

# Santa Barbara High School

## School Accountability Report Card

### Reported for School Year 2007-08

*Published During 2008-09*

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#### Santa Barbara High School

700 E. Anapamu St.  
Santa Barbara, CA 93103  
(805) 966-9101  
www.sbhsdons.org  
Mr. Mark Capritto, Principal  
mcapritto@sbsdk12.org

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

#### DataQuest

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

#### Santa Barbara School Districts

720 Santa Barbara St.  
Santa Barbara, CA 93101  
(805) 963-4338  
www.sbsdk12.org  
Dr. J. Brian Sarvis, Superintendent  
bkeyani@sbsdk12.org

#### Internet Access

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

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## I. About This School

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

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

Santa Barbara High School provides every student with the opportunity to develop his or her talents and strengths as completely as possible. This is best achieved by developing a strong sense of community that involves all people with a stake in the education of our students. Our philosophy is based upon the premise that all students can learn at higher levels. We will structure our school to prepare all students to:

- develop their individual potential;
- understand and respect both individual and cultural diversity;
- develop strong moral and ethical values;
- develop and maintain confidence and a sense of self-worth;
- participate effectively in our democratic society;
- compete successfully in an increasingly technological job market;
- become lifelong learners.

Santa Barbara High School, founded in 1875, is the second oldest high school in California. Occupying a beautiful 40-acre campus with lovely Spanish-style buildings, the present site (completed in 1924) is known city-wide as the “Home of the Dons.” A total of 125 credentialed teachers, counselors and administrators serve a diverse social and ethnic mix of students who enjoy a positive learning environment and many outstanding programs in academics as well as theatre arts, choral and instrumental music, fine arts, special education, and athletics. A support staff of over 60 includes school/ community liaisons, office personnel,

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maintenance and grounds staff, California School Age Families Education (Cal-SAFE) center, food service, campus supervisors, classroom aides, Regional Occupational Program staff, health assistant, athletic equipment manager, athletic trainer, and migrant education personnel.

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

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

**Contact Person Name:** Dr. Mark Capritto, principal

**Contact Person Phone Number:** (805) 966-9101

A wide variety of community groups make a tremendous difference in the lives of Santa Barbara High School staff and students. The Parent Teacher Student Association (PTSA) actively supports the school through fundraisers, phone-a-thons, a student store, volunteers, and publishing a newsletter in English and Spanish that goes to each home every month during the school year. The active alumni association participates in campus improvement projects, provides classroom supplies and grants scholarships to student each year. Band and athletic booster clubs and organizations raise funds for uniforms, tournaments, competitions, transportation and other costs as needed. The School Site Council; composed of parents, students, staff, administration and community at large members, serves in an advisory capacity to the principal in the areas of school mission and vision, philosophy and financial allocations. The Academy of Public Policy and Leadership (APPL), Multimedia Arts and Design Academy (MAD), Visual Arts and Design Academy (VADA), and Green Academy have active parent associations with links to community businesses and local colleges and universities. The Partners in Education Council works with staff through business economic classroom partnerships. Adopt-a-School partners support school programs and provide advisors for the Vocational Education Act Programs. The Regional Occupation Program offers numerous classes on campus including Virtual Enterprise and has been in a long-time partnership with Santa Barbara High School. Other community partnerships include Santa Barbara County Office of Education, Santa Barbara City College, Westmont College, University of California Santa Barbara, Santa Barbara County Elections Office, Boys and Girls Club, Santa Barbara Hispanic Chamber of Commerce, Council on Alcoholism and Drug Abuse, California Student Opportunity and Access Program (Cal-SOAP), NOVACOAST, Santa Barbara Bank and Trust, the Internal Revenue Service, General Dynamics, Raytheon, McConnell's Ice Cream, and Santa Barbara Axxess.

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

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

Grade Level	Number of Students
Grade 9	572
Grade 10	629
Grade 11	545
Grade 12	601
<b>Total Enrollment</b>	<b>2347</b>

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

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

Group	Percent of Total Enrollment
African American	2.30 %
American Indian or Alaska Native	0.60 %
Asian	2.00 %
Filipino	0.38 %
Hispanic or Latino	54.15 %
Pacific Islander	0.13 %
White (not Hispanic)	40.26 %
Multiple or No Response	0.17 %
Socioeconomically Disadvantaged	37 %
English Learners	20 %
Students with Disabilities	10 %

### Average Class Size and Class Size Distribution

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

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	39	25	31	26.1	29	36	27	26.7	42	12	35
Mathematics	27.5	23	29	23	27.5	22	35	26	28.1	18	29	26
Science	29.9	9	25	27	26.9	21	31	23	31.5	2	22	37
Social Science	29.5	11	28	29	27.7	15	28	25	29.5	11	21	31

## II. School Climate

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

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

**Date of Last Review/Update:** December 2008

**Date Last Discussed with Staff:** December 2008

There is a site emergency plan at Santa Barbara High School. Earthquake, fire, and lock-down drills are held on a regular basis. A full scale mock disaster drill is also conducted each year with law enforcement and fire department staff on hand to assist. The administration, health clerk, campus safety supervisors, custodians, grounds crew and the front office staff are equipped with two-way radios for immediate communication in case of an incident. The administration also has access to cell phones to expedite communication with the district office in case of an emergency.

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Key elements of the school safety plan include:

- emergency phone numbers
- operations/organization list
- first aid
- fire drills
- earthquake
- bomb threat
- fallen aircraft
- flood/mudslides/tidal waves
- severe winds/tornado watch
- chemical accidents/toxic fumes
- safe routes to school
- drugs and alcohol
- harassment
- sexual harassment
- hate crimes

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	17.7	6.6	7.4	22.9	11.0	14.4
<b>Expulsions</b>	0.9	0.2	0.2	0.8	.05	.04

## III. School Facilities

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

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

Santa Barbara High School's number one priority and goal is to provide a safe, orderly, and nurturing learning environment for staff and students. To prepare all students to be successful in this changing world, we continue to create an environment that leads to improved achievement for all students and encourages them to meet their potential. Staff has designed a cooperative, collaborative and coordinated learning environment. The campus at Santa Barbara High School is positive and supportive. The climate gives students and staff a powerful reason to come to school daily. This enhances the feel of community on the campus. To facilitate this goal, all staff members work to consistently enforce procedures and rules to maintain a safe and orderly environment where all students can find the opportunity to succeed and excel in academic and personal pursuits. All visitors are required to check in and sign in at the switchboard. The staff has made it a priority to emphasize the roles of diversity, acceptance and cooperation in all aspects of school life. Santa Barbara High School has four campus safety supervisors who assist the administration and staff in monitoring and maintaining a safe, secure campus before, during and after school hours. A partnership with local support service agencies and law enforcement links the school to community resources.

Santa Barbara High School was built in a time when class sizes were smaller. Teachers have maximized the space and created learning environments that support student learning and engage students in meaningful, relevant

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activities. Teachers willingly share their rooms with other teachers as needed. The campus is spread out over 40 acres and provides a variety of facilities to meet the needs of academic, curricular, and co-curricular pursuits. This site was built in 1924. A \$19M modernization continues this year in order to meet the demands of the curricular program and the large population of students and staff on campus. Santa Barbara High School is fortunate to be in the process of undergoing major construction to upgrade the facilities while maintaining the beautiful architecture and ambiance of the school. Santa Barbara High School is a multi-level campus so major steps have been taken to address equal access to all parts of the campus. Traditions run long and deep at Santa Barbara High School and school pride is a major factor in the support of the community for our programs.

Santa Barbara High School has a qualified and committed custodial and maintenance staff that provides major maintenance, cleaning and repairs on a daily basis. The grounds crew provides for, and maintains daily, a beautifully landscaped campus. The custodial crew has a daily cleaning schedule for classrooms, offices, restrooms and hallways. Great effort is made to maintain the school facility in a condition that supports student and staff safety at all times. All restrooms are in working order, excluding the restroom undergoing remodeling in the English building.

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

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

## IV. Teachers

### Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
<b>With Full Credential</b>	105	107	101	475
<b>Without Full Credential</b>	0	3	5	14
<b>Teaching Outside Subject Area of Competence</b>	1	3	3	--

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	31	16	3
<b>Total Teacher Misassignments</b>	34	19	5
<b>Vacant Teacher Positions</b>	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	96.8	3.2
<b>All Schools in District</b>	95.2	4.8
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>	96.0	4.0

## V. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	6.1	384
<b>Library Media Teacher (Librarian)</b>	1.0	--
<b>Psychologist</b>	2.0	--
<b>Speech/Language/Hearing Specialist</b>	1.0	--
<b>Resource Specialist (non-teaching)</b>	1.0	--

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### VI. Curriculum and Instructional Materials

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

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

Quality, Currency, and Availability of Textbooks and Instructional Materials	Year Adopted by the Local Board of Education	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks are aligned with state standards		
<b>Reading/Language Arts</b>		
<b>Grades 9-12:</b> Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Third Course, Fourth Course, Fifth Course, and Sixth Course 2003</i>	2003	0%
<b>Grades 9-12:</b> Hampton-Brown Company, <i>High Point EL, 2001</i>	2003	0%
<b>Mathematics</b>		
<b>Grades 9-12:</b> Holt, Rinehart, Winston: <i>Algebra 1, Algebra 2 and Geometry: California Edition, 2008</i>	2008	0%
<b>Grades 9-12:</b> Brooks/Cole: <i>Pre-calculus: Mathematics for Calculus, 2007</i>	2008	0%
<b>Grades 9-12:</b> McDougal-Littell/Houghton Mifflin: <i>Calculus of a Single Variable AB AP, 8e 2006, and Calculus with Analytic Geometry 8e 2006</i>	2006	0%
<b>Grades 9-12:</b> Harcourt Brace/Saunders College Publishing: <i>Trigonometry 4th ed, 1999</i>	2002	0%
<b>Grades 9-12:</b> W.H. Freeman: <i>The Practice of Statistics, 2nd ed. 2003</i>	2006	0%
<b>Grades 9-12:</b> Duxbury/Thomson Learning: <i>Elementary Statistics, 2000</i>	2002	0%
<b>Science</b>		
<b>Grades 9-12:</b> Holt Rinehart & Winston: <i>Modern Chemistry 2006</i>	2007	0%
<b>Grades 9-12:</b> Holt Rinehart & Winston: <i>Holt Earth Science 2006</i>	2007	0%
<b>Grades 9-12:</b> Holt Rinehart & Winston: <i>Physics CA 2007</i>	2007	0%
<b>Grades 9-12:</b> McDougal Littell/Houghton Mifflin: <i>Chemistry 7e (AP) 2007</i>	2007	0%
<b>Grades 9-12:</b> Pearson/Prentice-Hall: <i>Biology CA 2007</i>	2007	0%
<b>Grades 9-12:</b> John Wiley & Sons: <i>Environmental Science: Earth as a Living Planet 6th ed (AP) 2007</i>	2007	0%
<b>Grades 9-12:</b> McGraw Hill: <i>Marine Biology 6th ed 2007 and Mader's Biology 9th ed (AP) 2007</i>	2007	0%
<b>Grades 9-12:</b> Thomson, Brooks/Cole: <i>College Physics, Enhanced 7th ed (AP) 2006</i>	2007	0%
<b>History-Social Science</b>		
<b>Grades 9-12:</b> McDougal Littell: <i>Modern World History: Patterns of Interaction 2006, and The Americans: Reconstruction to the 21st Century 2006</i>	2006	0%
<b>Grades 9-12:</b> McDougal Littell: <i>The American Pageant: A History of the Republic, 13e 2006</i>	2000	0%
<b>Grades 9-12:</b> McDougal Littell/Houghton Mifflin School: <i>Economics: Concepts and Choices, 2008</i>	2007	0%
<b>Grades 9-12:</b> Pearson/Prentice Hall: <i>Magruder's American Government 2006</i>	2006	0%

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<b>Grades 9-12:</b> Pearson/Prentice Hall: <i>American Government: Continuity and Change 2006</i>	2005	0%
<b>Grades 9-12:</b> McGraw-Hill: <i>Street Law, Student Edition, 2005</i>	2006	0%
<b>Foreign Language</b>		
<b>Grades 9-12:</b> Glencoe/McGraw Hill: <i>Buen Viaje (1,2,3) 2003; Galeria de arte ye vida; 2004; and Tesoro Literario, 2004</i>	2003	0%
<b>Grades 9-12:</b> McDougal Litell: <i>Abriendo Puertas Tomo I &amp; II 2003 and Discovering French Nouveau! Bleu, Blanc, Rouge 2004</i>	2003	0%
<b>Grades 9-12:</b> McDougal Litell: <i>Nuestro Mundo 2002</i>	2007	0%
<b>Grades 9-12:</b> <i>Cambridge Latin Course (Units 1, 2, 3, and 4) 2000-2003</i>	2003	0%
<b>Health</b>		
<b>Grades 9-12:</b> Holt Rinehart and Winston: <i>Lifetime Health, 2004</i>	2005	0%
<b>Visual and Performing Arts</b>		
<b>Science Laboratory Equipment (grades 9-12)</b>		
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## VII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$6,192	\$1,223	\$4,969	\$60,763
<b>District</b>	---	---	\$4,932	\$59,964
<b>Percent Difference School Site and District</b>	---	---	+1%	+1%
<b>State</b>	---	---	\$5,300	\$63,458
<b>Percent Difference School Site and State</b>	---	---	-6%	-4%

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

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

Santa Barbara High School is predominately funded through the district's general funds. In addition to these funds, Santa Barbara High School also qualifies for federal money under the Title I program. Santa Barbara High School also qualifies and receives state funds for School Improvement, English Language Acquisition/Limited English Proficient, Vocational Education Act, and Emergency Immigrant Act. Grants, donations and local foundations are also utilized to support specific programs such as APPLe, MAD, VADA, and the Green academies.

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

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

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

## VIII. Student Performance

### California Standards Tests

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

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

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>English-Language Arts</b>	52	54	53	54	57	57	42	43	46
<b>Mathematics</b>	23	23	24	34	34	33	40	40	43
<b>Science</b>	31	30	46	47	48	56	35	38	46
<b>History-Social Science</b>	44	39	42	46	43	46	33	33	36

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

#### English-Language Arts

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

Group	English-Language Arts		
	2005-06	2006-07	2007-08
<b>African American</b>	51	53	42
<b>Asian</b>	77	82	82
<b>Hispanic or Latino</b>	26	29	32
<b>White (Not Hispanic)</b>	85	84	80
<b>Male</b>	50	52	48
<b>Female</b>	54	56	58
<b>Economically Disadvantaged</b>	22	28	28
<b>English Learners</b>	4	6	9
<b>Students with Disabilities</b>	6	4	3

#### Mathematics

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

Group	Mathematics		
	2005-06	2006-07	2007-08
<b>African American</b>	16	19	23
<b>Asian</b>	51	54	68
<b>Hispanic or Latino</b>	7	9	9
<b>White (Not Hispanic)</b>	39	40	41
<b>Male</b>	22	25	25
<b>Female</b>	21	21	24
<b>Economically Disadvantaged</b>	6	6	9
<b>English Learners</b>	3	3	5
<b>Students with Disabilities</b>	6	7	0

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### Science

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

Group	Science		
	2005-06	2006-07	2007-08
African American	*	7	*
Asian	71	*	92
Hispanic or Latino	8	11	23
White (Not Hispanic)	57	54	68
Male	33	36	49
Female	29	24	43
Economically Disadvantaged	8	9	20
English Learners	2	3	8
Students with Disabilities	0	2	2

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

#### History – Social Science

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

Group	History - Social Science		
	2005-06	2006-07	2007-08
African American	19	24	18
Asian	60	71	76
Hispanic or Latino	16	16	21
White (Not Hispanic)	76	65	68
Male	47	43	46
Female	41	35	38
Economically Disadvantaged	11	13	*
English Learners	5	3	10
Students with Disabilities	3	4	*

### California High School Exit Examination (CAHSEE)

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	62.8	56.3	67.6	63.0	60.7	66.3	51.1	48.6	52.9
Mathematics	60.8	52.5	64.6	61.5	61.2	63.5	46.8	49.9	51.3

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### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	32.4	46.4	21.1	35.4	34.6	30.0
Male	35.7	48.1	16.2	34.7	35.5	29.8
Female	29.5	44.9	25.7	36.0	33.9	30.1
Asian	0.0	64.3	35.7	7.1	14.3	78.6
Hispanic or Latino	53.5	41.9	4.6	52.3	36.7	11.0
White (not Hispanic)	9.8	50.4	39.8	16.5	34.2	49.4
English Learners	75.9	24.1	0.0	69.1	25.3	5.6
Socioeconomically Disadvantaged	57.1	40.3	2.6	53.4	35.3	11.2
Students with Disabilities	92.9	7.1	0.0	87.3	12.7	0.0

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

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	40.8

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide	8	7	6
Similar Schools	9	7	4

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

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	10	-13	30	754
Hispanic or Latino	11	-14	50	666
White (not Hispanic)	16	-11	4	859
Socioeconomically Disadvantaged	11	-5	52	654
English Learners	-9	-24	49	604
Students with Disabilities	2	6	4	472

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

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

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

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

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

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement Implementation	2008-09	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	30.8

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Dropout Rate (1-year)</b>	0.7	0.8	2.9	0.8	1.0	2.8	3.1	3.5	4.4
<b>Graduation Rate</b>	98.4	96.9	90.6	96.3	94.8	91.7	85.0	83.0	79.5

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### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: \* means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	95%	95%	Not available
African American	*	91%	Not available
American Indian or Alaska Native	*	87%	Not available
Asian	94%	98%	Not available
Filipino	*	100%	Not available
Hispanic or Latino	92%	91%	Not available
White (not Hispanic)	98%	98%	Not available
Socioeconomically Disadvantaged	90%	87%	Not available
English Learners	80%	78%	Not available
Students with Disabilities	81%	78%	Not available

### Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

**CTE Committee Representative:** Dr. Cynthia White, (805) 963-4338 x 221

List of Career Technical Education programs offered at Santa Barbara High School, including Regional Occupational Programs (ROP) and dual enrollment/articulated credit course with Santa Barbara City College:

#### Arts, Media and Entertainment

- Survey of Multimedia Applications (dual enrollment)
- Digital Imaging I (dual enrollment)
- Digital Drawing (dual enrollment)
- Technology Seminar
- Dreamweaver (dual enrollment)
- Photo 1 (dual enrollment)
- Web Design 1 (dual enrollment)
- Flash (dual enrollment)
- TV/Studio Production (dual enrollment)
- Non-linear Editing (dual enrollment)
- Film and Video Production (dual enrollment)
- Video/TV Production 1 and 2
- Video/TV Production 3 and Advanced (ROP)
- Advanced Theater (Live Broadcast and Video/TV Production Internship)

#### Building Trades, Construction

- Woodshop 1
- Drafting 1
- Construction Technology (dual enrollment)

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### Finance, Business, Marketing, Sales and Service

- Computer Accounting (ROP – articulated SBCC credit)
- Computer Business Applications (ROP – dual enrollment)
- Word Processing (ROP – dual enrollment)
- Bank Teller Training (ROP)

- Virtual Enterprise – Economics (ROP - dual enrollment)

### Transportation

- Auto 1 and 2
- Auto Body 1 and 2 (ROP)
- Auto Occupations 1 and 2 (ROP – articulated SBCC credit)

## Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	587
Percent of pupils completing a CTE program and earning a high school diploma	13%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	64%

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	72.0
Graduates Who Completed All Courses Required for UC/CSU Admission	21.8

## Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	18	8.0

## XII. Instructional Planning and Scheduling

### Professional Development

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

Santa Barbara High School participates in school-wide professional development initiatives scheduled at the beginning of each year, Saturday workshops, summer workshops, late-start days, and early release days. No school days are dedicated to school-wide professional development.

	2004-05	2005-06	2006-07
<b>School days dedicated to school-wide professional development</b>	0	0	0