

San Benito High School District

# San Benito High School

## School Accountability Report Card ♦ School Year 2004-2005



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San Benito High School is located in the City of Hollister in San Benito County. The school first opened its doors to students back in 1875 as a grammar school. In 1999, San Benito High School was recognized as a California Distinguished High School by the California Department of Education.

At the beginning of the 2004-05 school year, 2915 students were enrolled in grades 9-12.

The highest priority at San Benito High School is student achievement and learning, and every effort is made to create a school environment which support this priority as well as students' social, physical, and psychological well being.

### School Mission

The mission of San Benito High School is to educate all students to their highest potential so they will have the greatest range of personal options upon graduation.

### School Values

**Education:** a lifelong process of learning through active involvement.

**Responsibility:** acceptance for learning, actions and behavior; self-discipline.

**Mutual Respect:** consideration for others, trust.

**Integrity:** honesty, ethics, credibility, straight talk.

**Excellence:** high academic standards, quality, doing one's best.

### School Vision

As the educational center of our community, San Benito High School provides a safe, orderly, and supportive environment which offers challenging and equitable opportunities for all students; fosters academic achievement of all students while developing vocational and interpersonal skills required for success in a rapidly changing and technological world; instills a strong work ethic and respect for the community effort while preparing students for active and productive roles in society as adults; and promotes individual dignity, integrity, and respect for diversity.

## I. Demographic Information

### Student Enrollment, by Grade Level

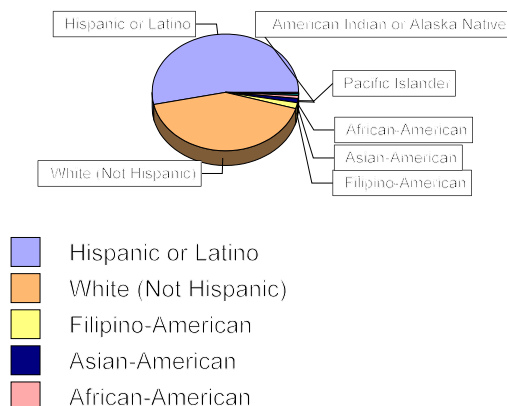
Grade Level	Enrollment
Grade 9	823
Grade 10	776
Grade 11	650
Grade 12	631
Ungraded Secondary	35
Total	2915

### Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/ Ethnic Category	Number of Students	Percentage of Students
Hispanic or Latino	1556	53.4
White (Not Hispanic)	1236	42.4
Filipino-American	41	1.4
African-American	21	0.7
Asian-American	38	1.3
Pacific Islander	7	.02
American Indian or Alaska Native	16	0.5

### Ethnic percentages



## II. School Safety and Climate for Learning

### School Safety Plan

San Benito High School's Safety Plan has been implemented and is revised annually. The Safety Plan is presented to the staff at the beginning of each school year. San Benito High School has developed and implemented a detailed and well-organized security plan which includes a Disaster Preparedness and Civil Defense Plan that is posted in every classroom as well as crisis intervention plans.

### School Programs and Practices that Promote a Positive Learning Environment

Students at San Benito High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of San Benito High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. Incoming ninth grade students also attend Freshman Orientation.

### Attendance

Regular attendance at San Benito High School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of the school when and why students are absent. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

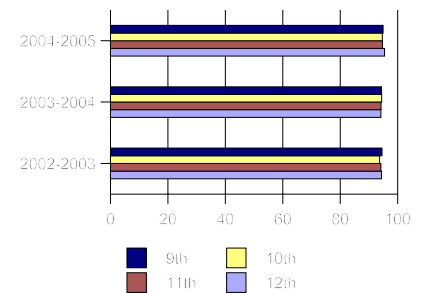
Independent Study and Home Study programs are available for students who require extended leaves from school due to travel, relocation or illness.

Public schools receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at San Benito High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Actual attendance rates for all grade levels for the past three school years are shown below.

	2002-2003	2003-2004	2004-2005
9 <sup>th</sup>	94.54	94.13	95.41
10 <sup>th</sup>	93.70	94.23	94.69
11 <sup>th</sup>	94.17	94.43	94.62
12 <sup>th</sup>	94.34	94.39	94.93

### Attendance Rates



## Homework

At San Benito High School, homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline.

Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments.

Tutoring is available after school for a variety of courses.

## Extracurricular Activities

Students are encouraged to participate in extracurricular activities, which are an integral part of the educational program and promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs at San Benito High School include: Art Club, Link Crew, Block H, ASB, Band, Choir, Drama, French Club, Spanish Club, FBLA, FFA, MEChA, Weight-lifting, Spirit Squad, Friday Night Live, Writers' Gathering, California Scholarship Federation (CSF).

The school's interscholastic athletic programs promote individual and team-oriented achievement and self esteem through school-sponsored teams that compete with other high schools in the area. Athletic programs at San Benito High School include: Baseball, Basketball, Soccer, Tennis, Track & Field, Volleyball, Wrestling, Golf, Swimming, Cross Country, Water Polo, and Softball.

## Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year.

Attendance is encouraged through positive reinforcement, such as rewards for perfect attendance, and through disciplinary measures, including letters home to parents, conferences and counseling. Students who show a continued pattern of truancy will be referred to the San Benito High School District School Attendance and Review Board (SARB). Suspensions and expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table below displays the last three years of data.

	2003	2004	2005
<b>Suspensions (number)</b>	274	320	392
<b>Suspensions (rate)</b>	.104	.120	.137
<b>Expulsions (number)</b>	6	10	13
<b>Expulsions (rate)</b>	.0022	.0037	.0045

## III. School Facilities

SBHS expends more resources than the average school to keep the grounds and facilities clean, safe and well maintained. Graffiti removal is given a high priority and graffiti is removed as soon as it is reported. A team of 23 full-time and 1 part-time maintenance, groundsman and custodians ensures that all facilities are well maintained.

Safety of students and staff is a primary concern of San Benito High School. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are held twice a year. All teachers are assigned their own classroom.

## School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial 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	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
School Grounds	✓		
Other			

The District is wired to provide Internet access in all classrooms, labs and offices. There are seven computer labs for the computer applications, Cisco networking, drafting, and multimedia courses. In addition, there are five computer labs, including the library Media Center, where teachers can take students to complete technology-rich lessons related to the curriculum. There are over 50 computers available to students during the school day in the library Media Center and the Career Center.

## IV. Academic Data

Various measures of student achievement are used as an ongoing part of the quality instructional program at San Benito High School. These measure students' actual progress and the effectiveness of the instructional program. Additional site assessments for high school include the California High School Exit Exam, California English Language Development Test, Spanish Assessment of Basic Education (SABE-2), SAT, ACT, Advanced Placement, and High School Proficiency Essays.

### Standardized Testing and Reporting (STAR)

San Benito High School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which tests students in grades 2-11 annually in various subject areas.

Currently, the STAR program includes California Standards Tests (CST) in English language arts and mathematics in grades 2-11, science in grades 9-11 and history/social science in grades 10-11, and a norm-referenced test, which tests reading, language, and mathematics (grades 2-11), spelling (grades 2-8), and science (grades 9-11).

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards.

Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA).

Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level using No Child Left Behind measures (meeting or exceeding the state standards).

Performance Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>English Language Arts</b>									
<b>Proficient or Advanced</b>	48.6	45.5	48.2	46.2	44.1	46.4	36.5	37.4	41.9
<b>Mathematics</b>									
<b>Proficient or Advanced</b>	32.2	39.2	39.5	30.0	38.0	37.9	38.8	40.2	45

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level using No Child Left Behind measures (meeting or exceeding the state standard).

Performance Level	African-American	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
<b>English Language Arts</b>					
<b>Proficient or Advanced</b>	--	100	---	34.1	63.2
<b>Mathematics</b>					
<b>Proficient or Advanced</b>	--	81.8		27.4	53

### CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Performance Level	English Learners	Socioeconomically Disadvantaged	Students with Disabilities
<b>English Language Arts</b>			
<b>Proficient or Advanced</b>	18.1	28.5	17.3
<b>Mathematics</b>			
<b>Proficient or Advanced</b>	16.8	23.8	13.7

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current Norm-Referenced Test (NRT) adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average).

School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Beginning in 2005, the NRT tests reading/language arts, spelling and mathematics in grades 3-7 only and no longer test science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**NRT - All Students** - Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Reading</b>	--	57	47	--	54	45	--	43	43
<b>Mathematics</b>	--	53	50	--	50	47	--	50	51

### California Fitness Test

In the spring of each year, San Benito High School is required by the state to administer a physical fitness test to all students in the 9th grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
<b>9</b>	35.2	26.3	45.8	35.2	26.3	45.8	26.7	25.8	27.5

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a school wide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest) according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### School wide API

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	98	98	99	Percent Tested	98	99	99
API Base Score	640	672	671	API Growth Score	670	666	696
Growth Target	8	6	6	Actual Growth	30	-6	25
Statewide Rank	5	6	6				
Similar Schools Rank	5	5	3				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>Hispanic or Latino</b>							
API Base Score	572	604	600	API Growth Score	604	594	629
Growth Target	6	5	5	Actual Growth	32	-10	29
<b>White (Not Hispanic)</b>							
API Base Score	712	746	750	API Growth Score	742	744	771
Growth Target	6	5	5	Actual Growth	30	-2	21

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	527	586	586	API Growth Score	583	580	611
Growth Target	6	5	5	Actual Growth	56	-6	25

### State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed in this report. Therefore, there are currently no data available to report.

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all school and districts meet Adequate Yearly Progress (AYP) requirements.

To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	Yes	No	No	Yes

### AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. Note: "N/A" means that the student group is not numerically significant.

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	No	No	Yes	No	No	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	No	Yes	Yes
English Learners	Yes	N/A	N/A	Yes	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	No	N/A	N/A

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## V. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

## Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS.

The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	2,651	2,698	2,840	2,879	2,902	3,002	1,772,417	1,830,664	1,876,927
Number of Dropouts	23	17	31	37	51	65	48,210	58,493	61,253
Dropout Rate (1-year)	0.9	0.6	1.1	1.3	1.8	2.2	2.7	3.2	3.3
Graduation Rate	95.7	95.9	93.2	92.8	93.3	89.1	87.0	86.7	85.3

## VI. Class Size

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2003	2004	2005
	Avg. Class Size	Avg. Class Size	Avg. Class Size
English	26.10	31.7	30.6
Mathematics	28.18	32.2	31.2
Science	30.38	32.1	31.7
Social Science	33.93	34.4	33.2

San Benito High School maintained a school-wide average class size of 31.3 students and a pupil-to-teacher ratio of 25.7:1 for the 2004-2005 school year. Class size rates are based on grade level and subject area taught.

## VII. Teacher and Staff Information

### Highly Qualified Teachers

#### Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

<b>This School</b>	<b>74.9</b>
All Schools in District	73.5

	2003	2004	2005
<b>Total Number of Teachers</b>	122	113	125
<b>Full Credential</b> (full credential and teaching in subject area)	101	98	108
<b>Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	N/A		5
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	19	8	12
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	2	0	1

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2003	2004	2005
Misassignments of Teachers of English Learners	---	0	0
Total Teacher Misassignments	---	0	0

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	2.4	2.3
Master's Degree plus 30 or more semester hours	17.6	18.2
Master's Degree	30.4	28.8
Bachelor's Degree plus 30 or more semester hours	30.4	28.8
Bachelor's Degree	19.2	22.0
Less than Bachelor's Degree	0.0	0.0

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2003	2004	2005
Vacant Teacher Positions	---	0	0

## Teacher Evaluations

In order to ensure each student receives the quality of instruction to which the school has dedicated and committed itself, and in order to clearly communicate to all teaching staff the type of good instructional practices which enable students to be successful, San Benito High School uses evaluation criteria aligned with the California Standards for the Teaching Profession.

Permanent staff who receive two satisfactory evaluations have the opportunity to participate in an alternative, project-driven evaluation option designed to emphasize professional growth.

Temporary and probationary teachers are evaluated annually. Permanent teachers, employed a minimum of ten years, defined as highly qualified, with two recent satisfactory evaluations, shall be evaluated every five years if agreed upon by the employee and the evaluator.

Evaluations are conducted by the administration. Evaluation criteria includes: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

## Substitute Teachers

Although an area of concern, by maximizing recruitment opportunities and credentialing options, and providing in-service and support specially designed for substitute teachers, the District has been able to secure qualified substitutes and maximized all options within the credentialed staff to ensure all classes are covered by qualified substitutes.

## Counseling & Other Support Services

It is the goal of San Benito High School to assist students in their social and personal development as well as academics. The counseling and guidance staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure, and they are devoted to helping students deal with problems and assisting them to reach positive goals.

For the 2004-05 school year, the ratio of guidance counselors and technicians to students was 1:300.

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	5
Librarian	1
Psychologist	1
Speech/Language/Hearing Specialist/OT/Vision	3.8
Resource Specialist (non-teaching)	1.6
Athletics	.5
Student Activities	.4

Migrant Resource	1
Independent/Home Study	3.6
Other Special Education support	2.4
Instructional aides	17.375
Custodians/Groundworkers	23.562
Tech support	1
Other Resource	.8

The ratio of academic counselor to students is 1:583.

## VIII. Curriculum and Instruction

### School Instruction and Leadership

Leadership at San Benito High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The school's Site Council, consisting of school staff, students and parents, meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

### Training and Curriculum Development

All training and curriculum development at San Benito High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state standards.

The writing and implementation of San Benito High School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

### Professional Development

Staff members build teaching skills and concepts through participation in course work, conferences and workshops throughout the year to enhance their effectiveness in the classroom. The district offers two development days where teachers are offered a broad based variety of professional growth opportunities in curriculum teaching strategies, and methodologies.

The focus of staff development for the 2004-05 school year was a planning sequence for curriculum that required designing essential standards, creating a standards based time-line for all core area classes and then building benchmark assessments in order to determine the proficiency of our students and quality of our classroom teaching strategies.

Teachers and staff are involved in a variety of professional development opportunities. These activities contribute to a school environment that values continual improvement and a belief that all students will succeed. In order to support this mission, the District institutes a two-week pre-school inservice program specially designed to meet the needs of teachers new to the District. Division Chairpersons, support staff, and administrative staff also provide opportunities for staff to participate in content area specific professional development activities.

All teachers attend regular faculty workshops. During these workshops, the staff explores ways to develop lessons which address content area standards through examination of test results, and develops ways to meet the needs of all students. Other professional development activities include curriculum development opportunities and peer observation.

Support staff attends job specific professional development activities. Within the classified staff, each department provides appropriate job specific in-service opportunities. Classified staff meetings allow for professional development for the classified staff in the context of the total school program.

## Quality, Currency, and Sufficiency of Standards-Aligned Textbooks and Other Instructional Materials

San Benito High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as providing students, including English Language learners, with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's Curriculum Council standards.

Instructional materials are reviewed in seven-year cycles. A committee consisting of administrators and division chairpersons establishes selection criteria based on state standards and reviews instructional materials on the state list. A division teacher committee makes recommendation to the Board of Trustees for final adoption.

New textbooks for the 2004-05 school year include, from McGraw Hill, *Experiencing World Religions*, © 2005; from Pearson, *AP Biology Campbell* © 2005; and from McDougall Littell: *Algebra 1 California 2004* © 2004, *Algebra 1 Concepts and Skills* © 2001, *Discovering French Bleu* © 2004, *Discovering French Blanc* © 2004, *Discovering French Rouge* © 2004.

## Library

San Benito High School's library is stocked with over 27,000 volumes, including print, audio tapes, videos and DVD's available for student checkout. The library also contains a 38-computer lab with Microsoft Office suite and Internet access. Students have school and home access to 18 online databases including encyclopedias, newspaper and magazine collections, e-books, reference resources and more. In addition, the library circulates TV/VCR units, analog and digital video cameras, LCD projectors, tape recorders and other classroom equipment. It is staffed with one credentialed library media teacher and two library assistants.

## Technology

The entire school is wired to the LAN and the Internet. Each office and classroom has at least one computer. In addition, there are 12 computer labs on campus, including the library Media Center. Many teachers have LCD projectors in their classrooms to project lesson presentations, video clips, and content from the Internet. Teachers incorporate technology-rich lessons into the curriculum to provide students with a deeper understanding of content as well as basic computer skills. Students use technology to research information, analyze data, organize information, and communicate their knowledge. San Benito High School's website provides a variety of resources and information for parents, students, staff, and community members.

## Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade	Instructional Minutes	
	Offered	State Requirement
9	67,950	64,800
10	67,950	64,800
11	67,950	64,800
12	67,950	64,800

## Total Number of Minimum Days

For the 2004-2005 school year, San Benito High School offered 180 days of instruction comprised of 173 regular days and seven minimum days. Six of the minimum days are scheduled for finals each year, and one day of teacher in-service in the first semester. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code periods zero to six.

## IX. Postsecondary Preparation

### College Admission Test Preparation Course Program

San Benito High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and local colleges.

Students at San Benito High School are encouraged to take UC/CSU preparation courses if they plan to attend a four-year university.

All students must pass each course with a grade no lower than "C" per semester. The number of graduates with UC/CSU approved courses for the 2004-05 school year was 210 students, which was 39% of the 536 total graduates.

### Advanced Placement Courses Offered

The Advanced Placement (AP) program gives students an opportunity to take college-level courses and exams while still in high school.

The San Benito High School Advanced Placement program consists of college level courses in Economics, Calculus, Physics, Government, Spanish, English Literature, English Language, Environmental Science, Psychology, Spanish Literature, Statistics, Biology, Studio Art, French and Music Theory. Junior and senior students may take AP exams in these courses to receive college credit at most of the nation's colleges by achieving a score of three, four, or five. During the 2004-2005 school year, 258 students participated in San Benito High School's AP courses, they took 471 exams and 311 tests scored a three or above.

The table below shows the number of classes offered and the enrollment in various AP classes.

Subject	Courses	Classes	Enrollment
Fine and Performing Arts	2	2	28
English	2	5	143
Foreign Language	3	3	59
Mathematics	2	3	59
Science	3	3	56
Social Science	3	4	98

## Pupils Enrolled in Courses Required for University of California and California State University Admission (Grades 9-12)

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
14,374	9,090	63.2

## Graduates Who Have Completed All Courses Required for University of California and California State University Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
506	166	32.8

## SAT I Reasoning Test

Data reported are the average verbal and math scores for grade 12 students at the school district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation.

Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai>.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	483	528	631	537	584	695	385,181	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	38.9	33.5	35.0	35.01	30.3	31.8	36.63	35.2	35.9
Average Verbal Score	478	490	489	478	490	489	494	496	499
Average Math Score	500	503	509	500	503	509	518	519	521

## Degree to Which Students are Prepared to Enter Workforce

It is the goal of San Benito High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills encourage work-readiness skills.

San Benito High School has 47 sections of Regional Occupation Programs taught by 15 different instructors. All focus on possible transition of the students directly into the workforce.

A user-friendly computer program, *Choices* by Bridges Inc., is used to help students make decisions about their future. This program will lead a student from an intense assessment tool program to a value section, to a career/college evaluation, and then to a college/career choice. This program is available for students to use from any computer on campus or at home. It is also the goal for the Student Support Teams to see every student at least one time each year to evaluate progress toward career/college or both.

There is also a WorkAbility program in place to help special needs students. Four staff members are focused on the task of providing a smooth transition for 225+ students into the workforce. This program also provides follow up service for these students for up to two years after graduation.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004*(CDE 101 E-1). Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
1153	1153	ROP reports	ROP reports	ROP reports	ROP reports	RPO reports

## X. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2004-2005)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

## Expenditures (Fiscal Year 2004-2005)

Category	District Amount	State Average
Beginning Teacher Salary	\$40,447	\$37,320
Mid-Range Teacher Salary	\$58,740	\$56,211
Highest Teacher Salary	\$75,033	\$73,048
Average Principal Salary (High)	\$99,157	\$96,180
Superintendent Salary	\$150,000	\$121,653
Percentage of Budget for Teacher Salaries	37.0	37.9
Percentage of Budget for Administrative Salaries	7.0	6.0

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$22,748,157	\$6,995	\$7,007	\$6,919

## Types of Services Funded

For the 2004-05 school year, San Benito High School District received approximately 23.3 million dollars in revenue and spent approximately 23.0 million dollars.

The District spent approximately \$6,995 per student.

Major expenditures included:

salary and benefits - \$18.5 million;

San Benito County Office of Education contract for continuation school services - \$1,200,000;

books/supplies/equipment - \$1.5 million;

other contracts and services - \$1.5 million;

and deferred maintenance of \$.44 million.

Special programs such as Special Education, Regional Occupational Program, WorkAbility, Migrant Education and home-to-school transportation for special needs students are also supported through additional categorical funds.

**Notes regarding the source and currency of data:** Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification time-lines for graduation, dropout, and fiscal information, some of the data for these sections of the report were collected in 2003-04.

## Administration

### District Administration

Superintendent	Dr. Jean Burns Slater
Director of Educational Services	MaryAnn Boylan
Director of Human Resources	Donald Balfour
Director of Fiscal Services	
Director of Special Education and Alternative Programs	Karen Schroder

### School Administration

Principal	Debbie Padilla
Assistant Principals	Santiago Echaore, Krystal Lomanto, Duane Morgan

Parents and community members who are interested in helping at the school, either in the classroom, at school events, or field trips, must complete a Volunteer Application packet, available in the Principal's Office and in the Human Resource Office.

We welcome parental involvement in all aspects of student activities: classroom assistance, chaperoning dances, or school activities, field trips, etc.

There is no organized Parent-Teacher Organization at San Benito High School. There are, however, numerous Booster groups which can be contacted through the individual areas, i.e., Athletics, Music, etc. There is also a Graduation Committee which produces the graduation ceremony every year. A staff member is the liaison for this committee and can be reached by calling the school.