

Executive Summary School Accountability Report Card, 2010–11

For Santa Barbara County Special Education

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Principal:	Catherine Breen, Assistant Superintendent, Special Education	Grade Span:	K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Special Education Division of the Santa Barbara County Education Office provides education for students with disabilities from all twenty-two school districts in the county. Specifically, we provide all special education services for seven direct service districts (districts with 900 or fewer pupils), children with more severe and profound disabilities in all districts, and infant or preschool children with disabilities. We serve more than 1500 students at over 300 sites, including: direct classroom support or supplemental instruction, speech and language therapy, instruction for students who are deaf, hard-of-hearing, or visually impaired, adapted physical education and group or individual counseling.

Student Enrollment

Group	Enrollment
Number of students	288
Black or African American	1.2%
American Indian or Alaska Native	0.4%
Asian	0.8%
Filipino	1.2%
Hispanic or Latino	58.1%
Native Hawaiian or Pacific Islander	0.0%
White	36.0%
Two or More Races	2.4%
Socioeconomically Disadvantaged	11.1%
English Learners	32.8%
Students with Disabilities	91.3%

Teachers

Indicator	Teachers
Teachers with full credential	44
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	2

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	44%
Mathematics	47%
Science	14%
History-Social Science	5%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	616
Statewide Rank (from 2010 Base API Report)	C
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 6 of 25
2011-12 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Our classrooms are located on various school district sites throughout our county. All of our sites are inspected on an annual basis by the facilities manager responsible for the specific school district. Our sites are in good condition. Deferred maintenance needs such as painting buildings, ramp repairs, roof repair, etc. are noted by the facilities manager and submitted for review by our SELPA committee.

Repairs Needed

No deferred maintenance was required during 2010-2011 school year

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	917
District	N/A
State	

School Completion

Indicator	Result
Graduation Rate (if applicable)	

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	47.7%
Graduates Who Completed All Courses Required for University of California or California State University Admission	14.3%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Santa Barbara County Special Education	District Name	Santa Barbara County Office of Education
Street	PO Box 6307	Phone Number	(805) 964-4711
City, State, Zip	Santa Barbara, CA, 93110	Web Site	www.sbceo.org
Phone Number	(805) 964-4711	Superintendent	William Cirone
Principal	Catherine Breen, Assistant Superintendent, Special Education	E-mail Address	bcirone@sbceo.org
E-mail Address	cbreen@sbceo.org	CDS Code	42104216069223

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

Vision

The Special Education Division of the Santa Barbara County Education Office advocates for, and provides effective, high quality educational programs and services that meet the needs of all students and promotes best practices that improve outcomes for individuals with disabilities.

Mission Statement

Service and Leadership in our roles as:

Teachers

Educational Leaders

Assessors

Collaborators

High Quality Program Innovators

We will provide high quality teachers and educators who are leaders, trainers, and role models in the provision of educational services in school and the community. We will apply students-centered, multi-measures to assess students' needs to promote instructional practices that contribute to student success and learning. We will develop supportive professional relationships with colleagues, families and community members. We will provide student-focused, high quality programs and services utilizing innovative evidence based interventions.

Description of Services

The Santa Barbara County Education Office operates special education programs as an active participant in the countywide Special Education Local Plan Area (SELPA). At the requests of the districts, the office provides services and programs to the following five groups of students with

special education needs:

1. Children residing in districts having less than 900 or fewer students
2. Pupils in regional programs (low incidence)
3. Preschoolers
4. Infants
5. Students in juvenile court programs

The Santa Barbara County Education Office supports the right of all students with disabilities to a free and appropriate education in the least restrictive environment. The Office is particularly proud of the strides made in providing full inclusion, community-based instruction and work experience for student with severe disabilities. In addition, Individual Transition Plans (ITP) are written with graduating students and their families to facilitate appropriate adult life options. Another area in which the County Office has developed innovative options for student is in the preschool full inclusion programs and expanded services for young children with autism.

Currently, 1500 pupils receive services at over 300 public and private sites in the county. Services include special day classes, resource specialist, speech and language, visually handicapped, orientation and mobility, adapted physical education, counseling and guidance, deaf/hard of hearing, vocational training, and occupational and physical therapy programs. The most critical problem facing special education continues to be the under funding of mandated services coupled with the rise in the special education population-especially at the preschool level due to the increase in the number of students with the diagnosis of autism. This is particularly relevant in light of the state budget shortfalls and the effect this has on the regular education budget, which then has a direct bearing on the ability to use regular education funds to cover mandated special education program costs. The costs of living increases in revenues have not kept up with documented costs; The County Office continues to receive less than our entitlement from state and federal funding sources. In addition, the increase in certain categories of disability and the need to expand services to these children, such as children with autism, have grown beyond the ability to add to programs in an effective and timely manner.

Opportunities for Parental Involvement (School Year 2010–11)

The Santa Barbara County Education Office recognizes the responsibility of the school to involve the parent in all aspects of the special education process as legally required. The procedures for timely notification, parental input and support are set up as legally mandated throughout the process from the beginning referral to the implementation of the Individual Education Plan. Forms and procedures are changed so new legal mandates can be incorporated in a timely manner. Parents are also invited to appropriate staff development activities and are included in any committees that are developing new programs or ways of serving children with special education needs. Teachers and administrators are vigilant in efforts to seek parent input and keep parents informed. There are also formal and informal support groups and activities that are initiated by the County Education Office staff to help parents meet with each other and discuss issues relevant to their concerns. The early education infant and preschool programs have a parent group that supports programming and staff by volunteering in the classroom doing special projects at home or helping with fund raising activities.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	23	Grade 8	24
Grade 1	9	Ungraded Elementary	0
Grade 2	21	Grade 9	23
Grade 3	15	Grade 10	18
Grade 4	20	Grade 11	12
Grade 5	17	Grade 12	26
Grade 6	25	Ungraded Secondary	35
Grade 7	20	Total Enrollment	288

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.2%
American Indian or Alaska Native	0.4%
Asian	0.8%
Filipino	1.2%
Hispanic or Latino	58.1%
Native Hawaiian or Pacific Islander	0.0%
White	36.0%
Two or More Races	2.4%
Socioeconomically Disadvantaged	11.1%
English Learners	32.8%
Students with Disabilities	91.3%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					4-6	N/A			7.5	2	0	0
1					4-6	N/A						
2					4-6	N/A			7.0	1	0	0
3					4-6	N/A			5.5	2	0	0
4					4-6	N/A			5.7	3	0	0
5					4-6	N/A			8.5	2	0	0
6					4-6	N/A			7.5	2	0	0
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					N/A				7.0	4		
Mathematics					N/A				8.3	3		
Science					N/A				6.3	3		
Social Science					N/A				6.3	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

A comprehensive school safety plan was adopted in March 2000, revised in 2008 and 2011, and is reviewed annually. The key elements include assessing the status of school closure, programs and strategies to provide school safety.

Procedures for complying with existing laws related for school safety (child abuse,

suspension/expulsion, sexual harassment, cyberbullying, suicide prevention, etc.), crisis intervention (gangs, abductions, death, etc.) and related forms and handouts.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	24.13%	23.43%	34.39%	53.88%	151.88%	62.65%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%

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

IV. School Facilities

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

The Santa Barbara County Education Office provides instructional services in a wide variety of school and community setting. A survey of classroom teachers and parents indicate 98 percent of parents and 90 of teachers agree that the facilities are adequate to support the instructional programs.

To accommodate the expanding need for facilities, the County Education Office secured 34 classrooms from the State Department of Education and built eight buildings to meet student needs. These classrooms are located throughout Santa Barbara County on school district campuses. All of our special day class programs are located on age appropriate school sites.

We rent additional space from community sources to accommodate designated instructional services personnel, Community based programs and infant programs. We provide housing credit to school districts to house related services personnel.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			

Overall Rating		X			
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Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	34	44	38	N/A
Without Full Credential	3	2	4	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	3	2	0
Total Teacher Misassignments*	1	3	0
Vacant Teacher Positions	0	0	0

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

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

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	87.76%	12.24%
All Schools in District	78.13%	21.88%
High-Poverty Schools in District	78.13%	21.88%

Low-Poverty Schools in District	0.0%	0.0%
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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.

VI. 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	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	16.5	
Social Worker	0	
Nurse	7.0	
Speech/Language/Hearing Specialist	33.5	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Core: Houghton-Mifflin, Holt Literature Supplemental: SRA Corrective Reading, Scholastic Read 180 Computer software and internet access	Yes	0
Mathematics	Core: Harcourt Math, Prentice Hall Supplemental: Saxon, Pacemaker, AGS Computer software and internet access	Yes	0
Science	Core: Harcourt, Houghton Mifflin	Yes	0

	Supplemental: Pacemaker Computer software and internet access		
History-Social Science	Core: Harcourt, McGraw Hill, Houghton-Mifflin Supplemental : Pacemaker series Computer software and internet access	Yes	0
Foreign Language	N/A	N/A	N/A
Health	Available	Yes	0
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	Computer access, access to high school science labs	Yes	0

VIII. 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	35,644	33,002	917	60,900
District			N/A	
Percent Difference – School Site and District			N/A	N/A
State				
Percent Difference – School Site and State			N/A	N/A

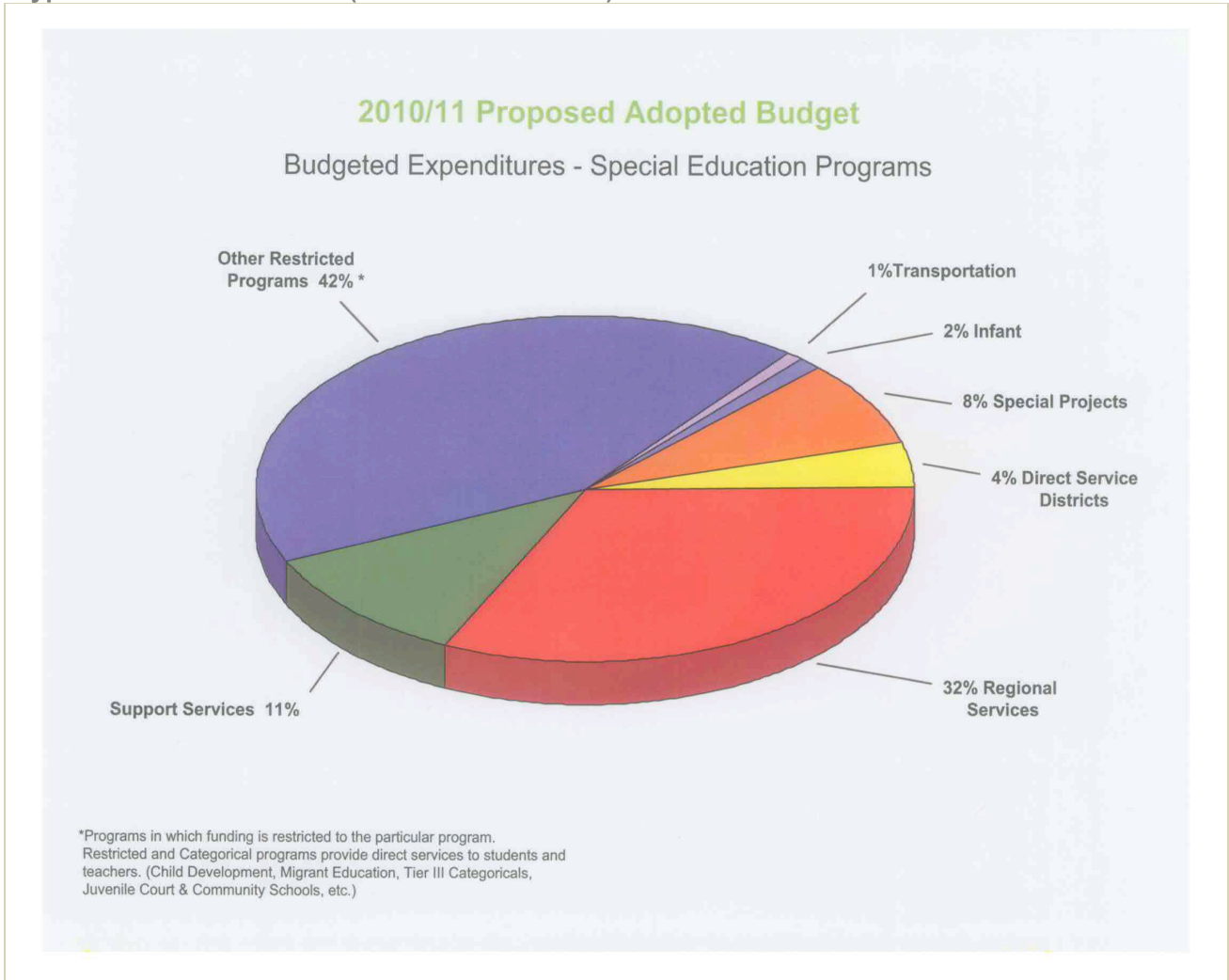
Note: Cells shaded in black do not require data.

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)



Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40,180	
Mid-Range Teacher Salary	60,900	
Highest Teacher Salary	78,549	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	181,427	
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

IX. 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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	43%	44%	44%	16%	17%	20%	49%	52%	54%
Mathematics	36%	38%	47%	24%	23%	30%	46%	48%	50%
Science	4%	16%	14%	3%	9%	7%	50%	54%	57%
History-Social Science	12%	12%	5%	4%	4%	3%	41%	44%	48%

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	20%	30%	7%	3%
All Students at the School	44%	47%	14%	5%
Male	43%	47%	19%	7%
Female	46%	48%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	48%	52%	4%	4%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	41%	40%	36%	0%
Two or More Races				
Socioeconomically Disadvantaged	46%	53%	12%	3%
English Learners	44%	40%	0%	0%
Students with Disabilities	46%	49%	17%	6%
Students Receiving Migrant Education Services				

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

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 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 (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts		0%	5%	13%	12%	11%	52%	54%	59%
Mathematics		0%	0%	10%	15%	8%	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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	89%	9%	2%	92%	8%	0%
All Students at the School	95%	5%	0%	100%	0%	0%
Male	93%	7%	0%	100%	0%	0%
Female	0%	0%	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	100%	0%	0%	100%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	94%	6%	0%	100%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%

Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%
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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.

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

The California Physical Fitness Test (PFT) 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, see the CDE *PFT* 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
5	25.00%	18.80%	18.80%
7	15.00%	0.00%	5.00%
9	4.20%	12.50%	0.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 ten 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	2008	2009	2010
Statewide	C	C	C
Similar Schools	C	C	C

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	-36	-16	-10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	188	616	120	417	4,683,676	778
Black or African American	1		4		317,856	696
American Indian or Alaska Native	1		3		33,774	733
Asian	2		0		398,869	898
Filipino	1		0		123,245	859
Hispanic or Latino	105	627	105	415	2,406,749	729
Native Hawaiian or Pacific Islander	1		0		26,953	764
White	77	595	8		1,258,831	845

Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	122	612	110	408	2,731,843	726
English Learners	65	659	63	413	1,521,844	707
Students with Disabilities	186	627	17	319	521,815	595

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 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	No	Yes
Met Participation Rate - Mathematics	No	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate	N/A	Yes

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 (ELA 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*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. 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 course 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/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

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)	3.3	10.0	17.7	51.6	41.7	35.7	4.9	5.7	4.6
Graduation Rate	N/A	N/A	68.5	83.60	84.32	86.29	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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	43	N/A	N/D
Black or African American	0	N/A	N/D
American Indian or Alaska Native	0	N/A	N/D
Asian	0	N/A	N/D
Filipino	0	N/A	N/D
Hispanic or Latino	34	N/A	N/D
Native Hawaiian or Pacific Islander	1	N/A	N/D
White	41	N/A	N/D
Two or More Races	0	N/A	N/D
Socioeconomically Disadvantaged	N/D	N/A	N/D
English Learners	16	N/A	N/D
Students with Disabilities	43	N/A	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)

Secondary special education students who are 16 years and older have Individual Transition Plans (ITP's) developed at their Individual Education Plan (IEP) meetings. For the 2010/11 school year, 167 students were included in this count. Developing transition plans assists the student and family in identifying appropriate educational goals and services that will lead to successful, productive adult lives.

Students receiving special education services who are not eligible to receive a standard high school diploma may continue to receive services up to age 22. Those students leave the high school program after four years, participate in graduation ceremonies and receive a certificate of attendance and then transition to one of the adult community based programs administered by SBCEO. Eight students from SBCEO high school programs transitioned to SBCEO community based programs in the 2010/11 school year.

In the 2010/11 school year, there were 49 special education students who completed their education programs, 41 graduated with high school diplomas, 8 reached the maximum age of 21 or 22 (depending on their birth date).

Of these students, four transitioned to agency-sponsored community or site based program, sixteen planned on entering the work force, part time or full time, through either competitive employment or agency sponsored supported employment and twenty-six planned on continuing their education at a community college, university or vocational school. Two students were planning on entering the military.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	14.3%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

Professional development is provided:

1. Monthly – Job Alike meetings provide brief instructional activities directed toward the unique needs of the cluster of teachers and support staff.
2. Bimonthly – Technology and supplemental instructional materials training occur either as a half-day professional development day or within a Job Alike meeting.
3. Quarterly – Assessment focused professional development including state testing outcomes and preparation; writing and measuring IEP goals, writing and implementing behavioral supports occurs as an after school activity or within a Job Alike meeting.
4. Annually – All staff receive training on health care procedures, mandated reporting, Medi-Cal billing, legal requirements, and office policies and procedures.
5. As required for employment – Crisis prevention intervention, CPR, Specialized Health Care, and First Aid are made available at least annually in order for staff to be certified to work with specific groups of students.
6. As requested by the classified or certificated employee – all staff have available to them 2-3 additional days of pay for voluntary staff development in a field related to their position; in addition, all staff have a staff development budget that can be applied to professional development activities during work hours in topic areas related to their positions.
7. As requested by a supervisor – classified or certificated staff may need additional information and instruction in specific topic areas in order to meet teaching/instructional standards, such as working with English learners, students with autism, staff relations, adjudicated youth, and IEP development.

**Santa Barbara County Special
Education**

Santa Barbara County Office of Education

**School Accountability Report Card,
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Provided by the Ed-Data Partnership

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