

Carpinteria Unified School District

Carpinteria High School

School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007



Paul Cordeiro
Superintendent

Gerardo Cornejo
Principal

Principal's Message

Carpinteria High School is a comprehensive four-year school that serves a rural, agricultural-suburban and coastal area from the Ventura-Santa Barbara County line northwest to include the City of Carpinteria and the village of Summerland. The city of Carpinteria is an area that boasts a very close knit community and hillsides dotted with multi-million dollar estates. The school was founded in 1916 and has occupied its present 43-acre site since 1967. Carpinteria High School is the smallest full-service public high school in either Ventura or Santa Barbara Counties.

Positive Learning Environment

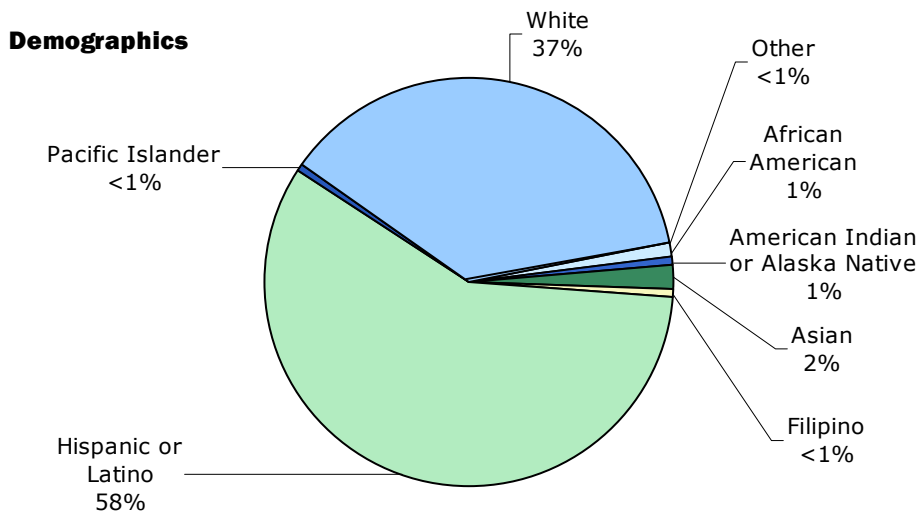
The high school discipline and attendance policy has been effective in maintaining an atmosphere conducive to learning. Minor and major offenses of unacceptable student conduct are outlined in a written policy, which is given to teachers, students, and parents at the beginning of each school year. It is extremely important that each parents read the discipline policy and discuss the consequences for inappropriate action. Punishment for the use of illegal substances is harsh.

Parents must clear all absences. Tardiness to class is not acceptable. The policy is based on behavior that follows the dictates of common sense and courtesy to teachers and fellow classmates.

Student recognition is given through students-of-the-month programs, honor rolls at each grading period, membership in California Scholastic Federation (CSF), an academic award reception held in the spring, athletic awards and banquets, and on a daily basis through our "positive post cards" program where teachers mail home cards praising students' good work. Teachers are also very successfully communicating to parents via email, telephone, and/or through parent-teacher conferences.

Enrollment and Demographics

The total enrollment was 838 students for the 2005-2006 school year.



Carpinteria Senior High School

Grades 9-12
4810 Foothill Road
Carpinteria, CA 93013
Phone: (805) 684-4107
Fax: (805) 566-5952

District Website:
www.cusd.net/

Board of Trustees

Terry Hickey Banks
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CUSD Mission Statement

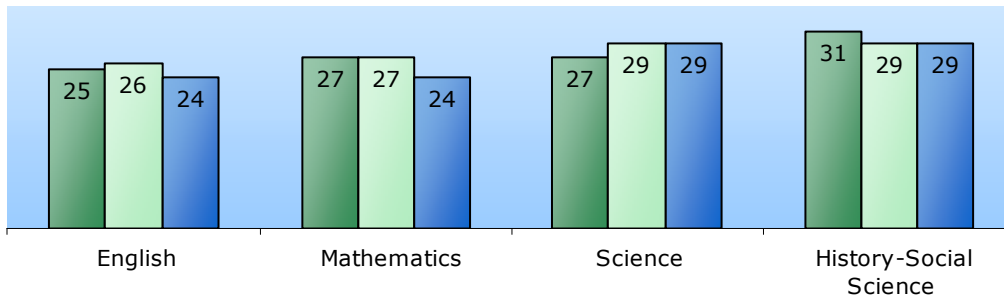
The Carpinteria Unified School District, in partnership with the community and parents, believes that all students can earn and are capable of being successful in our diverse society. We are committed to providing a quality educational program in a caring, positive environment which promotes self-esteem and mutual respect. This will provide our students the necessary skills to be responsible citizens, to lead to happy, productive lives and to meet the exciting challenges of the 21st century.

Class Size

The three-year data for average class size is displayed below.

Class Size By Subject

■ 03-04 ■ 04-05 ■ 05-06



Class Size Distribution — Number of Classrooms By Size

Subject	2003-04			2004-05			2005-06		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	11	17	7	11	15	8	14	14	4
Mathematics	5	16	5	6	16	4	15	12	3
Science	5	9	4	2	8	5	1	9	4
History-Social Science	1	8	6	5	8	6	1	14	6

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

	Suspension and Expulsion Rates					
	Carpinteria HS			Carpinteria USD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspension Rate	0.099	0.063	0.082	0.079	0.153	0.131
Expulsion Rate	0.008	0.008	0.008	0.001	0.000	0.005

Graduates and Dropouts

The table below displays the one-year dropout rates and graduation rates for the school, district, and state for the most recent three-year period.

	Graduates and Dropouts								
	Carpinteria HS			Carpinteria USD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Graduation Rate	98.9%	99.5%	99.1%	97.6%	99.5%	98.7%	86.7%	85.3%	84.9%
Dropout Rate	0.5%	0.0%	0.2%	0.8%	0.0%	0.2%	3.2%	3.3%	3.1%

Instruction and Leadership

Carpinteria High School has a diverse student population. The staff endeavors to assess, assist, and educate the whole child. Teachers recognize that for their students to compete in the world of work they need much more than what school alone can give them. Therefore, we look upon the educational process as a shared responsibility between school and home. Expectations for achievement are established early. This is supported by encouragement and the means for self-improvement.

The high school curriculum is appropriately aligned with State adopted frameworks and standards. Our teachers review this regularly with an eye toward continued improvement.

All students, including the Limited-English Proficient students and other students with special needs, have equal access to learning and to student support system services. There is a deliberate and affirmative effort to help at-risk students succeed. The key ingredient for successful instruction and leadership at Carpinteria High School is the team effort by all involved.

Gerardo Cornejo has been principal of Carpinteria High School since 2006, and has 12 years of experience in education.



School Facilities

The table below shows the school's most recently completed results of inspection and evaluation to determine the school facility's good repair status.

School Facility Conditions			
Interim Evaluation Instrument Area	Facility in Good Repair?		Information about Repairs and Actions 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		✓	Room P-10 – Dry rot – Exterior plywood to be replaced during Summer 2007
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		

NOTE: The school inspection date and Interim Evaluation Instrument completion date occurred in April, 2007.

Facilities

Carpinteria High School classrooms and buildings reflect an atmosphere of caring and pride. We have one custodian during the day and two full-time custodians in the evening to provide a high quality of cleanliness that can be observed throughout the campus. Custodians follow a clearly designed schedule to clean the campus buildings daily. During vacation days, classrooms and buildings are thoroughly cleaned (furniture, tables, carpets, and floors are cleaned, waxed, and polished to maintain the highest standards of repair and cleanliness).

Routine maintenance work is completed according to a seasonal schedule; for example, three times a year all furnace filters are replaced. Roofing and painting is completed as needed. The district has a well-developed system for requesting repairs. Requests are submitted to the district on work orders authorized by the high school administration.

Carpinteria High School has 21 regular classrooms, a science lab, a library, four computer labs, a multipurpose room, and three special education rooms. There were 13 portables used during the 2005-2006 school year to meet the needs of our student enrollment. Athletic facilities include a stadium, weight training room, locker room, gymnasium, baseball field, softball field and a putting green.

Minimum Days and Instructional Minutes

For 2005-06, Carpinteria High School had ten minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
9-12	65,125	64,800

Parental Involvement

Parents are encouraged to become involved in the activities and learning experiences of their children through many and varied means. First and foremost they are encouraged to meet with administrators, counselors, or teachers at any time to discuss their child's educational plans, status, and progress. Concerns and questions are always welcomed.

The School Site Council has three parent members. They meet on the last Monday of the month. The public is invited. The School Board meets the second and fourth Tuesdays of the month, and the public is encouraged to attend. The meetings are taped and can be viewed on a local community TV service channel.

The Parent Support Group (PSG) meets the monthly. The PSG provides support to the school via fund-raising activities, hosting luncheons and desserts for the faculty, and assisting with Back-to-School Night, Open House, and graduation. The PSG provides support funding that allows us to purchase school equipment, such as school planners for all of our students, computer equipment for classroom use, and/or updated software for our career center.

The Athletic Boosters and Agriculture Boosters rely on volunteers to help them raise funds to support their respective programs. They have a constant need for volunteers. Parents are involved with the band, theater arts, and the drama programs. Advisory committees, comprised of parents, teachers, and community members, are needed for all of our Regional Occupational Programs, (ROP). Parents are always encouraged to volunteer at our school site to serve as test proctors for required state exams, and as chaperones at various sporting events and/or school activities such as dances or the Prom.

For more information on how to become involved, contact Debbie Castile, President, at (805) 684-4107.

Textbooks and Instructional Materials

Textbooks		
Subject Area	Textbook Title/Publisher	Year Adopted
Reading/language arts	LANGUAGE OF LITERATURE	2002
Reading/language arts	LANGUAGE OF LITERATURE	2002
Reading/language arts	AMERICAN LITERATURE	2002
Reading/language arts	BRITISH LITERATURE	2002
Mathematics	ALGEBRA 1	2001
Mathematics	ALGEBRA 2	2001
Mathematics	CALCULUS	2001
Mathematics	CONCEPTS AND SKILLS	2001
Mathematics	GEOMETRY	2001
Mathematics	PRE-CALCULUS	2001
Science	AGRICULTURAL MECHANICS	2001
Science	AP BIOLOGY	2001
Science	AP CHEMISTRY	2001
Science	BIOLOGY	2001
Science	CHEMISTRY	2001
Science	EARTH SCIENCE	2001
Science	PHYSICS	2001
History-social science	AMERICAN GOVERNMENT	2002
History-social science	AMERICAN PAGEANT (AP)	2002
History-social science	AMERICANS	2002
History-social science	AP AMERICAN GOVERNMENT	2002
History-social science	DISCOVERING THE AMERICAN PAST	2002
History-social science	ECONOMICS PRINCIPLES	2002
History-social science	MODERN WORLD	2002
History-social science	NATIONS OF NATIONS	2002
History-social science	WE THE PEOPLE	2002
Foreign Language	DISCOVERING FRENCH/BLEU	2006
Foreign Language	DISCOVERING FRNCH/BLA NCO	2006
Foreign Language	DISCOVERING FRENCH/ROUGE	2006
Foreign Language	NAVEGANDO 1	2006
Foreign Language	NAVEGANDO 2	2006
Foreign Language	NAVEGANDO 3	2006
Health	HEALTH, A GUIDE TO WELLNESS	2005
Science Laboratory Equipment	AP BIOLOGY	2001
Science Laboratory Equipment	AP CHEMISTRY	2001
Science Laboratory Equipment	BIOLOGY	2001
Science Laboratory Equipment	CHEMISTRY	2001
Science Laboratory Equipment	EARTH SCIENCE	2001
Science Laboratory Equipment	HEALTH, A GUIDE TO WELLNESS	2001
Science Laboratory Equipment	PHYSICS, PRINCIPLES	2001
Science Laboratory Equipment	SCIENCE OF AGRICULTURE	2001
Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Health	0%	
Foreign Language	0%	
Science Laboratory Equipment	0%	

NOTE: This data was most recently collected and verified in May, 2007.

Textbooks and Instructional Materials

Departments analyze textbooks that have been approved by CDE. The textbooks are selected and presented to the principal who then meets with the department chairman and both prepare a document that is submitted to the school board in order to adopt the textbook.



School Safety

Our Safe School Plan was developed with the input of all stakeholders. Our high school has a well-developed emergency plan to provide for the safety of all students and staff. This plan is reviewed annually and there are practice exercises at regular intervals during the school year. Maps with designated collection points are posted throughout the campus for easy reference. Medical supplies and fire extinguishers are placed at strategic locations. We recognize all forms of harm and violence to be inappropriate behavior.

We are committed to provide a comprehensive safe school plan, as part of the school's broader effort to reach our commitment to school safety, which includes the concerns, wishes, and hopes of our school community.

All potentially dangerous material utilized within the science, agriculture, and home economics departments is safely stored and handled only by those individuals authorized to use the materials.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2006.

California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

Percentage of Students At Proficient or Advanced Levels									
	Carpinteria HS			Carpinteria USD			California		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	37%	41%	38%	39%	41%	40%	36%	40%	42%
Mathematics	17%	25%	17%	40%	43%	39%	34%	38%	40%
Science	30%	34%	31%	30%	31%	37%	25%	27%	35%
History-Social Science	30%	33%	31%	31%	35%	32%	29%	32%	33%

CST Subgroup Results:

English-Language Arts, Mathematics, Science and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
Subgroup	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005-06	2005-06	2005-06	2005-06
Male	37%	19%	26%	33%
Female	38%	15%	36%	29%
English Learners	3%	5%	2%	11%
Economically Disadvantaged	22%	14%	11%	16%
Students with Disabilities	7%	7%	8%	10%
Migrant Education Services	21%	9%	11%	20%
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	86%	29%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	22%	12%	18%	17%
Pacific Islander	❖	❖	❖	❖
White	60%	25%	49%	47%

❖ Data are reported only for numerically significant subgroups.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	419.0

California Standards Test

The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (exceeds State Standards)
- **Proficient** (meets Standards)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the proficient or advanced level meet State Standards in that content area.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0

Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. Because it only tests students in grades 3 and 7, there is no data for this school. For more information on NRT, please visit <http://star.cde.ca.gov/>.

NRT Results

The table below shows the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
Carpinteria HS	47%	■	■	53%	■	■
Carpinteria USD	47%	45%	40%	59%	60%	54%
California	43%	41%	42%	51%	52%	53%

■ The NRT tests students in grades 3 and 7 only, therefore there is no data for this school.

California High School Exit Exam (CAHSEE)

The table below shows the percentage of students (that began the 2005-06 school year in the 12th grade) who met all state and local graduation requirements for grade 12 completion or received a local waiver or state exemption. To receive a high school diploma, students must pass both the English-language arts and mathematics portions of the CAHSEE. For more detailed information, please visit www.cde.ca.gov/ta/tq/hs.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2006		
	Carpinteria HS	Carpinteria USD	California
All Students	97%	91%	◇
Socioeconomically Disadvantaged	97%	94%	◇
English Learners	90%	77%	◇
Students with Disabilities	100%	93%	◇
African American	100%	50%	◇
American Indian or Alaska Native	0%	0%	◇
Asian	100%	100%	◇
Filipino	◇	◇	◇
Hispanic or Latino	97%	91%	◇
Pacific Islander	100%	100%	◇
White	99%	94%	◇

◇ Data are reported only for numerically significant subgroups.

◇ N/A Data is not available from the state.

Positive Learning Environment

The high school discipline and attendance policy has been effective in maintaining an atmosphere conducive to learning. Minor and major offenses of unacceptable student conduct are outlined in a written policy, which is given to teachers, students, and parents at the beginning of each school year. It is extremely important that each parent read the discipline policy and discuss the consequences for inappropriate action. Punishment for the use of illegal substances is harsh.

Parents must clear all absences. Tardiness to class is not acceptable. The policy is based on behavior that follows the dictates of common sense and courtesy to teachers and fellow classmates.

Student recognition is given through students-of-the-month programs, honor rolls at each grading period, membership in California Scholastic Federation (CSF), an academic award reception held in the spring, athletic awards and banquets, and on a daily basis through our "positive post cards" program where teachers mail home cards praising students' good work. Teachers are also very successfully communicating to parents via email, telephone, and/or through parent-teacher conferences.



SAT Reasoning Test

The table below displays the percentage of 12th grade students at the school who voluntarily took the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores. For more detailed information, please visit www.cde.ca.gov/ds/sp/ai/.

SAT Reasoning Test			
	2003-04	2004-05	2005-06
% of 12th Grade Students Tested	31.9%	31.8%	38.8%
Average Verbal Score	524	514	521
Average Math Score	546	509	531
Average Writing Score	●	●	518

● SAT Writing scores were not available until the 2005-06 school year.

Career Technical Education Programs

Carpinteria High School receives Perkins funds. Tenth graders complete an on-line career path exploration program. Our goal is to offer programs and courses that are integrated with our standards based curriculum, while developing career pathways that will help students meet the demanding performance requirements expected of the 21st century workforce. Some of these programs include:

- Culinary Arts Institute
- Construction Technology
- Virtual Enterprise
- Agricultural Science and Technology Academy

In addition, Carpinteria High School offers Regional Occupational Program (ROP). The ROP program provides students with job skill training, an opportunity to learn about related college majors, and a chance to obtain employment. Students receive a certificate. ROP courses include:

- Computer Graphics
- Video Production

Carpinteria High School also offers a number of City College courses:

- Automotive Tech
- Multimedia
- Cinematography
- Web Page Design

Mrs. Roderick is the primary representative of the career technical advisory committee, representing Agriculture. These programs are evaluated for effectiveness based on projects and research papers completed by the students and final products that students produce.

Career Technical Education Participation

Career Technical Education Data	
	Carpinteria HS
# of Pupils Participating in CTE	271
% of Pupils Who Complete a CTE Program and Earn a High School Diploma	6%
% of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

University of California and California State University Admission

The table below displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
UC/CSU Course Measure	2005-06
Student Enrollment in Courses Required for UC/CSU Admission	68.9%
Graduates Who Completed All Courses Required for UC/CSU Admission	23.1%

Advanced Placement Courses

The following is a list of advanced placement courses offered by subject at the school. At our school, 3.1% of the school's students were enrolled in a total of seven AP courses offered.

- Fine and Performing Arts 1
- Computer Science 0
- English 1
- Foreign Language 1
- Mathematics 1
- Science 2
- Social Science 1

Test Preparation

The school does not offer a formal test preparation course. The English, Mathematics, Science and Social Science departments incorporate test preparation material in their curriculums for the SAT I, SAT II, and ACT.

Test preparation materials are available in the library and students have access to test preparation materials via computer software and the Internet.

Test preparation workshops are provided in a timely fashion by Cal-Soap (California Student Opportunity and Access Program) on our campus or at a high school in Santa Barbara.

We strongly believe, as stated by the College Board, that the best ways to practice for the SAT are:

- Take the PSAT/NMSQT
- Take a sample SAT Exam
- Visit the SAT Prep Center at www.collegeboard.com
- Go over the sample questions, test taking tips, and directions in the College Board Publication "Taking the Sat I Reasoning Test."

Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Carpinteria USD	Carpinteria HS		
Teachers	05-06	03-04	04-05	05-06
With Full Credential	136	36	37	39
Without Full Credential	4	3	2	2
Teaching Outside Subject Area of Competence		0	0	0
		04-05	05-06	06-07*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification		1	1	1
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Data displayed is what is most currently available.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
This School	94.5%	5.5%
All Schools in District	91.0%	9.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	100.0%	0.0%

Teacher Evaluations

The site administrator evaluates all tenured teachers at least every two years as required by state law and CUSD/CAUSE contract. During the evaluation year the teachers are observed during core curriculum lessons and given feedback. Non-tenured teachers are evaluated annually. At the beginning of the school year, each teacher conferences with the principal and discusses annual goals and objectives, and reviews student test scores. Teachers are asked to identify how they will address and meet the needs of any diverse student populations. The principal supports the teacher in meeting those goals by providing opportunities for growth. Those individuals needing additional assistance are given guidelines for improvement. The superintendent evaluates principals. The superintendent reports to the Board of Education.

Substitute Teachers

All substitute teachers complete the same applications and documents as required for regular teachers. Substitute teachers are screened by the district and must meet credentialing requirements having an emergency 30-day substitute teacher permit or teaching credential. Carpinteria Unified School District has a list of qualified substitute teachers from which to call to fill absences, vacancies, and leaves. Substitute teachers can attend district in-services if they so desire. Generally, Carpinteria Unified School District does not have any difficulties in securing qualified substitute teachers.

Professional Development

The district/school staff development in-service training includes workshops/training in the area of language arts, math programs, aligning content standards with assessment and instruction, meeting the needs of economically disadvantaged and the English Learners. Additional staff development is offered to meet specific teacher/aide needs through site, district, and county workshops, conferences, and BTSA (for beginning teachers).

Principals have gone through AB75 training to help them in carrying out the many responsibilities of a site administrator, including assisting teachers in improving instruction and meeting the needs of under performing students. The training also included extensive data analysis.

Three staff development days are scheduled each year and facilitated by the district administrative team. The content of the training is determined by teachers and administrators and focus on identified needs.

Monthly grade level and department meetings are held at each school site to provide time for on-going teacher training, dialogue, problem solving, monitoring student progress and meeting needs of students. In addition, teacher teams are sent to conferences annually.

Eight minimum days are offered throughout the year for elementary and middle schools. During this release time specific training is conducted according to teacher needs and interests and school wide goals.

At the elementary level, teams of teachers have received training in the writing process, Guided Language Acquisition Development (GLAD), and science teaching techniques to the end that they will become teacher trainers/leaders in these areas. Teacher trainers/leaders will then train other district staff in coming years.

Administrators and teachers have received training in data analysis and how to use the findings to improve student performance.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap.

API Ranks – Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	5	6	6
Similar Schools API Rank	5	7	5

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	29	5	7	703
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	12	21	641
Pacific Islander	❖	❖	❖	❖
White	9	3	2	792
Socioeconomically Disadvantaged	42	27	-12	608
English Learners	✦	✦	22	624
Students with Disabilities	✦	✦	❖	❖

✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.

❖ Data are reported only for numerically significant subgroups.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Carpinteria HS		Carpinteria USD	
Met Overall AYP Status	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 51.7% of students in the 9th grade scored in the HFZ. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.

Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Carpinteria HS	Carpinteria USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		
		2
Percent of Schools Identified for Program Improvement		
		22.22%

◇ n/a Not applicable.

Financial Information

The data displayed is from the 2004-05 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Carpinteria USD	Similar Sized District
Beginning Teacher Salary	\$34,000	\$36,796
Mid-Range Teacher Salary	\$54,055	\$54,062
Highest Teacher Salary	\$63,712	\$68,679
Average Principal Salary	\$90,000	\$92,915
Superintendent Salary	\$115,357	\$121,387
% of Budget for Teacher Salaries	41.7%	40.2%
% of Budget for Administrative Salaries	5.8%	5.8%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Carpinteria HS	\$5,556	\$994	\$4,562	\$53,674
Carpinteria USD			\$4,199	\$52,811
California			\$4,743	\$54,823
Percent Difference Between School Site and District			8%	2%
Percent Difference Between School Site and State			-4%	-2%

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title III (for Limited English Proficient Students)
- Title III (Emergency Immigrant)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Special Education
- Migrant Education
- State Preschool
- Peer Assistance and Review (PAR)
- Tobacco Use Prevention Education (TUPE)
- Block Grant
- AB1113 School Safety & Violence Prevention
- National School Lunch Program

The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), SAT Reasoning Test, UC/CSU Admission, Graduates and Dropouts, Advanced Placement Courses, Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

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