

# Santa Barbara Charter School

## School Accountability Report Card

### Reported for School Year 2008-09

*Published During 2009-10*

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**Santa Barbara Charter School**  
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Goleta, CA 93117  
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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 California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

#### **DataQuest**

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

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#### **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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## About This School

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### **School Description and Mission Statement (School Year 2008-09)**

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

#### **Mission Statement**

*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.*

The Santa Barbara Charter School (SBCS) has a materials-based 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 sixteenth year. The first charter, written in the spring of 1993, was approved by the Santa Barbara School Districts and California State Board of Education. The school opened September 15, 1993, on the campus of Goleta Valley Junior High School (GVJHS). SBCS' charter was renewed in 1998 and 2003, and is scheduled for renewal in 2008, as

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well. Enrollment into SBCS is determined by lottery and is 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 SBCS students. Students with special needs receive most of their services within the context of the classroom. A certified resource specialist works with teachers to guide the delivery of services to students with learning differences.

About 285 students are enrolled in kindergarten through eighth grades, including the Home Based Partnership Program. Class size ranges from 20 students in kindergarten through third grades, to 25 students in fourth 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 the California Department of Education through the Charter School Block Grant mechanisms. Other sources of funding include donations, grants, and fundraising. SBCS maintains non-profit status via its membership in Community School Inc., and independent tax exempt status for SBCS is pending in 2008

### Opportunities for Parental Involvement (School Year 2008-09)

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

Contact Person Name: Mr. Dave Weisman, Director of Operations

Contact Person Phone Number: (805) 967-0275

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. Many of these activities are scheduled and coordinated through the SBCS Parent Alliance, which is an integrated component of the school's organization. Organized activities that may be included in family members' participation include, but are not limited to:

- classroom participation whereby parents assist teachers in the direct delivery of educational services;
- board and/or committee membership enables parents to sit on the school's Circle of Trustees, Executive Council, Arts Task Force, Leadership Committee, Safety Committee, Site Advisory Group and Parent Alliance, among others;
- work parties and general maintenance are important because SBCS employs no maintenance staff (parents participate in at least two 'work parties' per school year to help clean and 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.

### Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	38
Grade 1	29
Grade 2	35
Grade 3	32

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<b>Grade 4</b>	36
<b>Grade 5</b>	32
<b>Grade 6</b>	27
<b>Grade 7</b>	21
<b>Grade 8</b>	22
<b>Total Enrollment</b>	272

### Student Enrollment by Group (School Year 2008-09)

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

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>African American</b>	%
<b>American Indian or Alaska Native</b>	0.4 %
<b>Asian</b>	2.9 %
<b>Filipino</b>	0.4 %
<b>Hispanic or Latino</b>	7.0 %
<b>Pacific Islander</b>	0.4 %
<b>White (not Hispanic)</b>	72.8 %
<b>Multiple or No Response</b>	16.2 %
<b>Socioeconomically Disadvantaged</b>	13.3 %
<b>English Learners</b>	4.7 %
<b>Students with Disabilities</b>	12.5 %

### 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).

<b>Grade Level</b>	<b>2006-07</b>			<b>2007-08</b>			<b>2008-09</b>					
	<b>Avg. Class Size</b>	<b>Number of Classrooms</b>			<b>Avg. Class Size</b>	<b>Number of Classrooms</b>			<b>Avg. Class Size</b>	<b>Number of Classrooms</b>		
		<b>1-20</b>	<b>21-32</b>	<b>33+</b>		<b>1-20</b>	<b>21-32</b>	<b>33+</b>		<b>1-20</b>	<b>21-32</b>	<b>33+</b>
<b>K</b>	20.0	1			20.0	1			20.0	1		
<b>1</b>					20.0	2						
<b>4</b>					23.0		1					
<b>5</b>	25.0		1		21.0		1					
<b>K-3</b>	19.8	4			20.0	3			20.0	5		
<b>3-4</b>	24.5		2									
<b>4-8</b>									25.0		2	

<b>Subject</b>	<b>2006-07</b>			<b>2007-08</b>			<b>2008-09</b>					
	<b>Avg. Class Size</b>	<b>Number of Classrooms</b>			<b>Avg. Class Size</b>	<b>Number of Classrooms</b>			<b>Avg. Class Size</b>	<b>Number of Classrooms</b>		
		<b>1-22</b>	<b>23-32</b>	<b>33+</b>		<b>1-22</b>	<b>23-32</b>	<b>33+</b>		<b>1-22</b>	<b>23-32</b>	<b>33+</b>
<b>English</b>	21.7	2	1		22.3	1	2		15.8	4	0	
<b>Mathematics</b>	21.7	2	1		22.3	1	2		17.3	3		
<b>Science</b>	21.7	2	1		22.3	1	2		17.3	3		
<b>Social Science</b>	20.0	2	1		23.5	8	6	1	20.8	3	2	

## School Climate

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### School Safety Plan (School Year 2008-09)

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

**Date of Last Review/Update:** March 2009

**Date Last Discussed with Staff:** March 2009

The design and philosophy of SBCS impacts all aspects of 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 in Safe Schools: a Planning Guide for Action workshop sponsored by the Santa Barbara County Education Office, with the most recent training occurring in January 2008. 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 may perform fire drills and disaster planning with its neighbor school, Goleta Valley Junior High School.

Updates and revisions to the SBCS safety and risk management protocols are ongoing and were last consolidated in January of 2008. SBCS emergency response plans undergo constant review and refinement. A safe schools binder, with standardized emergency practices and student pictures, is kept in the office at SBCS. Teaching staff, via the SBCS Teachers' Council, have constant input to the development and revision of emergency response plans. Teachers also play critical roles in the SBCS incident command structure. All emergency response plans are designed to be consistent with the Standardized Emergency Response Management System (SEMS).

#### Key Elements of Safety Plan

- **Student Emergencies.** SBCS employs office support staff, whose primary responsibilities include the direct provision of first aid to students. These staff members also maintain the emergency information file and contact parents to inform them of incidents and/or to request their direct intervention. The office support staff 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" most 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 forms for age-appropriate children to wait for parents without staff supervision and drop-off/pick-up safety rules. SBCS coordinates its parking, pick-up and drop-off zones with its neighbor school, Goleta Valley Junior High School. Start and end times are staggered to allow for the most streamlined and least congested pick-up and drop-off times possible.
- **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*.

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- **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 Santa Barbara Elementary and High School Districts.
- **Harassment.** SBCS has a policy regarding harassment that is consistent with that of the sponsoring Santa Barbara Elementary and High School Districts.
- **Sexual Harassment.** SBCS has a policy regarding sexual harassment that is consistent with that of the sponsoring Santa Barbara Elementary and High School Districts..
- **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. Once 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.

### 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 – Grade K-5	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	3.6	3.7	4.5	3.1	4.7	4.1
Expulsions	0	0	0	0	0	0
Rate – Grade 6-8	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	4.3	1.1	0	11.0	14.4	7.1
Expulsions	0	0	0	0.5	0.4	0.4

## **School Facilities**

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### **School Facility Conditions and Planned Improvement (School Year 2009-10)**

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.

Facilities to serve students at SBCS include:

- ten full classrooms for classroom-based K-8 students;
- three full classrooms for home-based K-8 students (in a separate location);
- outdoor lawn area for home-based students;
- one Resource/Augmented Learning Center;
- one Before/After School Program room;
- one staff room;
- kindergarten/young child sand play area;
- K-5 grass field;
- grades 6-8 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 of student use areas. Parents agree to at least two of six possible work parties for deep cleaning and light maintenance. The director of operations ensures regular upkeep of SBCS' facilities. District and SBCS staff members are collaborating to make major renovations during 2007 and 2008. Areas to receive renovation include a new playground structure planned for the 2008-09 school year, and subsequent field renovations. Ultimately, SBCS is working with a district design team to plan long term renovations to the rest of SBCS' facilities. The Santa Barbara School Board resolved in September 2006 that the current location of SBCS, sharing the campus of Goleta Valley Junior High School, would be SBCS' permanent location, ending years of speculation and search for a new site. This decision has expedited capitol improvements for SBCS in the near future.

SBCS provides eight toilets plus two urinals in five separate restrooms for 175-200 classroom-based students on any given school day. All toilets are fully operational and regularly maintained. SBCS has complete, typical access to the Santa Barbara School Districts' emergency work order system and supplants that with direct, immediate intervention by the director of operations or his designee.

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### School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)				
Structural Damage		√		Stand alone restroom has considerable wood rot at base.
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds		√		Area behind portables is cluttered with debris. Some wood rot on wood siding of storage shed. Asphalt cracks and potholes. Storage area cluttered.
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

### Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		√		

## 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 CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers – Grades K-5	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	13	10	12	302
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

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Teachers – Grades 6-8	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	6	6	4	447
<b>Without Full Credential</b>	1	1	1	10
<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	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	N/A	N/A	N/A
<b>Total Teacher Misassignments</b>	N/A	N/A	N/A
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes – Grades K-5	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	100	0
Location of Classes – Grades 6-8	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	99.5	0.5
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>	99.8	0.2

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### Support Staff

#### Academic Counselors and Other Support Staff (School Year 2008-09)

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
Psychologist	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0.8
Occupational Therapist	0.02
Adaptive PE Specialist	0.02
Special Education Aide	1.0

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 on the Current Expense of Education & Per-pupil Spending 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/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,822	\$661	\$6,161	N/A
District			\$5,119	\$70,363
Percent Difference Between School Site and District			+20%	N/A
State			\$5,512	\$65,905
Percent Difference Between School Site and State			+12%	N/A

#### Types of Services Funded (Fiscal Year 2008-09)

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

Individualized Education Plans (IEPs) mandated by special education laws are implemented by the Santa Barbara Elementary and High School Districts. SBCS is allocated an experienced resource teacher and two resource aides, who ensure that any students with special needs are accommodated. The school is also allocated the services of licensed speech therapists, occupational therapists, adaptive physical education specialists, special education aide, and a licensed clinical psychologist to deliver designated instructional services as identified on students' IEPs. All students who are identified as performing below grade expectations have access to augmented educational services, both in class and in small groups.

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Art Specialists, often local artists, provide a variety of art activities and electives, in both elementary and middle school programs. The Middle School Program offers an array of electives ranging from film to visual arts to theater to guitar. Other services that may be offered at any time throughout the year include before and after school program, after school sports (depending on season). The Middle School Program offers a study skills class to assist students with organization skills, as well as academics.

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 based on the salary schedule. Detailed information regarding salaries can be on the CDE Certificated Salaries & 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	\$42,705	\$40,786
Mid-Range Teacher Salary	\$64,731	\$65,726
Highest Teacher Salary	\$76,556	\$85,230
Average Principal Salary (Elementary)	\$106,815	\$106,548
Average Principal Salary (Middle)	\$113,858	\$112,237
Average Principal Salary (High)	\$118,274	\$121,617
Superintendent Salary	\$181,725	\$191,155
Percent of Budget for Teacher Salaries	37.9%	40.6%
Percent of Budget for Administrative Salaries	4.7%	5.3%

## Student Performance

### California Standards Tests

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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.*

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### Standardized Testing and Reporting 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 – Grade 2-5	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	52	57	67	43	45	51	43	46	50
Mathematics	42	43	58	50	52	56	40	43	46
Science	29	61	71	37	49	49	38	46	50
Subject – Grades 6-8	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	57	62	60	57	57	58	43	46	50
Mathematics	28	32	30	34	33	40	40	43	46
Science	46	67	35	48	56	59	38	46	50
History-Social Science	44	26	39	43	46	52	33	36	41

### Standardized Testing and Reporting 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 – Grades 2-5	English-Language Arts		
	2006-07	2007-08	2008-09
Hispanic or Latino	19	20	50
White (Not Hispanic)	58	60	70
Male	48	43	51
Female	56	69	84
Economically Disadvantaged	19	*	40
Students with Disabilities	*	24	*
Group – Grades 6-8	English-Language Arts		
	2006-07	2007-08	2008-09
Hispanic or Latino	33	*	31
White (Not Hispanic)	65	69	69
Male	55	64	49
Female	61	59	75
Economically Disadvantaged	*	*	27

#### Mathematics

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

Group – Grades 2-5	Mathematics		
	2006-07	2007-08	2008-09
Hispanic or Latino	24	7	56
White (Not Hispanic)	46	48	56
Male	48	41	49
Female	35	45	67
Economically Disadvantaged	33	*	56
Students with Disabilities	31	*	*

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Group – Grades 6-8	Mathematics		
	2006-07	2007-08	2008-09
Hispanic or Latino	19	*	8
White (Not Hispanic)	33	33	33
Male	31	44	29
Female	24	16	31
Economically Disadvantaged	*	*	25

### Science

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

Group – Grade 5	Science		
	2006-07	2007-08	2008-09
White (Not Hispanic)	21	68	75
Male	40	50	50
Female	15	77	*
Group – Grade 8	Science		
	2006-07	2007-08	2008-09
White (Not Hispanic)	56	72	*
Male	62	62	45
Female	27	73	*

### History – Social Science

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

Group – Grade 8	History - Social Science		
	2006-07	2007-08	2008-09
White (Not Hispanic)	47	29	*
Male	50	25	55
Female	36	27	*

### California Physical Fitness Test Results (School Year 2008-09)

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/pf/>. 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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.9	11.5	61.5
7	12.5	50.0	18.8

## 2008-09 School Accountability Report Card

Santa Barbara Charter School

### 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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

#### Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank – Grades K-5	2006	2007	2008
Statewide	3	5	4
Similar Schools	1	1	1
API Rank – Grades 6-8	2006	2007	2008
Statewide	7	7	7
Similar Schools	N/A	N/A	N/A

#### Academic Performance Index 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 – Grades K-5	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	44	-19	66	805
White (not Hispanic)	-22	-15	47	815
Group – Grades 6-8	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-9	18	-30	753
White (not Hispanic)		10		

#### 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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### Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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.

<b>AYP Criteria – Grades K-5</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	No	Yes
<b>Participation Rate - Mathematics</b>	No	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>AYP Criteria – Grades 6-8</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	No	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes

### Federal Intervention Program (School Year 2009-10)

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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	No Title I funding	In PI
<b>First Year of Program Improvement Implementation</b>		2004-05
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	---	6
<b>Percent of Schools Currently in Program Improvement</b>	---	42.9

## 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.

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>School days dedicated to school-wide professional development</b>	0	0	0

## National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores

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for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92