct throughout SBCS' Education Plan.

School Programs and Practices that Promote a Positive Learning Environment

SBCS provides a physically and emotionally safe learning environment for students. Student discipline is structured to ensure this sense of safety and promote learning. The focus is on developing relationships with students and working with individual needs. Suspension is used to help a student understand and control their behavior, or to provide other students with a sense of safety and security. None of our students have ever been expelled.

In January 2004 we adopted the Santa Barbara School District Suspension and Expulsion policy. Our rate of suspension was 3% for the 2003-2004 school year. Cumulative records were not kept in previous years.

School Facilities

Facilities to serve students at SBCS include:

- 9 full classrooms for classroom-based K-8 students
- 2 full classrooms for home-based K-8 students (in a separate location)
- Outdoor lawn area for home-based students
- 1 Resource/Augmented learning center
- 1 Before/After School Program room
- 1 staff room
- Kindergarten/Young Child sand play area
- K-5 grass field
- 6-8 grade paved sports area
- Covered eating areas for elementary and middle school students
- Auditorium, cafeteria and music rooms are shared with Goleta Valley Junior High School

SBCS offers both before and after school programs. As a school of choice, most families commute to school, providing for supervision before and after school activities. Staff provides direct or indirect on-site supervision for specified periods before and after classes to accommodate pick-up and drop-off periods. To best accommodate a shared campus, SBCS and GVJHS coordinate security plans regarding visitors, name tags when necessary and joint use of facilities. The two schools maintain constant radio contact and often share physical and/or human resources.

SBCS contracts for janitorial service for daily cleaning student use areas. Parents agree to at least 2 of 6 possible work parties for deep cleaning and light maintenance. The director of Operations ensures regular upkeep of SBCS' facilities. SBCS uses classrooms that are over 40 years old and others that are 6 years old. The school has been identified as a recipient of 198 public bond funding for significant renovation of its physical facilities. Upgrades to older buildings and outdoor use areas will commence during summer of 2004.

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).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	57	53	41	32	33	37	30	32	35
Mathematics		27	24		32	39		31	35
History/Social Science			25			30		28	28

CST - Racial/Ethnic Groups

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

Subject	Hispanic or Latino	White (not Hispanic)
English Language Arts	26	48
Mathematics	15	29
History/Social Science		17

CST - Subgroups

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

Subject	Male	Female	Socioeconomically Disadvantaged		Students With Disabilities	
			Yes	No	Yes	No
English Language Arts	29	53	29	42	6	44
Mathematics	28	20	6	26	0	27
History/Social Science				21		31

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	81	65	56	51	53	43	44	45	43
Mathematics	61	56	49	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	41	63
Mathematics	33	56

NRT - Subgroups

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

Subject	Male	Female	Socioeconomically Disadvantaged		Students With Disabilities	
			Yes	No	Yes	No
			Reading	47	66	31
Mathematics	53	44	19	51	12	52

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	9.7	6.3	13.3	29.5	34.1	24.8	23.8	25.2	22.3
7	25.0	31.3	18.8	42.6	49.7	35.5	27.8	29.6	26.0

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				Percent Tested			100
API Base Score			725	API Growth Score			706
Growth Target			4	Actual Growth			-19
Statewide Rank			6				
Similar Schools Rank			1				

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				API Growth Score			638
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score			744	API Growth Score			736
Growth Target			3	Actual Growth			-8

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	N/A	N/A	No				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Average Teaching Load and Teaching Load Distribution

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

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					18.00	2			19.00	1	1	
Mathematics					18.00	2			19.00	1	1	
Science					18.00	2			19.00	1	1	
Social Science					16.33	3			17.33	2	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	13	17	19
Teachers with Full Credential (full credential and teaching in subject area)	11	15	16
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)	2	2	3
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	0
Librarian	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0

VII. Curriculum and Instruction

School Instruction and Leadership

School Leadership

Santa Barbara Charter School's administrative structure is articulated in the charter. Two part-time administrators, the Director of Education and the Director of Operations, fulfill the functions usually performed by a principal. The leadership team, known as the Executive Council, consists of the Director of Education, the Director of Operations, the two administrative coordinators, and a member of the Circle of Trustees. Santa Barbara Charter School is a parent-staff cooperative. Parents serve as members of the Circle of Trustees, Parent Leadership Class, Parent Advisory Committee (PAC), and on various committees including Fundraising and Budget.

Instructional Program

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. We recognize that children learn everywhere and all the time. We are a materials-based program and believe that learning takes place when students have an opportunity to construct meaning from their own experiences. Our materials-based approach to curriculum is developmentally based and integrated in order to facilitate the cognitive, physical, social, and emotional development of each child. The school is child-centered in its approach to education, yet balances this value with the current state emphasis on mandated curriculum. As a school of choice, parents of both GATE students often choose SBCS because small school size allows us to meet the needs of most students within the classroom. Special education services are delivered by an excellent resource specialist, psychologist, and speech therapist.

Small school size makes the interpretation of standardized test scores very unreliable. Therefore we depend on internal measures when making instructional decisions. SBCS uses the Primary Learning Record (PLER), Middle School Learning Record (MSLER), conferences, middle school grades, and collections of student work to assess student progress and make instructional decisions.

Professional Development

Professional development for teachers is delivered on In-Service days, at weekly Teacher Council meetings, by attending workshops and classes, and through collegial coaching. Student achievement data is used to determine the need for professional development, along with an analysis of the themes and issues that Teachers Council has discussed during the year. Many regularly scheduled Teacher Council meetings include an educational component during which teachers discuss articles, study student work, or watch videos. During the 2003-2004 school year, in-service training focused on: Developing School Improvement Plan, Language Arts Standards, and Writing Across the Curriculum in K-8. During the 2004-2005 school year, in-service training will emphasize: Working with the Gifted Child, Grant Writing, Building a Cohesive Team. Collegial coaching is both a training and supervisory process that celebrates the value of growing through contact with one's professional peers. The collegial coaching process includes four elements: Observation and Dialogue with a Colleague, Self-Reflection, comments by the Director of Education, and Professional Development Plans. In order to help meet these goals, teachers receive professional development money each year which they can use to take courses or participate in workshops.

Paraprofessionals and non-instructional support staff also receive professional development money that they may use to attend workshops, classes, and conferences. The Director of Operations attends an annual charter school conference.

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	41,310	36,000
1	51,930	50,400
2	51,930	50,400
3	51,930	50,400
4	54,060	54,000
5	54,100	54,000
6	55,615	54,000
7	55,615	54,000
8	55,615	54,000

Total Number of Minimum Days

K-5th grade students have thirteen minimum days (1:00 p.m. dismissal). Nine of these are for conference days, and four are for first and last days of school.

6th-8th grade students have sixteen minimum days (1:00 p.m. dismissal). Nine of these are for conference days, three are for first and last days of school and four are for teacher inservice days.

All students have thirty-four early release days. Students are dismissed every Friday at 1 p.m.

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

SBCS integrates various types of art into virtually all academic subjects. This is supplemented by periodic art courses taught by Specialists. Middle school grades participate in an all-school theatrical production. Elective courses may vary each term, but may include Advanced Math, Computer Skills (all classes have internet access), Filmmaking, Guitar, Cooking, Journal Writing, and "Virtual Life" (pre-vocational and living skills).

Augmented educational services are provided to all students identified by teachers/parents as performing below grade level expectations. Resource support is available for students with special needs. Educationally oriented psychological and speech/language counseling is available to meet Individualized Education Plan (IEP) requirements.