

Peabody Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, 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](#) 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., test data, enrollment, high school 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 may 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

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Peabody Charter School
Phone Number	(805) 563-1172
Superintendent	Demian Barnett
E-mail Address	Dbarnett@peabodycharter.org
Web Site	www.peabodycharter.org

School Contact Information - Most Recent Year	
School Name	Peabody Charter
Street	3018 Calle Noguera
City, State, Zip	Santa Barbara, Ca, 93105-2848
Phone Number	805-563-1172
Principal	Demian Barnett, Principal
E-mail Address	dbarnett@peabodycharter.org
Web Site	www.peabodycharter.org
County-District-School (CDS) Code	42767866045918

Last updated: 2/2/2016

School Description and Mission Statement - Most Recent Year

History

Over twenty years ago, a radical idea called "charter schools" became a public school reality. California passed its charter law in 1992, and in 1993 Peabody became one of the first charter schools in the state. Built in 1927, Peabody is situated on Santa Barbara's north side in a large piece of land which was sold to the school district for \$5 by the Frederick Forrest Peabody family. Peabody, the most generous benefactor in Santa Barbara history, made his home here after amassing a considerable fortune from the invention of Arrow collars. From its simple beginnings that included a dentist office and a three room hospital, Peabody has steadily expanded to its current 34-classroom campus that also includes an auditorium and stage, cafeteria/kitchen, expansive fields/play areas, a new field restroom, and a state of the art Exploration Center, which houses a beautiful science laboratory, a stunning library with fireplace and intimate amphitheatre, outdoor patio seating, and a computer lab that was renovated in the Fall of 2009 with all new iMacs. This physical growth and the enhancement of the campus over time create an apt metaphor for the development and exemplary nature of the education program at Peabody Charter school.

Today, 750 students in grades K-6 enjoy the fruits of inestimable labor and vision that began in 1927. The charter was recently renewed in 2012, reflecting the research, creativity, and ideas of the school community, with the mission to *"structure all school programs to provide an opportunity for all students to be successful life-long learners."* The charter was revised and expanded in 2006-2007 with the goal of school autonomy; and in March 2007, Peabody Charter School was granted the right to be an independent charter school. Peabody receives most of its funding directly from the state and is responsible for all matters related to the governance and management of the school, including its administration, fiscal operations, facility maintenance, food services, professional growth opportunities, curriculum development and implementation, and the methodology and delivery of instruction to our ethnically and socio-economically diverse student population.

Vision (from the Strategic Plan 2009-2012): Peabody Charter School is recognized as the exemplary K-6 school in terms of academic excellence, development of the full potential and well-being of students, and service to school and community. Educational Philosophy Peabody Charter School believes that learning best occurs when: 1. Students have responsibility for their choices, actions, and learning; 2. The instructional program is rich in authentic, hands-on educational experiences that include laboratory science, multimedia art education, environmental studies, community partnerships, and technology; 3. There is acceptance of different learning styles and an emphasis on the many ways that students learn, such as in flexible groupings, multiple modalities, cooperatively, through multiple intelligences, and with personal choice; 4. Specialists enhance the program and serve as teaching resources for performing and visual arts, science, physical education, GATE, Special Education, and technology; 5. The staff collaborates and meets regularly to plan, reflect, analyze, and facilitate student-centered learning and assessment 6. The school supports teacher professionalism with appropriate budget allocations and time for planning, staff development, and instructional materials; 7. Parents are expected and required to be actively involved in their children's education and volunteer in the classroom and other school activities; 8. Teachers create instruction, curriculum, assessments, and requirements to meet the needs of all learners, including those who require remediation and those who require acceleration. Highlights Peabody Charter School operates in an environment of high expectations and results.

- Peabody's charter aligns with goals to Use current assessment results to best meet the needs of students and promote academic excellence. Some highlights of the school include the following:
 - Academics. The educational program is taught by highly educated, caring, and dedicated staff, all CLAD/BCLAD certified. Almost 50% of certificated staff members are also bilingual.
 - Educational Excellence. The school met or exceeded the state targets in English language arts and mathematics for almost every group. Also, the performance gap on the API has steadily declined since 2003.
 - Enrollment. The school has increased its enrollment every year, with a student population of approximately 750 this year. There are extensive wait lists for all grade levels.
 - Diversity. The student community reflects a rich ethnic and socio-economic diversity: 49 percent of our students are Hispanic; 42

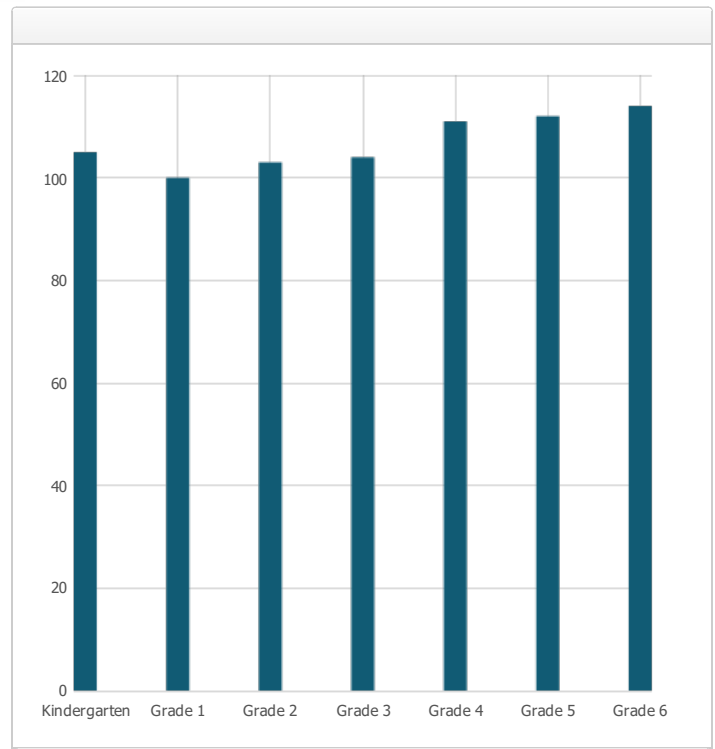
percent are white. 34 percent of our students are English Learners. 42 percent of our students come from families that live at or below the poverty level.

- **School Day.** The school day is longer (8:00-2:30 grades K-3 and 8:00-3:00 grades 4-6) and has built-in time for teachers to collaborate, plan, meet, and reflect.
- **Enrichment.** All students K-6 receive regular instruction in art, music, drama, lab science, Spanish enrichment, technology (with Internet access), and physical education.
- **Parents.** The parent community is very involved and generous with time, treasure, and talent. All parents are encouraged to volunteer in the classroom and at various school activities and fundraisers for a minimum of three hours per month.
- **Fundraising.** Fundraising enhances the program opportunities immensely. The Peabody Foundation Board, comprised of parents, staff, and community members, was established in 1995 and facilitates fundraising for the school's needs. More than \$4 million dollars has been raised by the overall community and many generous donors to date. One example is the generous donation from the Pinner Family that has benefited the Exploration Center.
- **Partnerships.** Close, mutually beneficial relationships have been built with the Santa Barbara Museum of Natural History, the University of California Santa Barbara Education Department, and local businesses.
- **Cafeteria.** The meal program is nutritious, delicious, and environmentally responsible. The entire campus is involved in a recycling and composting program.
- **Communication.** Enhanced communication exists through mandatory parent conferences twice a year, weekly principal newsletters, autophone messages, an informative website, annual school effectiveness surveys, and access to Internet for parents. Staff Eighty-two years ago there were just six teachers, a secretary, a custodian, and the principal. Today Peabody employs almost 77 individuals, with 35 credentialed classroom teachers (one is a part-time librarian); two administrators; 23 support personnel; a director of fiscal services; an executive chef; and two contracted instructors for dance and drama. Summary Specifying in great detail what we can and cannot do, what we must do, and what we promise to do, Peabody's charter is a road map for our educational program. Three times named a California Distinguished School (1996, 2000, 2010) and awarded the 2006-2007 Title One Academic Achievement Award (one of four schools in Santa Barbara County), Peabody continues to be recognized for the very tenets expressed in our guiding document. The school is fully enrolled and with wait lists for every grade level; our community too is satisfied and proud of the accomplishments. The award of 2010 California Distinguished School reinforced the school 's efforts and is further evidence that the charter is working because of the school 's dedication to excellence and meaningful learning. Being an independent charter school has allowed the staff to use its expertise, energy, and resources to best serve the community and build an outstanding educational program.

Last updated: 2/2/2016

Student Enrollment by Grade Level (School Year 2014-15)

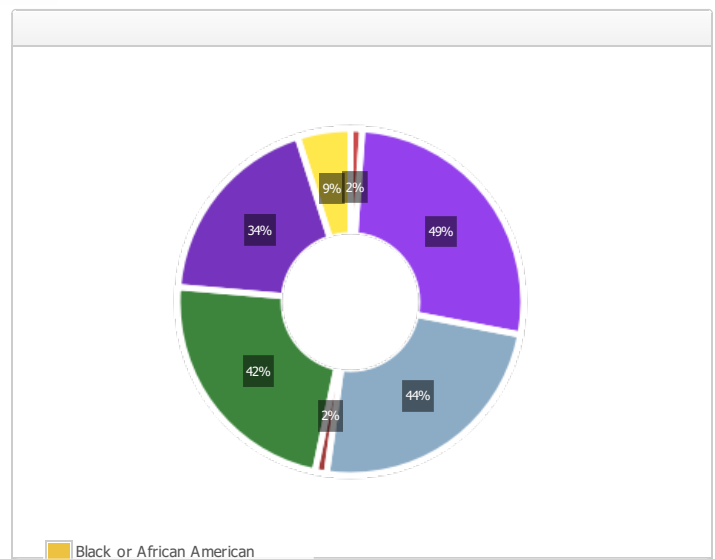
Grade Level	Number of Students
Kindergarten	105
Grade 1	100
Grade 2	103
Grade 3	104
Grade 4	111
Grade 5	112
Grade 6	114
Total Enrollment	749



Last updated: 2/2/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.4 %
Asian	2.1 %
Filipino	0.3 %
Hispanic or Latino	49.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	44.2 %
Two or More Races	2.8 %
Socioeconomically Disadvantaged	42.7 %
English Learners	34.4 %
Students with Disabilities	9.6 %
Foster Youth	0.0 %



Last updated: 2/2/2016

A. Conditions of Learning

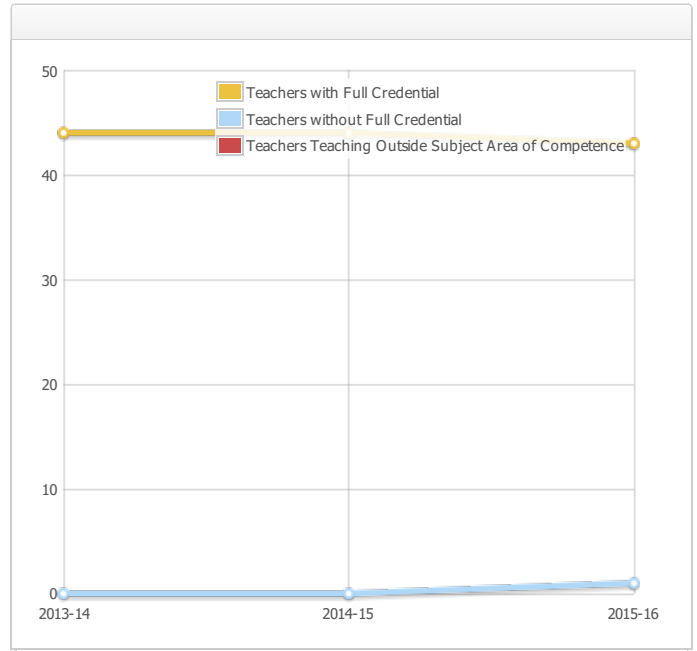
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

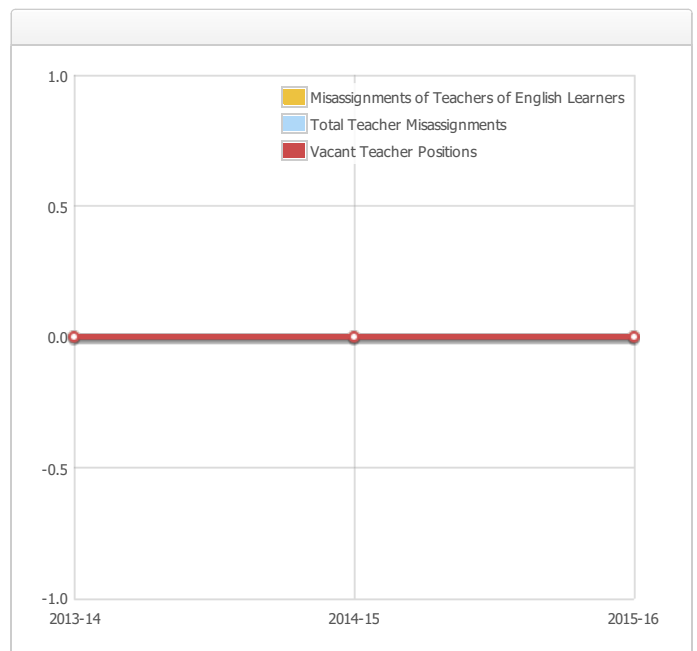
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	44	44	43	
Without Full Credential	0	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 2/2/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 2/2/2016

School Facility Conditions and Planned Improvements - Most Recent Year

School Facility Conditions and Planned Improvement (School Year 2014-2015)

There has been steady expansion and renovation since 1927, when there were six classrooms and one office. Recent modernization efforts for the 33 classroom school include:

Six classrooms were modernized in 2002.

A bathroom adjacent to the field was completed in the fall of 2014.

The original building was modernized during the 2004-06 school years.

The Kindergarten playground was completely rebuilt in the summer of 2015.

The entire playfield was replanted with new irrigation and grass during the summer of 2015.

- Restroom facilities (41 toilets) include six for the kindergartens, ten for the primary grades, twenty for the upper grades, two in the auditorium, one in the cafeteria, and two in the main building. In January 2005, Peabody opened an 8,000 square foot building, now called The Pinner Family Exploration Center, which consists of a state of the art library, technology center, and science learning laboratory. The full-time maintenance director and two full-time custodians maintain the campus and buildings in excellent condition. All restrooms are in working order. Students are supervised beginning at 7:30 a.m. each morning until the last bus leaves after the school's homework centers at 4:00 p.m. School Facility Good Repair Status Current facilities inspection reports are available at <http://www.sbsdk12.org/facilities/inspections>.

Last updated: 2/2/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	50.0%	44.0%
Mathematics (grades 3-8 and 11)	58.0%	38.0%	33.0%

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	104	101	97.1%	40.0%	17.0%	25.0%	19.0%
Male	104	50	48.1%	50.0%	16.0%	22.0%	12.0%
Female	104	51	49.0%	29.0%	18.0%	27.0%	25.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	104	1	1.0%	--	--	--	--
Asian	104	3	2.9%	--	--	--	--
Filipino	104	1	1.0%	--	--	--	--
Hispanic or Latino	104	51	49.0%	65.0%	18.0%	12.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	104	41	39.4%	15.0%	12.0%	39.0%	34.0%
Two or More Races	104	4	3.8%	--	--	--	--
Socioeconomically Disadvantaged	104	48	46.2%	58.0%	19.0%	13.0%	10.0%
English Learners	104	42	40.4%	74.0%	19.0%	5.0%	2.0%
Students with Disabilities	104	16	15.4%	81.0%	13.0%	6.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	109	107	98.2%	21.0%	18.0%	20.0%	40.0%
Male	109	55	50.5%	29.0%	9.0%	22.0%	40.0%
Female	109	52	47.7%	13.0%	27.0%	17.0%	40.0%
Black or African American	109	1	0.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	109	4	3.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	109	50	45.9%	40.0%	26.0%	18.0%	14.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	109	51	46.8%	4.0%	10.0%	22.0%	65.0%
Two or More Races	109	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	109	42	38.5%	45.0%	31.0%	17.0%	5.0%
English Learners	109	32	29.4%	50.0%	34.0%	13.0%	0.0%
Students with Disabilities	109	14	12.8%	64.0%	14.0%	7.0%	14.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	112	109	97.3%	18.0%	13.0%	32.0%	37.0%
Male	112	62	55.4%	18.0%	16.0%	39.0%	27.0%
Female	112	47	42.0%	19.0%	9.0%	23.0%	49.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	112	5	4.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	112	44	39.3%	39.0%	23.0%	23.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	112	56	50.0%	4.0%	7.0%	36.0%	54.0%
Two or More Races	112	4	3.6%	--	--	--	--
Socioeconomically Disadvantaged	112	40	35.7%	43.0%	15.0%	33.0%	10.0%
English Learners	112	22	19.6%	68.0%	27.0%	5.0%	0.0%
Students with Disabilities	112	8	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	114	110	96.5%	12.0%	18.0%	34.0%	36.0%
Male	114	54	47.4%	19.0%	19.0%	30.0%	33.0%
Female	114	56	49.1%	5.0%	18.0%	38.0%	39.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	114	3	2.6%	--	--	--	--
Filipino	114	0	0.0%	--	--	--	--
Hispanic or Latino	114	46	40.4%	24.0%	30.0%	41.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	57	50.0%	4.0%	11.0%	26.0%	60.0%
Two or More Races	114	4	3.5%	--	--	--	--
Socioeconomically Disadvantaged	114	45	39.5%	24.0%	33.0%	31.0%	11.0%
English Learners	114	24	21.1%	46.0%	38.0%	17.0%	0.0%
Students with Disabilities	114	14	12.3%	57.0%	14.0%	29.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 2 = Standard nearly met
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 Level 4 = Standard exceeded

Last updated: 2/2/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	104	101	97.1%	23.0%	24.0%	32.0%	20.0%
Male	104	50	48.1%	20.0%	36.0%	24.0%	18.0%
Female	104	51	49.0%	25.0%	12.0%	39.0%	22.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	104	1	1.0%	--	--	--	--
Asian	104	3	2.9%	--	--	--	--
Filipino	104	1	1.0%	--	--	--	--
Hispanic or Latino	104	51	49.0%	39.0%	33.0%	22.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	104	41	39.4%	7.0%	12.0%	41.0%	39.0%
Two or More Races	104	4	3.8%	--	--	--	--
Socioeconomically Disadvantaged	104	48	46.2%	38.0%	31.0%	19.0%	8.0%
English Learners	104	42	40.4%	45.0%	36.0%	14.0%	0.0%
Students with Disabilities	104	16	15.4%	81.0%	19.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	109	107	98.2%	16.0%	22.0%	18.0%	43.0%
Male	109	55	50.5%	15.0%	18.0%	16.0%	51.0%
Female	109	52	47.7%	17.0%	27.0%	19.0%	35.0%
Black or African American	109	1	0.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	109	4	3.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	109	50	45.9%	32.0%	34.0%	16.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	109	51	46.8%	2.0%	12.0%	20.0%	67.0%
Two or More Races	109	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	109	42	38.5%	36.0%	43.0%	12.0%	7.0%
English Learners	109	32	29.4%	38.0%	47.0%	13.0%	0.0%
Students with Disabilities	109	14	12.8%	50.0%	21.0%	14.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	112	109	97.3%	16.0%	20.0%	24.0%	40.0%
Male	112	62	55.4%	15.0%	18.0%	31.0%	37.0%
Female	112	47	42.0%	17.0%	23.0%	15.0%	45.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	112	5	4.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	112	44	39.3%	34.0%	30.0%	20.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	112	56	50.0%	4.0%	13.0%	25.0%	59.0%
Two or More Races	112	4	3.6%	--	--	--	--
Socioeconomically Disadvantaged	112	40	35.7%	33.0%	30.0%	20.0%	18.0%
English Learners	112	22	19.6%	55.0%	32.0%	14.0%	0.0%
Students with Disabilities	112	8	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	114	110	96.5%	23.0%	24.0%	16.0%	37.0%
Male	114	54	47.4%	30.0%	19.0%	17.0%	35.0%
Female	114	56	49.1%	16.0%	29.0%	16.0%	39.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	114	3	2.6%	--	--	--	--
Filipino	114	0	0.0%	--	--	--	--
Hispanic or Latino	114	46	40.4%	46.0%	26.0%	22.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	57	50.0%	7.0%	23.0%	9.0%	61.0%
Two or More Races	114	4	3.5%	--	--	--	--
Socioeconomically Disadvantaged	114	45	39.5%	47.0%	27.0%	16.0%	11.0%
English Learners	114	24	21.1%	75.0%	17.0%	8.0%	0.0%
Students with Disabilities	114	14	12.3%	71.0%	7.0%	14.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/2/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	64.0%	71.0%	72.0%	61.0%	62.0%	58.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58.0%
All Students at the School	72.0%
Male	74.0%
Female	70.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	51.0%
Native Hawaiian or Pacific Islander	--
White	89.0%
Two or More Races	--
Socioeconomically Disadvantaged	47.0%
English Learners	18.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.4%	11.7%	67.6%

Note: Percentages are not calculated 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.

Last updated: 2/2/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Opportunities for Parental Involvement (School Year 2014-2015)

Contact Person Name: Mr. Demian Barnett, Principal/Superintendent

Contact Person Phone Number: (805) 563-1172

Research indicates that parent involvement in school is positively related to the academic success of their students. To this end, parent participation in school programs and activities is strongly encouraged at Peabody. Parents are encouraged to serve as members of the board of directors, on the Foundation, English Learner Advisory Committee, Parent Teacher Staff Organization, etc, and are welcomed in the classroom and school as volunteers. A minimum of three hours per month is recommended. Peabody Charter School provides multiple opportunities for parent participation in the following groups: • The Foundation oversees the school capital fund raising, such as Preserve the Peabody Experience, the state of the art Exploration Center and other special projects. • English Language Advisory Committee (PODEMOS) parent and teacher group that addresses the needs of the English learners; liaison to the principal. • Parent, teacher, staff organization dedicated to increased family activities, communication and staff appreciation; all parents are encouraged to attend meetings and be a part of this group. • Board of Directors is comprised of 3-4 parent members. In addition, parents may fulfill the volunteer requirement in a variety of ways that may include but are not limited to the following: • Attend specific school events for which volunteer hours are awarded. • Volunteer and assist teachers, office staff, library, maintenance crews, etc. • Help with after hours events such as Saturday work days, performance events, school registration/ preparation, and extra-curricular activities such as dances, athletic events, etc. • Share expertise and talents. • Serve on other school committees.

State Priority: Pupil Engagement

Last updated: 2/2/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

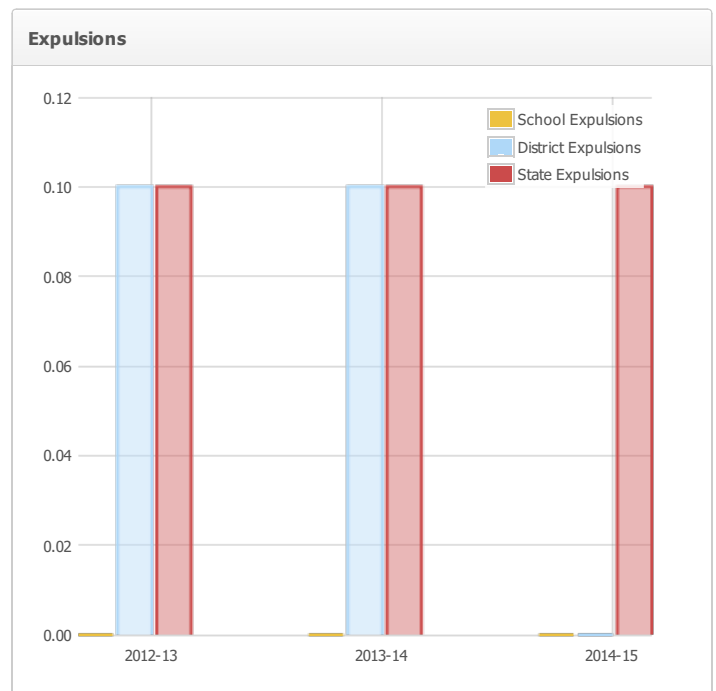
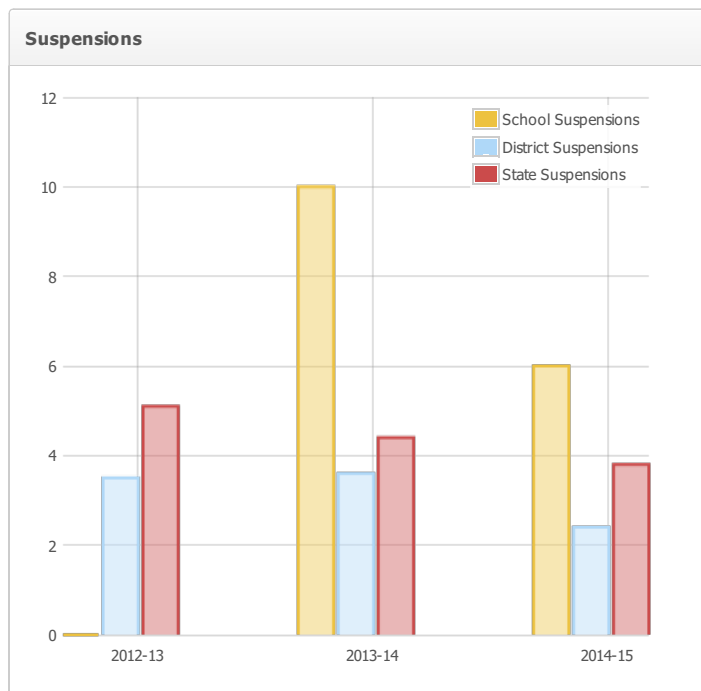
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions		10.0	6.0	3.5	3.6	2.4	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 2/2/2016

School Safety Plan - Most Recent Year

School Safety Plan (School Year 2014-2105) Date of Last Review/Update: January 2016

Date Last Discussed with Staff: January 2016

Student safety is an important concern at Peabody Charter School. The school safety plan is updated annually and is available in the school office. The Emergency Procedures Plan includes evacuation routes and procedures, job tasks for each team, including safety, utilities shut-off, triage, building security as well as fire drills, earthquake readiness, evacuation instructions, shelter in place, and lock-down procedures. Staff members receive regular training in CPR and first aid. Monthly emergency/disaster drills are conducted throughout the school year. Using documented safety plans and procedures, actual emergency situations are reenacted to keep students and staff prepared and safe. Peabody Charter School has adopted an Integrated Pest Management Plan using no pesticides or harmful chemicals on the campus.

Last updated: 2/2/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	5	0		20.0	5	0	0	20.0	5	0	0
1	20.0	5	0		21.0	5	0	0	20.0	5	0	0
2	20.0	5	0		21.0	5	0	0	20.0	5	0	0
3	24.0	0	4		26.0	0	4	0	24.0	0	4	0
4	28.0	0	4		26.0	0	4	0	26.0	0	4	0
5	28.0	0	4		28.0	0	4	0	26.0	0	4	0
6	23.0	0	4		28.0	0	4	0	26.0	0	4	0
Other		0				0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/2/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/2/2016

Types of Services Funded (Fiscal Year 2014-15)

Peabody Charter Schools uses Title I and III funds to provide additional certificated staff to close the achievement gap. Teacher Tutors are in grades Kindergarten-sixth grade.

For many grades starting in second, Afterschool Homework club or tutorial classes are available.

Last updated: 2/2/2016

Professional Development – Most Recent Three Years

Professional Development: The primary areas of professional development supports implementation of the Common Core State Standards, specifically a focus on these main areas: NGSS Science Standards, ELD and ELA:Academic Vocabulary, Close Reading, and Expository Writing. 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 areas of 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.

Last updated: 2/2/2016