

Santa Barbara Charter School School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

Santa Barbara Charter School

6100 Stow Canyon Road
Goleta, CA 93117
(805) 967-6522
www.sbcharter.org
Ms. Bev Abrams, Director of Education
Mr. David Weisman, Director of Operations
sbcharter@sbceo.org

Santa Barbara Unified School District

720 Santa Barbara St.
Santa Barbara, CA 93101
(805) 963-4338
www.sbsdk12.org
Dr. David E. Cash, Superintendent
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)

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

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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, 2003, and 2008. 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 300 students are enrolled in kindergarten through eighth grades, including the Home Based Partnership Program. The SBCS Home-Based Partnership (HBP) offers a fully funded Public Home-based education program for approximately 75 students. The HBP has undergone the California Department of Education's Funding Determination Process created by legislation - SB740, in 2002, 2005, and 2008, and received 100% funding determinations in all three.

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. As of 2006, SBCS is approved by the Internal Revenue Service as a 501c (3) Tax Exempt, Public Benefit Corporation.

Opportunities for Parental Involvement (School Year 2010-11)

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

Contact Person Phone Number: (805) 967-0275

SBCS was started by a collective of parents and teachers. Parental involvement is one of the foundations on which the school was built. Parents continue to support the school with volunteer work, including selected administrative duties, serving as aides, specialists, and/or tutors, serving on committees, performing custodial and maintenance work, and helping to prepare classroom materials.

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 which enables parents to sit on the school's Circle of Trustees, Executive Council, Safety Committee, Site Advisory Group and Parent Alliance, among others;
- 'work parties' and general maintenance which are important because SBCS employs no maintenance staff (parents participate in at least two 'work parties' per school year, and at least one summer work party to help prepare, clean and maintain facilities for students).

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

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	46
Grade 1	39
Grade 2	40
Grade 3	33
Grade 4	32
Grade 5	37
Grade 6	23
Grade 7	28
Grade 8	19
Total Enrollment	297

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.7%
Asian	2.0%
Filipino	0.3%
Hispanic or Latino	16.8%
Native Hawaiian/Pacific Islander	0.3%
White	70.7%
Two or More Races	7.4%
Socioeconomically Disadvantaged	10.4%
English Learners	7.8%
Students with Disabilities	8.8%

Average Class Size and Class Size Distribution

Grade Level	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	2	0	0
1	21.0	2	0	0
2	20.0	2	0	0
3	26.0	0	1	0
4	N/A			
5	19.3	1	3	0
6	15.5	2	0	0

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: November 2011

Date Last Discussed with Staff: November 2011

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 The Great California Shake Out to practice earthquake disaster protocols annually (last major drill – November 2011). SBCS also 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 November of 2011. 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 System for disaster planning. 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.
- **School Nurse** – SBCS receives weekly service by a School Nurse, who monitors any student medical condition that may impact a student's learning;
- **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.

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- **Infectious Diseases.** SBCS follows guidelines and provides parent notification when it encounters infectious disease or the potential for it consistent with *The California Immunization Handbook for Schools and Child Care Facilities*.
- **Health and Safety.** SBCS has adapted health and safety procedures from The Manual of School Health (Second Edition). These are monitored and revised as necessary at the direction of the SBCS Safety/Risk Management Committee.
- **Drugs and Alcohol.** SBCS has adapted policies regarding drugs and alcohol which are consistent or identical to those utilized by the sponsoring 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	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.5	0	0	4.1	4.0	1.9
Expulsions	0	0	0	0	0	0

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

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School Facilities

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

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 field and play structure;
- 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. Ultimately, SBCS is working with a district design team to plan long term renovations to 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 (2011-12)

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.				

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	17	16	14	281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

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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
Grades K-5	100%	0%
Grades 6-8	75%	25%

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
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

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.

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)
School Site	\$6,986	\$916	\$6,071
District			\$5,611
Percent Difference Between School Site and District			+8%
State			\$5,455
Percent Difference Between School Site and State			+11%

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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)

Individualized Education Plans (IEPs) mandated by special education laws are implemented by the Santa Barbara Unified School District. 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 teacher, special education aide, and a licensed school 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.

Art and/or music specialists, often local artists, provide a variety of art and choral 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 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.

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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 (K-5)	67%	68%	65%	51%	52%	54%	49%	52%	54%
English-Language Arts (6-8)	60%	73%	72%	58%	62%	64%	49%	52%	54%
Mathematics (K-5)	58%	55%	54%	56%	58%	61%	46%	48%	50%
Mathematics (6-8)	30%	32%	32%	40%	43%	46%	46%	48%	50%
Science (K-5)	70%	74%	72%	49%	58%	59%	50%	54%	57%
Science (6-8)	35%	79%	85%	60%	61%	63%	50%	54%	57%
History-Social Science (6-8)	39%	50%	50%	52%	55%	56%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year (Grades K-5)

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	65%	54%	72%
Male	64%	54%	58%
Female	66%	54%	82%
Hispanic or Latino	38%	36%	
White	70%	56%	82%
Socioeconomically Disadvantaged	64%	36%	
Students with Disabilities	46%	29%	

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.

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Standardized Testing and Reporting Results by Student Group – Most Recent Year (Grades 6-8)

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	History-Social Science
All Students in the LEA	64%	46%	63%	56%
All Students at the School	72%	32%	85%	50%
Male	60%	23%		
Female	83%	41%		
Hispanic or Latino	42%	25%		
White	77%	33%		
Socioeconomically Disadvantaged	42%	17%		

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	22.60%	19.40%	48.40%
7	29.20%	25.00%	33.30%

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.

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

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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 (Grades K-5)	4	6	6
Statewide (Grades 6-8)	7	5	6
Similar Schools (Grades K-5)	1	1	1

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 (Grades K-5)	66	14	-27
All Students at the School (Grades 6-8)	-30	45	-8
White (Grades K-5)	47	22	-20

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 – Grades K-5

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	132	792	3,104	793	4,683,676	778
Black or African American	1		32	815	317,856	696
American Indian or Alaska Native	0		24	797	33,774	733
Asian	5		39	924	398,869	898
Filipino	1		9		123,245	859
Hispanic or Latino	23	660	2,202	749	2,406,749	729
Native Hawaiian or Pacific Islander	1		3		26,953	764
White	91	815	730	909	1,258,831	845
Two or More Races	10		54	872	76,766	836
Socioeconomically Disadvantaged	11	718	1,938	743	2,731,843	726
English Learners	11	738	1,715	734	1,521,844	707
Students with Disabilities	19	653	485	676	521,815	595

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Academic Performance Index Growth by Student Group – 2011 Growth API Comparison – Grades 6-8

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	63	776	7,543	808	4,683,676	778
Black or African American	0		119	742	317,856	696
American Indian or Alaska Native	0		44	832	33,774	733
Asian	0		298	926	398,869	898
Filipino	0		41	877	123,245	859
Hispanic or Latino	13	705	3,845	722	2,406,749	729
Native Hawaiian or Pacific Islander	0		6		26,953	764
White	47	788	2,971	898	1,258,831	845
Two or More Races	3		188	925	76,766	836
Socioeconomically Disadvantaged	12	709	2,826	701	2,731,843	726
English Learners	2		2,304	674	1,521,844	707
Students with Disabilities	10		933	555	521,815	595

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	Grades K-5	Grades 6-8	District
Made AYP Overall	No	No	No
Met Participation Rate - English-Language Arts	Yes	No	Yes
Met Participation Rate - Mathematics	No	No	Yes
Met Percent Proficient - English-Language Arts	No	Yes	No
Met Percent Proficient - Mathematics	No	No	No
Met API Criteria	Yes	Yes	Yes

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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	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		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.