

Santa Barbara High School

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

Santa Barbara High School

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

DataQuest

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

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.

Santa Barbara School Districts

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About This School

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

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

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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, 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 2008-09)

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 (APPLE), 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 2008-09)

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

Grade Level	Number of Students
Grade 9	510
Grade 10	562
Grade 11	570
Grade 12	528
Total Enrollment	2170

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Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	2.4 %
American Indian or Alaska Native	0.6 %
Asian	1.8 %
Filipino	0.4 %
Hispanic or Latino	55.0 %
Pacific Islander	0.2 %
White (not Hispanic)	39.5 %
Multiple or No Response	0.1 %
Socioeconomically Disadvantaged	42 %
English Learners	21 %
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	2006-07				2007-08				2008-09			
	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	26.1	29	36	27	26.7	42	12	35	25.7	33	23	28
Mathematics	27.5	22	35	26	28.1	18	29	26	29.5	10	20	36
Science	26.9	21	31	23	31.5	2	22	37	30.0	7	24	25
Social Science	27.7	15	28	25	29.5	11	21	31	29.8	6	27	25

School Climate

School Safety Plan (School Year 2008-09)

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

Date of Last Review/Update: March 2009

Date Last Discussed with Staff: March 2009

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	6.6	7.4	5.1	11.0	14.4	7.1
Expulsions	0.2	0.2	0.7	0.5	0.4	0.4

School Facilities

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

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

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.

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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 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 2009-10)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems			√	Steam heating systems in poor condition.
Windows/Doors/Gates (interior and exterior)			√	East facing windows and blinds need repair
Interior Surfaces (walls, floors, and ceilings)		√		Holes and peeling paint in office, boys locker room. Broken mirrors in weight room. Missing ceiling tile in main hall. Cracked floor tile in English office. Many doors not self-closing and sticky. Bad entry flooring in room #50.
Hazardous Materials (interior and exterior)				
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			Tennis courts need resurfacing.
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

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

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		√		

Teachers

Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	District
With Full Credential	107	101	92	447
Without Full Credential	3	5	3	10
Teaching Outside Subject Area of Competence	3	3	2	---

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	16	3	3
Total Teacher Misassignments	19	5	7
Vacant Teacher Positions	0	0	0

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.5	0.5
High-Poverty Schools in District		
Low-Poverty Schools in District	99.8	0.2

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Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	310
Library Media Teacher (librarian)	1.0	---
Psychologist	2.0	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	1.0	---

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

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. Data collected in October 2009.		
Reading/Language Arts		
Grades 9-12: Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Third Course, Fourth Course, Fifth Course, and Sixth Course 2003</i>	2003	0%
Grades 9-12 Intervention: Scholastic Inc., <i>Scholastic Read 180 California Enterprise Edition, 2009</i>	2009	0%
Mathematics		
Grades 9-12: Holt, Rinehart, Winston: <i>Algebra 1, Algebra 2 and Geometry: California Edition, 2008</i>	2008	0%
Grades 9-12: Brooks/Cole: <i>Pre-calculus: Mathematics for Calculus, 2007</i>	2008	0%
Grades 9-12: Thomson Learning: <i>Calculus, Early Transcendentals, 2003</i>	2005	0%
Grades 9-12: Duxbury/Thomson Learning: <i>Elementary Statistics, 2000</i>	2002	0%
Science		
Grades 9-12: Holt Rinehart & Winston: <i>Modern Chemistry 2006</i>	2007	0%
Grades 9-12: Holt Rinehart & Winston: <i>Holt Earth Science 2006</i>	2007	0%
Grades 9-12: Holt Rinehart & Winston: <i>Physics CA 2007</i>	2007	0%

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Grades 9-12: McDougal Littell/Houghton Mifflin: <i>Chemistry 7e (AP) 2007</i>	2007	0%
Grades 9-12: Pearson/Prentice-Hall: <i>Biology CA 2007</i>	2007	0%
Grades 9-12: John Wiley & Sons: <i>Environmental Science: Earth as a Living Planet 6th ed (AP) 2007</i>	2007	0%
Grades 9-12: McGraw Hill: <i>Marine Biology 6th ed 2007</i> and <i>Mader's Biology 9th ed (AP) 2007</i>	2007	0%
Grades 9-12: Thomson, Brooks/Cole: <i>College Physics, Enhanced 7th ed (AP) 2006</i>	2007	0%
History-Social Science		
Grades 9-12: McDougal Littell: <i>Modern World History: Patterns of Interaction 2006</i> , and <i>The Americans: Reconstruction to the 21st Century 2006</i>	2006	0%
Grades 9-12: McDougal Littell: <i>The American Pageant: A History of the Republic, 13e 2006</i>	2000	0%
Grades 9-12: McDougal Littell/Houghton Mifflin School: <i>Economics: Concepts and Choices, 2007</i>	2007	0%
Grades 9-12: Pearson/Prentice Hall: <i>Magruder's American Government 2006</i>	2006	0%
Grades 9-12: Pearson/Prentice Hall: <i>American Government: Continuity and Change 2006</i>	2005	0%
Grades 9-12: McMillan/McGraw Hill: <i>Economics: Principles, Problems, and Politics 15e, 2002</i>	1996	0%
Grades 9-12: W.W. Norton & Co, <i>We the People: An Introduction to American Politics, 6e, 2007</i>	Date not available	0%
Grades 9-12: McGraw-Hill: <i>Street Law, Student Edition, 2005</i>	2006	0%
Foreign Language		
Grades 9-12: Glencoe/McGraw Hill: <i>Buen Viaje (1,2,3) 2003; Galeria de arte ye vida; 2004; and Tesoro Literario, 2004</i>	2003	0%
Grades 9-12: D.C. Heath and Co., <i>French for fluency (AP), 1990</i>	Date not available	0%
Grades 9-12: McDougal Litell: <i>Abriendo Puertas Tomo I & II 2003</i> and <i>Discovering French Nouveau! Bleu, Blanc, Rouge 2004</i>	2003	0%
Grades 9-12: McDougal Litell: <i>Nuestro Mundo 2002</i>	2007	0%
Grades 9-12: <i>Cambridge Latin Course (Units 1, 2, 3, and 4) 2000-2003</i>	2003	0%
Grades 9-12: Pearson Education: <i>Connaissances et Reactions (AP), 1995</i>	Date not available	0%
Health		
Grades 9-12: Holt Rinehart and Winston: <i>Lifetime Health, 2003</i>	2005	0%
Visual and Performing Arts		
No textbooks used	--	--
Science Laboratory Equipment (grades 9-12)		
--	--	0%

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School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,343	\$1,328	\$5,014	\$71,771
District			\$5,119	\$70,363
Percent Difference Between School Site and District			-2%	+2%
State			\$5,512	\$65,905
Percent Difference Between School Site and State			-9%	+9%

Types of Services Funded (Fiscal Year 2008-09)

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

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 2007-08)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,705	\$40,786
Mid-Range Teacher Salary	\$64,731	\$65,726
Highest Teacher Salary	\$76,556	\$85,230
Average Principal Salary (Elementary)	\$106,815	\$106,548
Average Principal Salary (Middle)	\$113,858	\$112,237
Average Principal Salary (High)	\$118,274	\$121,617
Superintendent Salary	\$181,725	\$191,155
Percent of Budget for Teacher Salaries	37.9%	40.6%
Percent of Budget for Administrative Salaries	4.7%	5.3%

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Student Performance

California Standards Tests

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	54	53	53	57	57	58	43	46	50
Mathematics	23	24	33	34	33	40	40	43	46
Science	30	46	46	48	56	59	38	46	50
History-Social Science	39	42	49	43	46	52	33	36	41

Standardized Testing and Reporting Results by Student Group – Three Year Comparison

English-Language Arts

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

Group	English-Language Arts		
	2006-07	2007-08	2008-09
African American	53	42	54
Asian	82	82	86
Hispanic or Latino	29	32	33
White (Not Hispanic)	84	80	80
Male	52	48	50
Female	56	58	57

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Economically Disadvantaged	28	28	31
English Learners	6	9	9
Students with Disabilities	4	3	8

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		
	2006-07	2007-08	2008-09
African American	19	23	47
Asian	54	68	70
Hispanic or Latino	9	9	18
White (Not Hispanic)	40	41	49
Male	25	25	35
Female	21	24	30
Economically Disadvantaged	6	9	17
English Learners	3	5	10
Students with Disabilities	7	0	7

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		
	2006-07	2007-08	2008-09
African American	7	*	50
Asian	*	92	*
Hispanic or Latino	11	23	26
White (Not Hispanic)	54	68	73
Male	36	49	48
Female	24	43	45
Economically Disadvantaged	9	20	24
English Learners	3	8	9
Students with Disabilities	2	2	4

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		
	2006-07	2007-08	2008-09
African American	24	18	27
Asian	71	76	100
Hispanic or Latino	16	21	28
White (Not Hispanic)	65	68	73
Male	43	46	53
Female	35	38	45
Economically Disadvantaged	13	*	25
English Learners	3	10	12
Students with Disabilities	4	*	9

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California High School Exit Examination (CAHSEE)

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 CDE California High School Exit Examination CAHSEE Web site at <http://cahsee.cde.ca.gov/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	56.3	67.6	62.2	60.7	66.3	64.1	48.6	52.9	52.0
Mathematics	52.5	64.6	65.6	61.2	63.5	66.5	49.9	51.3	53.3

California High School Exit Examination 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	38.3	24.1	37.7	34.6	34.6	30.7
Male	45.3	22.5	32.2	38.0	30.6	31.4
Female	31.1	25.7	43.2	31.2	38.7	30.1
Hispanic or Latino	59.1	22.6	18.3	49.8	35.5	14.7
White (not Hispanic)	12.7	25.0	62.3	16.6	35.5	47.9
English Learners	76.8	16.2	7.0	62.9	27.3	9.8
Socioeconomically Disadvantaged	60.4	23.8	15.9	51.8	35.4	12.8
Students with Disabilities	94.3	3.8	1.9	88.5	11.5	0.0

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.2	26.9	42.7

Accountability

Academic Performance Index

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

Academic Performance Index Ranks -- Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	7	6	7
Similar Schools	7	4	7

Academic Performance Index Changes by Student Group -- Three Year Comparison

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-13	30	17	771
Hispanic or Latino	-14	50	28	694
White (not Hispanic)	-11	4	6	865
Socioeconomically Disadvantaged	-5	53	26	681
English Learners	-24	49	38	642
Students with Disabilities	6	4	37	509

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Adequate Yearly Progress

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

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

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

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

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

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 2009-10)

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

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement Implementation	2008-09	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	38.5

School Completion and Postsecondary Preparation

Admission Requirements for California's 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 general admissions information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

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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 page at <http://www.calstate.edu/SAS/admreq.shtml>

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 are 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.8	2.9	2.4	1.0	2.8	3.0	3.5	4.4	3.9
Graduation Rate	96.9	90.6	89.4	94.8	91.7	88.1	83.4	80.6	80.2

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 2008-09 school year in grade 12 this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion.

Group	Graduating Class of 2009	
	School	District
All Students	89%	92%
African American	93%	100%
Asian	---	99%
Hispanic or Latino	87%	87%
White (not Hispanic)	91%	95%
Socioeconomically Disadvantaged	92%	87%
English Learners	72%	76%
Students with Disabilities	53%	62%

Career Technical Education Programs (School Year 2008-09)

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

In an effort to make learning more relevant and to prepare students for college and careers, the Santa Barbara High School College and Career Center utilizes an approach to education that links parents, schools, business, and labor. In addition, the Regional Occupation Program (ROP) is an integral component of the global education program at Santa Barbara High School and offers students a wide range of courses including Work Experience, Automotive Technology, Auto Body and Paint, Construction Technology, E-Commerce, Bank Telling, Computer Business Applications, Sports Medicine, and Television-Video Production. Through participation in these

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programs, students receive job entry level skills which demonstrate a combination of academic and vocational proficiencies needed to be successful upon graduation from high school.

Career Technical Education Participation (School Year 2008-09)

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	554
Percent of pupils completing a CTE program and earning a high school diploma	16%
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 2008-09)

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	72.1
Graduates Who Completed All Courses Required for UC/CSU Admission	45.3

Advanced Placement Courses (School Year 2008-09)

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 CDE *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	1	n/a
Foreign Language	5	n/a
Mathematics	3	n/a
Science	4	n/a
Social Science	4	n/a
All courses	19	8.5

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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.

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

National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

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

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

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

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

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

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

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