

# Santa Barbara Community Academy

## School Accountability Report Card

### Reported for School Year 2010-11

*Published During 2011-12*

---

#### **Santa Barbara Community Academy**

850 Portesuello Avenue  
Santa Barbara, CA 93101  
(805) 687-2081  
[www.sbceportal.org/sbca](http://www.sbceportal.org/sbca)  
Mrs. Alicia Saballa-Santana, Principal  
[asaballasantana@sbsdk12.org](mailto:asaballasantana@sbsdk12.org)

#### **Santa Barbara Unified School District**

720 Santa Barbara St.  
Santa Barbara, CA 93101  
(805) 963-4338  
[www.sbsdk12.org](http://www.sbsdk12.org)  
Dr. David E. Cash, Superintendent  
[bkeyani@sbsdk12.org](mailto:bkeyani@sbsdk12.org)

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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.

#### **Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### **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.

#### **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.

---

## About This School

### **School Description and Mission Statement (School Year 2010-11)**

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.

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

---

The Santa Barbara Community Academy, established in 1999 as a public school of choice, serves pre-kindergarten through sixth-grade students. The Academy is open to all families that reside within the Santa Barbara Elementary School Districts. If requests exceed spaces a waiting list is maintained 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;
- enVision Mathematics Program, grades K-6, a curriculum that provides strategies that deepen conceptual understanding by making meaningful connections for students and delivering strong, sequential visual/verbal connections;
- Accelerated Reader in grades 2-6;
- school of choice for families and faculty;
- school uniforms;
- comprehensive physical education program;
- full-day kindergarten;
- half-day Core Knowledge Preschool;
- year-round, single-track calendar with the academic year beginning in July;
- after school tutorial and enrichment classes, Monday-Friday, until 5:30;
- 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 2010-11)

**Contact Person Name:** Alicia Saballa-Santana

**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 follows and enforces 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

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

beginning of each year for two-year terms on a rotational basis. Parents serve by volunteering or appointment on the other committees. Participation by everyone is encouraged and welcomed.

All parents are active partners in their 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 2010-11)

Grade Level	Number of Students
Kindergarten	49
Grade 1	35
Grade 2	32
Grade 3	42
Grade 4	37
Grade 5	41
Grade 6	41
<b>Total Enrollment</b>	<b>277</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	4.0%
American Indian or Alaska Native	0.0%
Asian	0.4%
Filipino	0.0%
Hispanic or Latino	88.4%
Native Hawaiian/Pacific Islander	0.0%
White	6.1%
Two or More Races	0.7%
Socioeconomically Disadvantaged	74.0%
English Learners	55.6%
Students with Disabilities	8.7%

### Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	19.5	2	0	0	24.5	0	2	0
1	18.3	3	0	0	22.5	1	1	0
2	19.0	2	0	0	22.0	1	0	0
3	20.0	2	0	0	25.5	0	2	0
4	26.0	0	1	0	28.0	0	1	0
5	N/A				26.0	0	1	0
6	29.0	0	1	0	27.0	0	1	0

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

### School Climate

#### School Safety Plan (School Year 2010-11)

**Date of Last Review/Update:** March 2010

**Date Last Discussed with Staff:** January 2010

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.

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 and the principal monitor the parking lot and drop-off in the front of the school. The principal also helps monitor the students at before-school fitness. Early drop-off of students is discouraged.

There is zero tolerance for harassment and bullying. The emphasis is on treating others as one would want to be treated. Students are expected to adhere to the following district-wide core values: Respect, Responsibility and Ready to Learn.

#### 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

#### 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	4.2	0.4	2.9	4.1	4.0	1.9
<b>Expulsions</b>	0	0.4	0	0	0	0

The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

### School Facilities

#### School Facility Conditions and Planned Improvement (School Year 2011-12)

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

A quad and spacious field for recess and physical education is utilized by Academy students. The Academy has a library, providing students with hundreds of books.

#### School Facility 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	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			
Inspection Date: May 2009				

### Teachers

#### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	15	17	13	281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Counselor	0.5
Library Technician	0.375
Psychologist	0.2
Nurse	0.1
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1.0
Instructional Assistants	2.0
Other	1.0

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.

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

### Curriculum and Instructional Materials

#### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in August 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.	
Reading/Language Arts	SRA/McGraw-Hill, <i>SRA Open Court 2002</i> <b>Intervention:</b> Scholastic <i>READ 180 California Enterprise Edition, 2009</i>
Mathematics	Pearson Scott Foresman, Scott Foresman–Addison Wesley <i>enVision Math California, 2009</i>
Science	Houghton-Mifflin Harcourt, <i>California Science, 2007</i>
History-Social Science	Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i>

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,008	\$2,899	\$5,109	\$62,066
District			\$5,611	\$67,787
Percent Difference Between School Site and District			-9%	-8%
State			\$5,455	\$69,419
Percent Difference Between School Site and State			-6%	-11%

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

#### Types of Services Funded (Fiscal Year 2010-11)

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. The PE specialist and augmented school counseling services are provided with site funds. The school has a self-sustaining childcare/enrichment program.

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

**California Standards Tests (CSTs)**, which 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 nine through eleven.

**California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

**California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	52%	48%	51%	51%	52%	54%	49%	52%	54%
Mathematics	61%	58%	56%	56%	58%	61%	46%	48%	50%
Science	39%	47%	36%	49%	58%	59%	50%	54%	57%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
All Students in the LEA	54%	61%	59%
All Students at the School	51%	56%	36%
Male	47%	48%	50%
Female	55%	65%	21%
Hispanic or Latino	51%	57%	31%
White	40%	40%	
Socioeconomically Disadvantaged	48%	54%	38%
English Learners	42%	49%	25%
Students with Disabilities	23%	32%	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.70%	8.60%	5.70%

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.

## 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. For detailed information about the API, see the CDE 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.

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

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	2008	2009	2010
Statewide	6	6	4
Similar Schools	8	9	4

### Academic Performance Index Growth by Student Group -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	37	-34	-9
Hispanic or Latino	49	-37	0
Socioeconomically Disadvantaged	45	-59	17
English Learners	73	-64	-7

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	188	769	3,104	793	4,683,676	778
Black or African American	8		32	815	317,856	696
American Indian or Alaska Native	0		24	797	33,774	733
Asian	1		39	924	398,869	898
Filipino	0		9		123,245	859
Hispanic or Latino	163	768	2,202	749	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	13	706	730	909	1,258,831	845
Two or More Races	2		54	872	76,766	836
Socioeconomically Disadvantaged	129	754	1,938	743	2,731,843	726
English Learners	100	723	1,715	734	1,521,844	707
Students with Disabilities	29	644	485	676	521,815	595

## 2010-11 School Accountability Report Card

Santa Barbara Community Academy

### Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

### Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2011-2012	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5%

## Instructional Planning and Scheduling

### Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.