

Santa Barbara High School School Accountability Report Card

Reported for School Year 2006-07
Published During 2007-08

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 at the California Department of Education (CDE) Web site 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, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

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, maintenance and grounds staff, California School Age Families Education

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(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

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

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

Grade Level	Number of Students
Grade 9	609
Grade 10	617
Grade 11	622
Grade 12	579
Total Enrollment	2,427

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Student Enrollment by Group

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	2.0 %
American Indian or Alaska Native	0.6 %
Asian	2.1 %
Filipino	0.3 %
Hispanic or Latino	52.5 %
Pacific Islander	0.2 %
White (not Hispanic)	42.1 %
Multiple or No Response	0.2 %
Socioeconomically Disadvantaged	27.4 %
English Learners	38.1 %
Students with Disabilities	10.8 %

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	2004-05				2005-06				2006-07			
	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	24.8	57	32	22	26.0	39	25	31	26.1	29	36	27
Mathematics	28.5	15	37	24	27.5	23	29	23	27.5	22	35	26
Science	30.6	6	29	26	29.9	9	25	27	26.9	21	31	23
Social Science	27.9	15	27	25	29.5	11	28	29	27.7	15	28	25

II. School Climate

School Safety Plan

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

Date of Last Review/Update: February 4, 2008

Date Last Discussed with Staff: February 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 two way 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.3	17.7	6.6	18.6	22.9	11.0
Expulsions	0.7	0.9	0.2	0.7	0.8	0.5

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, 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,

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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 and is undergoing a \$19M modernization 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. We currently have 171 existing toilets on campus. One hundred percent of our restrooms are currently available.

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School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)	√		
Hazardous Materials (interior and exterior)	√		
Structural Damage	√		
Fire Safety		√	Cafeteria fire extinguishers need to be inspected once per month.
Electrical (interior and exterior)	√		
Pest/Vermin Infestation		√	Crawl spaces need proper grating to prevent entry for small animals and rodents.
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds		√	Cracks, deteriorating asphalt, and uneven transitions from asphalt to concrete should be repaired. Stadium benches that are cracked, splintered, rotted or broken should be repaired or replaced.
Other		√	Aisles and passageways should be kept clear. The maximum occupancy of the auditorium should be determined, posted, and enforced. Paper, string and other combustible material should not be hung from ceiling or light fixtures or placed on exit doors or windows. No more than 50 percent of the vertical surfaces of a room should be covered with paper or postings. Lighting levels in the gymnasium may not be adequate. Grating in hallway floors should be covered. Heaters in the main hallway were hot to the touch. Construction areas should be closed to students and employees. Electrical cords should be stored when not in use.
			Inspection Date: March 2006

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	98	105	107	487
Without Full Credential	6	0	3	11
Teaching Outside Subject Area of Competence	2	1	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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	34	31	16
Total Teacher Misassignments	35	34	19
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found 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	99.8	0.2
Low-Poverty Schools in District	99.5	0.5

V. Support Staff

Academic Counselors and Other Support Staff

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	347
Library Media Teacher (Librarian)	1.0	---
Psychologist	2.0	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	1.0	---

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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.

Textbooks and Instructional Materials (as of December 2007)	Year Adopted by the Local Board of Education	Aligned With State Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks/ Instructional Materials
Reading/Language Arts			
Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Third, Fourth, Fifth, and Sixth Course, 2003</i>	2003	Yes	0%
Hampton-Brown Company: <i>High Point EL, 2001.</i>	2003	Yes	0%
Mathematics			
McDougal Littell: <i>Algebra 1: Concepts and Skills, 2001</i>	2002	Yes	0%
McDougal Littell: <i>Algebra 2: Applications, Equations, Graphs, 2001</i>	2002	Yes	0%
McDougal Littell: <i>Geometry: Concepts and Skills, 2003</i>	2002	Yes	0%
McDougal Littell: <i>Geometry: Reasoning, Measuring and Applying, 2004</i>	2002	Yes	0%
McDougal Littell: <i>Advanced Mathematics: Precalculus with Discrete Mathematics and Data Analysis, 2003</i>	2002	Yes	0%
McDougal Littell: <i>Calculus of a Single Variable AB AP, 8e, 2006</i>	2006	Yes	0%
McDougal Littell: <i>Calculus of a Single Variable BC AP, 8e, 2006</i>	2006	Yes	0%
McDougal Littell: <i>Calculus 8e, 2006</i>	2006	Yes	0%
Thomson Learning: <i>Trigonometry 4e, 2002</i>	2002	Yes	0%
W.H. Freeman: <i>The Practices Of Statistics, 2nd Ed., 2003</i>	2006	Yes	0%
Duxbury/Thomson Learning: <i>Elementary Statistics, 2000</i>	2002	Yes	0%
Science			
Holt Rinehart & Winston: <i>Modern Chemistry, 2002</i>	2001	Yes	0%
Holt Rinehart & Winston: <i>Earth Science, 2006</i>	2005	Yes	0%
Holt Rinehart & Winston: <i>Holt Physics CA, 2000</i>	2001	Yes	0%
McDougal Littell/Houghton Mifflin: <i>Chemistry 7e 2007</i>	2007	Yes	0%
Prentice Hall: <i>Biology CA, 2007</i>	2007	Yes	0%
Thompson Learning: <i>College Physics</i>	2007	Yes	0%
John Wiley & Sons: <i>Environmental Science: Earth as a Living Planet, 6e (AP), 2007</i>	2007	Yes	0%
McGraw Hill: <i>Marine Biology 6e, 2007</i>	2007	Yes	0%
McGraw Hill: <i>Mader's Biology 9e (AP), 2007</i>	2007	Yes	0%
Thomson, Brooks/Col: <i>College Physics, Enhanced 7e (AP), 2006</i>	2007	Yes	0%

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Textbooks and Instructional Materials (continued)	Year Adopted by the Local Board of Education	Aligned With State Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks/ Instructional Materials
History-Social Science			
McDougal Littell: <i>Modern World History: Patterns of Interaction, 2006</i>	2006	Yes	0%
McDougal Littell: <i>Americans, Reconstruction to the 21st Century, 2006</i>	2006	Yes	0%
McDougal Littell: <i>The American Pageant: A History of the Republic, 13e, 2006</i>	2000	Yes	0%
Holt, Rinehart & Winston, California: <i>Holt Economics</i>	2000	Yes	0%
Pearson/Prentice Hall: <i>Magruder's American Government, 2006</i>	2006	Yes	0%
Pearson Prentice Hall: <i>American Government: Continuity and Change, 2006</i>	2005	Yes	0%
Macmillan/McGraw Hill: <i>Economics: Principles, Problems, and Politics 15e, 2002</i>	Date not available	Yes	0%
W.W. Norton & Co., <i>We the People: An Introduction to American Politics, 6e, 2007</i>	Date not available	Yes	0%
Foreign Language			
Glencoe/McGraw-Hill: <i>Buen viaje (1,2,3) 2003</i>	2003	Yes	0%
Glencoe/McGraw-Hill: <i>Galeria de arte ye vida, 2004</i>	2003	Yes	0%
Glencoe/McGraw-Hill: <i>Tesoro literario, 2004</i>	2003	Yes	0%
D.C. Heath and Co.: <i>French for Fluency, 1990</i>	Date not available	Yes	0%
McDougal Littell: <i>Abriendo puertas Tomol I&II, 2003</i>	2003	Yes	0%
McDougal Littell: <i>Nuestro Mundo, 2002</i>	2007	Yes	
McDougal Littell: <i>Discovering French Nouveau! Bleu, Blac, Rouge, 2004</i>	2003	Yes	0%
Cambridge University Press: <i>Cambridge Latin Course (1,2,3,4) 2000-03</i>	2003	Yes	0%
Pearson Education: <i>Connaissances et Reactions (AP), 1995</i>	Date not available	Yes	0%
Cheng & Tsui Co.: <i>Integrated Chinese (Simplified Characters) Level 1, 2002</i>	Date not available	Yes	0%
Health			
Holt Rinehart and Winston: <i>Holt Lifetime Health.</i>	2005	Yes	0%
Glencoe/McGraw Hill: <i>Core Concepts in Health Brief 10, 2006</i>	Date not available	Yes	0%
Science Laboratory Equipment			
--	--	--	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,545	\$1,005	\$4,540	\$59,734
District	---	---	\$4,642	\$58,917
Percent Difference School Site and District	---	---	-2%	+1%
State	---	---	\$4,943	\$59,825
Percent Difference School Site and State	---	---	-8%	0%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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.

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Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,866	\$38,478
Mid-Range Teacher Salary	\$58,169	\$60,735
Highest Teacher Salary	\$73,672	\$76,906
Average Principal Salary (Elementary)	\$98,798	\$96,766
Average Principal Salary (Middle)	\$105,104	\$102,730
Average Principal Salary (High)	\$109,461	\$110,489
Superintendent Salary	\$163,521	\$169,243
Percent of Budget for Teacher Salaries	42.09%	41.9%
Percent of Budget for Administrative Salaries	4.769%	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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site 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.*

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	51	52	54	53	54	57	40	42	43
Mathematics	22	23	23	31	34	34	38	40	40
Science	23	31	30	31	47	48	27	35	38
History-Social Science	46	44	39	47	46	43	32	33	33

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California Standards Tests Results by Student Group – Three Year Comparison

These tables display the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	English-Language Arts		
	Percent of Students Scoring at Proficient or Advanced		
	2005	2006	2007
African American	42	51	53
Asian	84	77	82
Hispanic or Latino	25	26	29
White (Not Hispanic)	83	85	84
Male	47	50	52
Female	56	54	56
Economically Disadvantaged	21	22	28
English Learners	5	4	6
Students with Disabilities	10	6	4

Group	Mathematics		
	Percent of Students Scoring at Proficient or Advanced		
	2005	2006	2007
African American	16	19	14
Asian	51	54	52
Hispanic or Latino	7	9	7
White (Not Hispanic)	39	40	42
Male	22	25	25
Female	21	21	21
Economically Disadvantaged	6	6	7
English Learners	3	3	3
Students with Disabilities	6	7	2

Group	Science		
	Percent of Students Scoring at Proficient or Advanced		
	2005	2006	2007
African American	22	*	7
Asian	58	71	
Hispanic or Latino	6	8	11
White (Not Hispanic)	42	57	54
Male	25	33	36
Female	21	29	24
Economically Disadvantaged	4	8	9
English Learners	1	2	3
Students with Disabilities	1	0	2

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Group	History-Social Science		
	Percent of Students Scoring at Proficient or Advanced		
	2005	2006	2007
African American	30	19	24
Asian	74	60	71
Hispanic or Latino	20	16	16
White (Not Hispanic)	76	76	65
Male	46	47	43
Female	46	41	35
Economically Disadvantaged	16	11	13
English Learners	3	5	3
Students with Disabilities	2	3	4

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	60.0	63.2	49.0	62.8	63.0	51.1	56.3	60.7	48.6
Mathematics	55.6	58.7	45.2	60.8	61.5	46.8	52.5	61.2	49.9

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CAHSEE Results by Student Group – 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	43.7	19.6	36.7	47.5	25	27.5
Male	46.5	16.5	36.9	45.1	23.9	31.1
Female	41.0	22.5	36.5	49.8	26.2	24.0
African American	25.0	50.0	25.0	53.8	30.8	15.4
Hispanic or Latino	70.6	17.4	12.1	73.0	19.6	7.4
White (not Hispanic)	11.6	20.9	67.6	16.4	31.9	51.8
English Learners	86.7	12.1	1.2	85.7	12.6	1.7
Socioeconomically Disadvantaged	74.1	15.7	10.2	74.7	20.2	5.1
Students with Disabilities	92.6	3.7	3.7	91.2	8.8	0.0

California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site 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.*

Grade Level	Percent of Students Meeting Fitness Standards
9	33.1 %

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 CDE Web site 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	2004	2005	2006
Statewide	8	8	7
Similar Schools	10	9	7

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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	4	10	-13	724
Hispanic or Latino	14	11	-14	616
White (not Hispanic)	-2	16	-11	855
Socioeconomically Disadvantaged	7	11	-5	602
English Learners	N/A	-9	-24	555
Students with Disabilities	N/A	2	6	468

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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

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	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	15.4

X. School Completion and Postsecondary Preparation

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.2	0.7	0.8	0.5	0.8	1.0	3.2	3.1	3.5
Graduation Rate	97.6	98.4	96.9	96.4	96.3	94.8	85.3	85.0	83.0

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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 2006-07 school year in the 12th grade, 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 CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant

Group	Graduating Class of 2007	
	School	District
All Students	92%	94%
African American	92%	97%
American Indian or Alaska Native	N/A	83%
Asian	88%	95%
Filipino	N/A	90%
Hispanic or Latino	89%	90%
White (not Hispanic)	95%	98%
Socioeconomically Disadvantaged	84%	86%
English Learners	86%	86%
Students with Disabilities	65%	84%

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	702
Percent of pupils completing a CTE program and earning a high school diploma	28%
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

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	70.1
Graduates Who Completed All Courses Required for UC/CSU Admission	33.3

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Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	5	---
Mathematics	2	---
Science	4	---
Social Science	4	---
All courses	17	7.5

XI. Instructional Planning and Scheduling

Professional Development

Each school participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. No schooldays are dedicated to school-wide professional development.

	2004-05	2005-06	2006-07
Schooldays dedicated to school-wide professional development	0	0	0