

Santa Barbara High School

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

Santa Barbara High School

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

About This School

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

Santa Barbara High School will prepare all students to be dedicated life-long learners, outstanding citizens, and nurturing, healthy individuals.

We will structure our school to prepare all students to:

- 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;

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- 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.” Nearly 100 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, 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 2010-11)

Contact Person Name: John Becchio, 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 Multimedia Arts and Design Academy (MAD), Visual Arts and Design Academy (VADA), and Science Technology Engineering and Math (STEM) 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. Tradart partners support school programs and provide advisors for the Vocational Education Act Programs. The Regional Occupation Program (ROP) 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), 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 2010-11)

Grade Level	Number of Students
Grade 9	504
Grade 10	618
Grade 11	494
Grade 12	552
Total Enrollment	2,168

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Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	2.3%
American Indian or Alaska Native	0.6%
Asian	1.3%
Filipino	0.4%
Hispanic or Latino	54.7%
Native Hawaiian/Pacific Islander	0.0%
White	39.7%
Two or More Races	0.7%
Socioeconomically Disadvantaged	37.1%
English Learners	28.8%
Students with Disabilities	10.9%

Average Class Size and Class Size Distribution

Subject	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
English	25.2	33	19	24	28.5	15	35	31
Mathematics	29.4	9	20	33	28.6	13	28	27
Science	30.1	5	20	22	33.7	1	12	28
Social Science	30.0	6	19	24	31.8	2	20	24

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2011

Date Last Discussed with Staff: March 2011

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.

Key elements of the school safety plan include:

- emergency phone numbers
- operations/organization list
- first aid
- fire drills
- earthquake
- bomb threat

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- 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	5.1	9.0	6.5	7.1	8.6	7.4
Expulsions	0.7	0.7	0.3	0.4	0.4	0.4

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

School Facilities

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

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 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 was completed three years ago and met the demands of the curricular program and the large population of students and staff on campus. Santa Barbara High School will be undergoing major construction to upgrade the cafeteria and kitchen, 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.

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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.

School Facility 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.				

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	92	83	86	446
Without Full Credential	3	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	2	4	3	15

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Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments	7	3	1
Vacant Teacher Positions	0	0	1

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99.69%	0.31%
All Schools in District	99.20%	0.80%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	98.16%	1.84%

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

Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.4	401
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

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.

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Curriculum and Instructional Materials

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

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

Quality, Currency, and Availability of Textbooks and Instructional Materials	Year Adopted by the Local Board of Education
All textbooks are aligned with state standards. Sufficient textbooks and science laboratory equipment are available for all students. Data collected in October 2010.	
Reading/Language Arts	
Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Third Course, Fourth Course, Fifth Course, and Sixth Course 2003</i>	2003
Mathematics	
Holt, Rinehart, Winston: <i>Algebra 1, 2008</i> Holt, Rinehart, Winston: <i>Algebra 2, 2008</i> Holt, Rinehart, Winston: <i>Geometry, 2008</i>	2008
Cengage Learning (Thomson DelMar Learning): <i>Pre-calculus: Mathematics for Calculus, 5th Edition, 2007</i>	2008
McDougal Littell/Houghton Mifflin: <i>Calculus of a Single Variable AB (AP), 8th Ed, Calculus of a Single Variable BC (AP); Calculus, 8th ed, 2006</i>	2006
Duxbury/Thomson Learning: <i>Elementary Statistics, 8th ed, 2000</i>	2002
Thomson Learning: <i>Trigonometry, 4th ed</i>	2005
WH Freeman and Co: <i>The Practice of Statistics: TI-83/80 Graphing Calculator Enhanced, (AP), 2nd ed.</i>	2006
Science	
Holt Rinehart & Winston: <i>Modern Chemistry 2006</i> Holt Rinehart & Winston: <i>Holt Earth Science 2006</i> Holt Rinehart & Winston: <i>Physics CA 2007</i> McDougal Littell/Houghton Mifflin: <i>Chemistry 7th ed 2007</i> Pearson/Prentice-Hall: <i>Biology CA 2007</i> John Wiley & Sons: <i>Environmental Science: Earth as a Living Planet 6th ed (AP) 2007</i> McGraw Hill: <i>Marine Biology 6th ed 2007</i> McGraw Hill: <i>Mader's Biology 9th ed (AP) 2007</i> Thomson, Brooks/Cole: <i>College Physics, Enhanced 7th ed, 2006</i>	2007
History-Social Science	
Pearson/Prentice Hall: <i>Magruder's American Government 2006</i>	2006
Pearson/Prentice Hall: <i>American Government: Continuity of Change 2006</i>	2005
Pearson/Prentice Hall: <i>The Cultural Landscape: An Introduction to Human Geography, 9th ed, 2008</i>	Date not available
Pearson/Prentice Hall: <i>World Civilizations: The Global Experience, Vol.1 and 2, 4th ed, 2004</i>	2001
McDougal Littell/ Houghton Mifflin: <i>Modern World History: Patterns of Interaction 2006</i>	2006
McDougal Littell/ Houghton Mifflin: <i>The Americans: Reconstruction to the 21st Century 2006</i>	2006
McDougal Littell/ Houghton Mifflin: <i>The American Pageant: A History of the Republic, 13th ed, 2006</i>	2000
McDougal Littell/Houghton Mifflin: <i>California Holt Economics: Concepts and Choices, 2008</i>	2007
McMillan/McGraw Hill: <i>Economics: Principles, Problems, and Politics 15th ed, 2002</i>	1996

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W.W. Norton & Co: <i>We the People: An Introduction to American Politics, 6th ed, 2007</i>	Date not available
Glencoe/McGraw-Hill: <i>Street Law: A Course in Practical Law, 7th Ed, 2005</i>	2006
Foreign Language	
Glencoe/McGraw Hill: <i>Buen Viaje (1,2,3) 2003; Galeria de arte ye vida; 2004; and Tesoro Literario, 2004</i>	2003
D.C. Heath and Co., <i>French for fluency (AP), 1990</i>	Date not available
McDougal Litell: <i>Abriendo Puertas Tomo I & II 2003 and Discovering French Nouveau! Bleu, Blanc, Rouge 2004</i>	2003
Cambridge University Press: <i>Cambridge Latin Course (Units 1, 2, 3, and 4) 2000-2003; A Student's Latin Grammar, 3rd ed</i>	2003
Indiana University Press: <i>Vergil's Aeneid (translated by Lind)</i>	Date not available
Bolchazy-Carducci Publishers, Inc.: <i>Vergil's Aeneid (translated by Pharr)</i>	Date not available
Health	
Holt Rinehart and Winston: <i>Lifetime Health, 2004</i>	2005
Glencoe/McGraw Hill: <i>Core Concepts in Health Brief, 10th ed.</i>	Date not available
Visual and Performing Arts	
No textbooks used	--

School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,137	\$2,968	\$5,169	\$65,601
District			\$5,719	\$65,217
Percent Difference Between School Site and District			-10%	+1%
State			\$5,455	\$70,570
Percent Difference Between School Site and State			-5%	-7%

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

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

Types of Services Funded (Fiscal Year 2010-11)

Santa Barbara 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 MAD, VADA, and the STEM academies.

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Teacher and Administrative Salaries (Fiscal Year 2009-10)

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

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

Student Performance

Standardized Testing and Reporting Program

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

California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53%	59%	59%	58%	62%	64%	49%	52%	54%
Mathematics	33%	31%	34%	40%	43%	46%	46%	48%	50%
Science	46%	48%	53%	60%	61%	63%	50%	54%	57%
History-Social Science	49%	47%	51%	52%	55%	56%	41%	44%	48%

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	64%	46%	63%	56%
All Students at the School	59%	34%	53%	51%
Male	56%	33%	53%	54%
Female	62%	34%	53%	49%
Black or African American	48%	25%		43%
Asian	82%	77%		71%
Hispanic or Latino	39%	19%	32%	31%
White	85%	49%	77%	76%
Two or More Races	80%	71%		
Socioeconomically Disadvantaged	35%	18%	27%	24%
English Learners	11%	13%	4%	11%
Students with Disabilities	15%	10%	11%	16%

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

California 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 to compute Adequate Yearly Progress (AYP) designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	61%	63%	69%	62%	64%	70%	52%	54%	59%
Mathematics	64%	63%	68%	65%	65%	65%	53%	54%	56%

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

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California High School Exit Examination Grade Ten Results by Student Groups – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	30%	22%	48%	35%	33%	33%
All Students at the School	31%	21%	49%	32%	33%	36%
Male	35%	20%	45%	32%	33%	35%
Female	26%	21%	53%	31%	33%	36%
Black or African American	38%	38%	23%	46%	31%	23%
Hispanic or Latino	50%	24%	26%	46%	35%	19%
White	7%	15%	77%	15%	30%	55%
Socioeconomically Disadvantaged	57%	23%	20%	52%	33%	15%
English Learners	84%	15%	1%	78%	21%	1%
Students with Disabilities	88%	4%	8%	86%	10%	4%

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.4%	22.7%	49.4%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Accountability

Academic Performance Index

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

Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing

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10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	7	7
Similar Schools	7	7	5

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

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	17	11	10
Hispanic or Latino	28	7	3
White	6	7	14
Socioeconomically Disadvantaged	26	5	-8
English Learners	38	-16	11
Students with Disabilities	37	-17	61

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

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

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

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	1,432	790	7,543	808	4,683,676	778
Black or African American	31	752	119	742	317,856	696
American Indian or Alaska Native	8		44	832	33,774	733
Asian	21	911	298	926	398,869	898
Filipino	3		41	877	123,245	859
Hispanic or Latino	769	705	3,845	722	2,406,749	729
Native Hawaiian or Pacific Islander	1		6		26,953	764
White	584	890	2,971	898	1,258,831	845
Two or More Races	14	900	188	925	76,766	836
Socioeconomically Disadvantaged	516	676	2,826	701	2,731,843	726
English Learners	392	633	2,304	674	1,521,844	707
Students with Disabilities	126	534	933	555	521,815	595

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Adequate Yearly Progress

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

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

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

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

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

Federal Intervention Program (School Year 2011-12)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2008-2009	2011-2012
Year in Program Improvement	Year 4	Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		54.5%

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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions>

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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 have 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 admission, application, and fee information see the California State University Web page at <http://www.calstate.edu/admission/admission.shtml>

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	2.4	2.4	2.2	3.0	2.5	2.6	4.9	5.7	4.6
Graduation Rate	89.45	92.17	91.00	88.12	92.66	89.65	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	88%	88%	N/D
Black or African American	115%	100%	N/D
American Indian or Alaska Native	---	100%	N/D
Asian	---	100%	N/D
Filipino	---	100%	N/D
Hispanic or Latino	83%	78%	N/D
White	94%	95%	N/D
Socioeconomically Disadvantaged	96%	87%	N/D
English Learners	44%	57%	N/D
Students with Disabilities	1%	1%	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

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, Construction Technology, E-Commerce, Bank Telling, Computer Business Applications, Sports Medicine, and Television-Video Production. Through participation in these 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.

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Arts, Media and Entertainment

- Video/TV Production 1,2
- Video/TV Production 3,4
- Video/TV Production Advanced (Regional Occupational Program)
- Graphics I
- Photography (Santa Barbara City College dual enrollment)
- Non-linear editing I (Santa Barbara City College dual enrollment)
- Film and Video Production I (Santa Barbara City College dual enrollment)
- Digital Imaging I (Santa Barbara City College dual enrollment)
- Web Design I (Santa Barbara City College dual enrollment)
- Digital Drawing (Santa Barbara City College dual enrollment)

Transportation

- Auto 1
- Auto 2
- Auto Body 2 (Regional Occupational Program)
- Auto Occupations (Regional Occupational Program)

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	409
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	42%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	69.7%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	37.3%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	
English	8	
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	5	
Science	9	
Social Science	9	
All courses	34	7.6%

Instructional Planning and Scheduling

Professional Development

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