

# Santa Barbara Community Academy School Accountability Report Card Reported for School Year 2007-08

Published During 2008-09

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## Santa Barbara Community Academy

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## Santa Barbara School Districts

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the 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.

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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## I. About This School

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

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. The Academy is open to all families that reside within the Santa Barbara Elementary School Districts. If requests exceed spaces, a lottery is conducted to determine enrollment.

### Key elements of the Academy include:

- Core Knowledge Program with sequenced content in language arts, mathematics, world history and geography, American history and geography, science, visual arts, and music;
- *Open Court* Reading Program;

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- Saxon Mathematics Program, grades K-3, a curriculum that provides for student learning through incremental development of concepts and practice extended over time by continual review;
- Harcourt math in grades 4-6;
- formal Spanish, twice a week for 30 minutes, K-2;
- Core Knowledge Music Program, K-3, all third grade students learn to play the recorder;
- instrumental music in grades 4-6;
- before school music and fitness program beginning at 7:25am.
- Renzulli Learning System for all advanced students;
- Accelerated Math in grades 5-6;
- Accelerated Reader in grades 2-6;
- school of choice for families and faculty;
- school uniforms;
- comprehensive physical education program;
- full-day kindergarten;
- year-round, single-track calendar with the academic year beginning in July;
- after school tutorial and enrichment classes, Monday-Friday, until 5:30.
- fall and spring intersession school, intersession enrichment camps, and childcare between school quarters during fall and spring;
- parental involvement that includes a parent/student/teacher contract (six hours a quarter), participation in and out of the classroom, parent education classes and numerous parent/teacher organizations.

### Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Mrs. Amy Alzina, Principal

**Contact Person Phone Number:** (805) 687-2081

The Academy encourages a strong relationship between the home and school. The *Family School 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 child'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 (PTA) 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, Gifted and Talented Education, English Learners Advisory Committee, District English Learners Advisory Committee, 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.

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All parents are active partners in their child'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.

### Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	48
Grade 1	49
Grade 2	39
Grade 3	50
Grade 4	32
Grade 5	37
Grade 6	44
<b>Total Enrollment</b>	<b>299</b>

### Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.68 %
American Indian or Alaska Native	2.34 %
Asian	0 %
Filipino	0.67 %
Hispanic or Latino	81.61 %
Pacific Islander	0 %
White (not Hispanic)	10.03 %
Multiple or No Response	2.68 %
Socioeconomically Disadvantaged	68 %
English Learners	39 %
Students with Disabilities	15 %

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### Average Class Size and Class Size Distribution

This table displays, by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	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+
<b>K</b>	20.0	2			19.7	3			20.0	2		
<b>1</b>	18.7	3			20.0	1	1		19.0	3		
<b>2</b>	20.0	2			18.7	3			18.0	2		
<b>3</b>	20.0	2			20.0	1	1		17.0	2		
<b>4</b>	25.5		2		23.0		2		26.0		1	
<b>5</b>	23.0		1		26.0		1		24.0		1	
<b>6</b>	24.0		1		27.0		1		29.0		1	
<b>K-3</b>	19.0	1							17.0	1		
<b>3-4</b>									17.0	1		
<b>4-8</b>	24.0		1		28.0		1		26.0		1	

## II. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

**Date of Last Review/Update:** June 2007

**Date Last Discussed with Staff:** June 2007

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 4 hours daily, district nurses are on call. The Academy maintains a well-stocked disaster preparedness shed.

There is zero tolerance for harassment and bullying. The emphasis is on treating others as one would want to be treated.

#### 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

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### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	0.3	1.2	10.7	2.3	3.1	4.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0

## III. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The Academy is located on two campuses with grades K-2 at 215 East Ortega Street and grades 3-6 at 2255 Modoc Road. A bus provides transportation between the lower campus and the upper campus before and after school. Childcare is provided for younger siblings while they wait at the lower campus for the bus to arrive from the upper campus.

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. Students are supervised at lunch and recess. Teachers and office staff rotate supervision before and after school. Volunteer parents monitor the parking lot and bus loading on the lower campus, and the principal monitors drop-off in the front of the school. Early drop-off of students is discouraged.

Daily custodial services assure that both campuses have a high level of order and cleanliness. The facilities are well-maintained and attractive. Regularly scheduled maintenance days ensure that the school is in good repair. All toilets are in working order. Student work, displayed throughout the school, is beautiful and informative.

Efficient use of the small play yard and eating area maximizes student safety and activity on the lower campus. Students on the upper campus, grades 3-6, enjoy a quad and spacious field for recess and physical education. Upper campus students use the junior high school library, giving them access to thousands of books.

### School Facility Good Repair Status (School Year 2008-09)

School inspection reports are available at <http://www.sbsdk12.org/facilities/inspections>, or by request from the district office.

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### IV. Teachers

#### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
<b>With Full Credential</b>	16	16	16	298
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	--

#### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	2	1	2
<b>Total Teacher Misassignments</b>	2	1	2
<b>Vacant Teacher Positions</b>	0	0	0

#### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	80.0	20.0
<b>All Schools in District</b>	97.9	2.1
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	90.0	10.0

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### V. Support Staff

#### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School
Counselor	0.2
Library Media Teacher (Librarian)	0.125
Library Technician	0.375
Psychologist	0.2
Nurse	0.1
Health Assistant	0.5
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1.0
Instructional Assistants	9.0
Physical Education Specialist	1.0
Reading Teacher	0.62
Spanish teacher	0.5
Music Teacher	0.5

### VI. Curriculum and Instructional Materials

#### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials.		
Reading/Language Arts	Grades K-6: SRA/McGraw-Hill, <i>SRA Open Court 2002</i> Grades K-6: <i>English/Language Arts Core Knowledge Curriculum</i>	0%
Mathematics	Grades K-3: Saxon Publishers, <i>Saxon Math K-3, 2001</i> Grades 3-6: Harcourt School Publishers, <i>Harcourt Math 2002</i>	0%
Science	Grades K-6: Houghton-Mifflin, <i>Houghton Mifflin California Science, 2007</i>	0%
History-Social Science	Grades K-6: Harcourt School Publishers, <i>Reflections: California Series, 2007</i>	0%

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### VII. School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,885	\$1,641	\$5,245	\$58,324
District	---	---	\$4,932	\$59,964
Percent Difference School Site and District	---	---	+6%	-3%
State	---	---	\$5,300	\$63,458
Percent Difference School Site and State	---	---	-1%	-8%

#### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Santa Barbara Community Academy receives federal No Child Left Behind (Title I) monies along with state Limited English Proficient and School Improvement Program 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 comes from accrued teacher planning time. The PE assistant and augmented school counseling services are provided with site funds. The school has a self-sustaining childcare/enrichment program. A part time Spanish teacher is funded through the PTA and categorical money. A part time music teacher is funded through a PE, art, music block grant that the Academy received.

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### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,875	\$39,708
Mid-Range Teacher Salary	\$58,734	\$63,805
Highest Teacher Salary	\$72,161	\$82,081
Average Principal Salary (Elementary)	\$98,054	\$102,166
Average Principal Salary (Middle)	\$108,891	\$107,816
Average Principal Salary (High)	\$113,498	\$116,474
Superintendent Salary	\$171,282	\$183,478
Percent of Budget for Teacher Salaries	38.0%	40.6%
Percent of Budget for Administrative Salaries	4.6%	5.2%

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Standards Tests Results for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	43	41	44	43	43	45	42	43	46
Mathematics	53	45	49	50	50	52	40	40	43
Science	31	27	73	31	37	49	35	38	46

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### California Standards Tests Results by Student Group – Three Year Comparison

#### English-Language Arts

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

Group	English-Language Arts		
	2005-06	2006-07	2007-08
Hispanic or Latino	35	37	38
White (Not Hispanic)	72	52	61
Male	36	36	39
Female	52	47	44
Economically Disadvantaged	32	34	36
English Learners	17	16	21
Students with Disabilities	10	14	18

#### Mathematics

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

Group	Mathematics		
	2005-06	2006-07	2007-08
Hispanic or Latino	46	40	46
White (Not Hispanic)	80	63	58
Male	49	44	51
Female	57	46	47
Economically Disadvantaged	46	37	45
English Learners	38	25	34
Students with Disabilities	27	19	29

#### Science

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

Group	Science		
	2005-06	2006-07	2007-08
Hispanic or Latino	27	15	67
Male	30	29	80
Female	33	25	62
Economically Disadvantaged	32	16	68
English Learners	*	5	*

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### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	5.7

## IX. 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. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	6	6	5
Similar Schools	8	9	6

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	8	-18	16	777
Hispanic or Latino	10	-13	17	757
Socioeconomically Disadvantaged	1	-13	23	752
English Learners	38	-71	40	705

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### Adequate Yearly Progress

The federal NCLB act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes

### Federal Intervention Program (School Year 2008-09)

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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	---	3
Percent of Schools Currently in Program Improvement	---	23.1

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Santa Barbara Community Academy participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. One schoolday each year was dedicated to school-wide professional development.

	2005-06	2006-07	2007-08
School days dedicated to school-wide professional development	1	1	1