

***ENROLLMENT HISTORY and  
PROJECTIONS in the***

**SANTA BARBARA  
UNIFIED  
SCHOOL DISTRICT**



California Demographic Services  
March 2017

## **Executive Summary**

Few tasks are more important in school district and school policy-making and management than accurate enrollment projections. So much planning is based upon accurate enrollment projections at both the school district and individual school site levels. Superintendent Cary Matsuoka has said: “Having accurate enrollment projections is a critical set of data for running a public school district. Enrollment numbers drive staffing, hiring, annual budgets, and facility needs.”<sup>1</sup> This report is to provide as accurate as possible enrollment projections through 2029-30 for the Santa Barbara Unified School District and the schools comprising it.

Projections are preceded by a history of enrollment in the Santa Barbara Unified School District (SBUSD) since the mid-1980s, together with careful presentation of the methodologies and assumptions upon which enrollment projections are founded. After the chapters on enrollment projections, presentation of various socioeconomic factors and student demography, including ethnic enrollment, is made with the purpose of providing a broader picture of the SBUSD student body. As appendices, a history of desegregation and integration efforts in the SBUSD--providing background on equity issues--and the accuracy of past enrollment projections are presented.

Local birth data have been the strongest predictor of future kindergarten enrollment in the SBUSD for many years. Kindergarten enrollment, in turn, drives subsequent enrollment in higher grades. “Outmigration” has increased from SBUSD schools in recent years. As a result of decreased births and outmigration together, it is probable that elementary enrollment will decline significantly in the coming years--indeed, not counting transitional kindergarten, elementary enrollment has already declined 310 students since 2012-13.

In secondary schools, it is also likely enrollment will decline significantly, but at a remove of several years. Junior highs should start to decline significantly in enrollment in about 2021-22, and high schools should start to decline significantly in enrollment in about 2023-24. Overall, on a kindergarten through 12th grade basis, enrollment in the Santa Barbara Unified School District should decline approximately 9% in the next 10 years.

## **Contents**

<b>Executive Summary</b> .....	<b>2</b>
<b>1. Enrollment History</b> .....	<b>4</b>
<b>Overview</b>	
<b>Transitional Kindergarten</b>	
<b>Births</b>	
<b>Outmigration, Interdistrict Transfers, and Partner Districts</b>	
<b>2. Enrollment Projections</b> .....	<b>13</b>
<b>Overview</b>	
<b>Births and Kindergarteners</b>	
<b>Outmigration and Housing</b>	
<b>3. SBUSD Elementary Enrollment Projections</b> .....	<b>16</b>
<b>4. SBUSD Secondary Enrollment Projections</b> .....	<b>20</b>
<b>5. Enrollment Projections by Individual School</b> .....	<b>27</b>
<b>6. Socioeconomic Demography</b> .....	<b>29</b>
<b>Appendix A. History of Desegregation and Integration</b> <b>In the Santa Barbara Unified School District</b> .....	<b>33</b>
<b>Appendix B. Enrollment Projection Accuracy</b> .....	<b>38</b>
<b>Appendix C. Projected October Enrollments by Grade,</b> <b>2016 to 2021</b> .....	<b>39</b>
<b>Endnotes</b> .....	<b>40</b>

# **1. Enrollment History**

## ***Overview***

Very accurate enrollment data for the Santa Barbara Unified School District exist for many years. In 1985-86, the SBUSD had a combined elementary and secondary enrollment of 12,587. In 2016-17, the SBUSD has combined elementary and secondary enrollment of 15,188--an increase of 2,601 students, or 20.7%.

Going back further in time to 1975, the SBUSD had a combined elementary and secondary enrollment of 17,605; and in 1965, the combined elementary and secondary enrollment of the SBUSD was 16,191.

Essentially, enrollment in the SBUSD follows the number of local births. Perhaps the clearest way to see the influence of births on subsequent student enrollment is the decline of 5,018 students (28.5%) in the SBUSD between 1975 and 1985. It was not that the housing stock in the SBUSD declined by more than a quarter between 1975 and 1985 (in fact, the housing stock increased slightly). It was that the number of births dropped substantially between the end of the baby boom in the early 1960s and the late 1970s. This decline in births manifested itself at first in lower elementary enrollments, and then, at a remove of several years, in lower secondary enrollments.

With respect to enrollment in the SBUSD since 1985-86, this period was at first characterized by rising enrollment in elementary schools and declining enrollment in secondary schools, tracking national and local birth demography. Elementary enrollment continued to increase until 1998, when what was then the Santa Barbara Elementary School District reached its all-time height to this point of 6,431 students.

Secondary enrollment declined through 1989, and then began to increase, reaching 10,780 students in 2006. Following their 1998 peak, elementary schools declined in enrollment, tracking local birth trends, until 2004, when there were 5,815 students in SBUSD elementary schools. Since 2004, enrollment in local elementary schools has been largely stable, until the past several years.

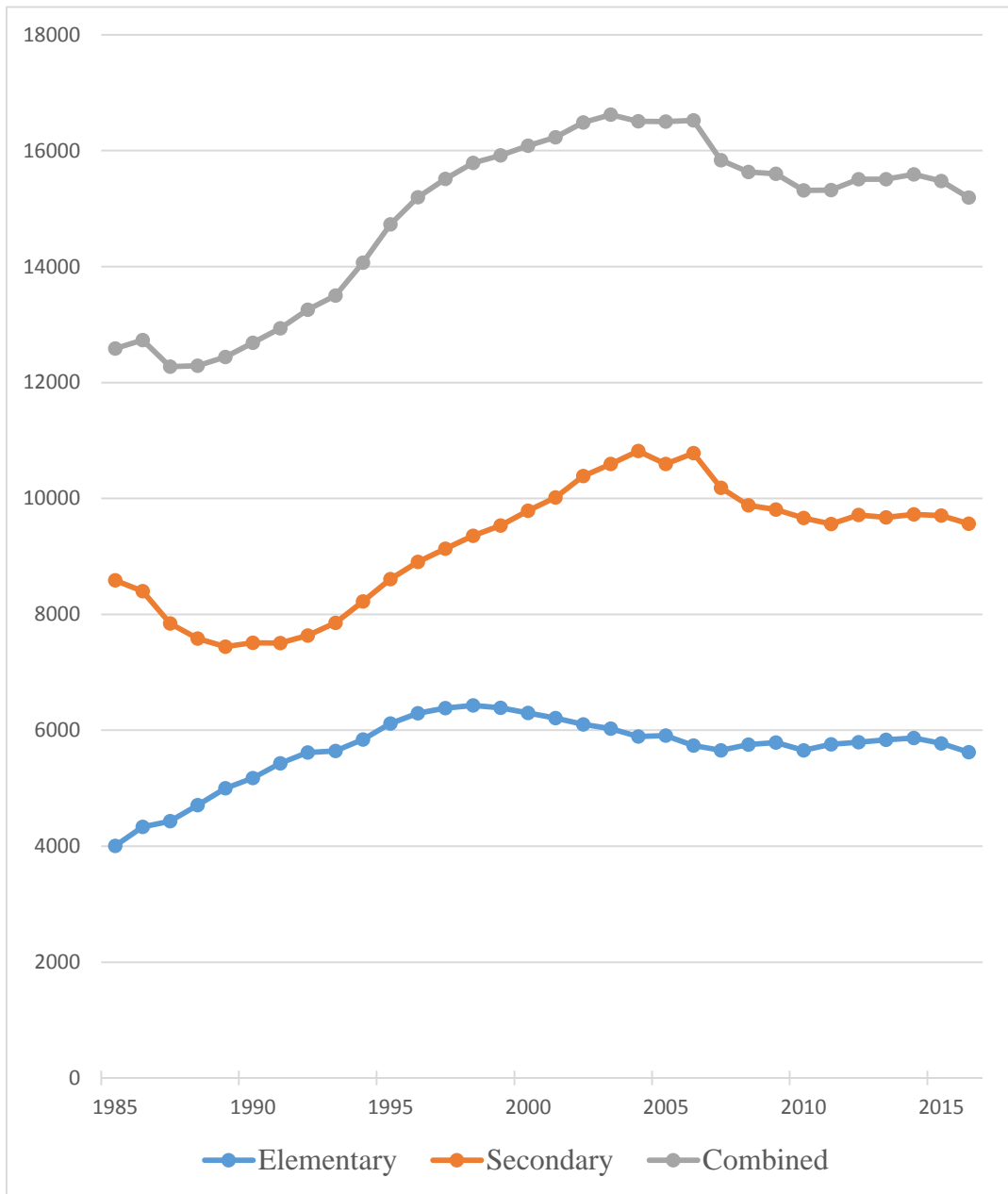
After reaching their post-1970s height in enrollment in 2004, secondary schools declined in enrollment for several years, and then stabilized in enrollment in about 2010.

The following chart and graph on the next two pages present SBUSD enrollment since 1985:

**1. SBUSD Enrollment, 1985-2016**

<u>Year</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Combined</u>
1985	4,003	8,584	12,587
1986	4,333	8,399	12,732
1987	4,433	7,841	12,274
1988	4,708	7,581	12,289
1989	4,996	7,444	12,440
1990	5,174	7,509	12,683
1991	5,431	7,503	12,934
1992	5,618	7,637	13,255
1993	5,645	7,854	13,499
1994	5,843	8,225	14,068
1995	6,117	8,609	14,726
1996	6,293	8,902	15,195
1997	6,382	9,132	15,514
1998	6,431	9,357	15,788
1999	6,385	9,533	15,918
2000	6,298	9,786	16,084
2001	6,212	10,018	16,230
2002	6,099	10,387	16,486
2003	6,028	10,594	16,622
2004	5,891	10,817	16,508
2005	5,908	10,592	16,500
2006	5,739	10,780	16,519
2007	5,654	10,182	15,836
2008	5,753	9,881	15,634
2009	5,791	9,809	15,600
2010	5,653	9,662	15,315
2011	5,760	9,560	15,320
2012	5,793	9,715	15,508
2013	5,836	9,672	15,508
2014	5,868	9,725	15,593
2015	5,771	9,704	15,475
2016	5,624	9,564	15,188

## 2. SBUSD Enrollment, 1985-2016



### ***Transitional Kindergarten***

As noted previously, elementary enrollment has declined the past several school years. However, as a result of transitional kindergarten, this decline has been masked.

The transitional kindergarten program began in the 2013-14 school year. Deducting transitional kindergarteners from elementary enrollments since that time shows that traditional elementary enrollment started to decrease in 2013:

#### **3. Elementary Enrollment Less Transitional Kindergarten**

<u>Year</u>	<u>Elementary Enroll</u>	<u>Transitional Kinder</u>	<u>Revised Enroll</u>
2012	5,793	0	5,793
2013	5,836	132	5,704
2014	5,868	158	5,710
2015	5,771	140	5,631
2016	5,624	141	5,483

Deducting transitional kindergarteners from elementary enrollment shows that, on a long-term trend basis, elementary schools have lost approximately 310 students from 2012-13 to 2016-17--5.4% of enrollment. This is not an insignificant decline in enrollment. Moreover, as a result of birth trends and outmigration, declining elementary enrollment will continue through the early 2020s. Enrollment will begin to decline in secondary schools as a result of decreased births in approximately 2021 and continue declining through the late 2020s.

### ***Births***

Births drive student enrollment. When there are fewer births, there is lower elementary enrollment starting in five years. When there are more births, elementary enrollments begin to increase in five years.

The biggest wave to go through the educational system was the baby boom generation, whose increasing numbers resulted in greater and greater enrollments throughout most of the 1950s, 1960s and early 1970s.<sup>2</sup> During this period, schools opened--first at the elementary level, then at the junior high level, and finally at the high school level. In the SBUSD, Adams, Cleveland, Monroe, and Washington Elementary Schools; La Colina and Goleta Valley Junior Highs; and San Marcos and Dos Pueblos High Schools all opened in the 1950s and 1960s.

The baby boom was followed by the birth dearth, and enrollments began to decline in the middle 1970s and through the 1980s. In the SBUSD, five elementary schools closed--Garfield (now the SBCC Schott Center), Jefferson (now Santa Barbara Middle School), Lincoln (now a City of Santa Barbara parking lot), McKinley (which subsequently reopened), and Wilson (now the Westside Community Center). Serious attempts were made to close both La Colina Junior High and Dos Pueblos High School in the 1980s, but both of these efforts were unsuccessful.

Starting in the mid-1980s, as previously noted, enrollment began to increase at the elementary level. This was followed by an enrollment increase at the secondary level starting in 1990. The increases in enrollments paralleled, at a remove of the appropriate number of years, the increase in births which local hospitals experienced from the late 1970s through 1990s, at which time births declined modestly and then roughly stabilized, as enrollments subsequently did.

Data are available on births in local hospitals and subsequent enrollment since 1985. The following chart presents the close relationship between births in local hospitals and kindergarten and 7th grade enrollment at a remove of 5 and 12 years (figures here include births at the former St. Francis and Goleta Valley Hospital birthing centers, which subsequently closed, as well as Cottage Hospital). In addition to births in local hospitals and kindergarten and 7th grade enrollment five and twelve years later in the SBUSD, the ratios of kindergarten and 7th grade enrollments to prior births are presented:

**4. Births in Local Hospitals, SBUSD K and  
7th Enrollments 5 and 12 Years Later, Ratios**

<u>Year</u>	<u>Births</u>	<u>K, 5 yrs later</u>	<u>Ratio</u>	<u>7th, 12 yrs later</u>	<u>Ratio</u>
1983	2,570	795	.309	1,540	.599
1984	2,561	810	.316	1,561	.601
1985	2,566	775	.302	1,559	.608
1986	2,652	856	.323	1,568	.591
1987	2,735	851	.311	1,580	.578
1988	2,936	890	.303	1,703	.580
1989	3,226	984	.305	1,745	.541
1990	3,466	1,064	.307	1,870	.540
1991	3,285	995	.303	1,742	.530
1992	3,160	969	.307	1,742	.551
1993	3,204	974	.304	1,653	.516
1994	3,127	875	.280	1,620	.518

*Enrollment History and Projections in the Santa Barbara Unified School District*

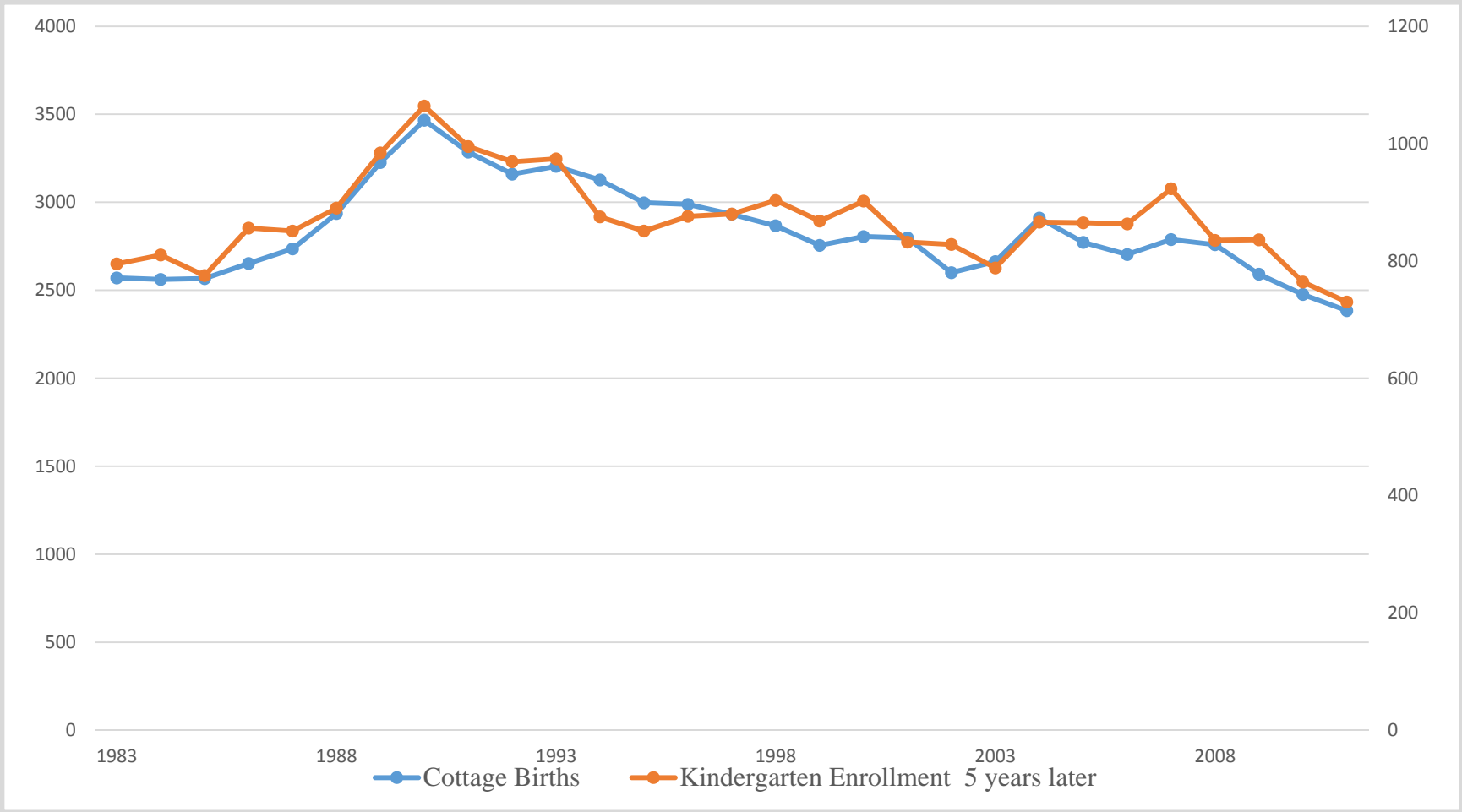
<u>Year</u>	<u>Births</u>	<u>K, 5 yrs later</u>	<u>Ratio</u>	<u>7th, 12 yrs later</u>	<u>Ratio</u>
1995	2,997	851	.284	1,566	.523
1996	2,988	876	.293	1,511	.506
1997	2,932	880	.300	1,541	.526
1998	2,866	903	.315	1,562	.545
1999	2,755	868	.315	1,525	.554
2000	2,805	902	.322	1,628	.580
2001	2,797	832	.297	1,487	.532
2002	2,600	828	.318	1,465	.563
2003	2,663	788	.296	1,462	.549
2004	2,910	866	.298	1,510	.519
2005	2,772	865	.312	n/a	--
2006	2,703	863	.319	n/a	--
2007	2,788	923	.331	n/a	--
2008	2,759	835	.303	n/a	--
2009	2,591	836	.323	n/a	--
2010	2,476	764	.309	n/a	--
2011	2,384	730	.306	n/a	--
2012	2,287	n/a	--	n/a	--
2013	2,349	n/a	--	n/a	--
2014	2,398	n/a	--	n/a	--
2015	2,257	n/a	--	n/a	--
2016	2,571	n/a	--	n/a	--

(Note: Kindergarten enrollments for 2013 to 2016, reflecting births in 2008 to 2011, do not include transitional kindergarten; births in 2005 will enter 7th grade in 2017-18, and births in 2012 will enter kindergarten in 2017-18)

As can be seen, there is a close correlation between births in local hospitals and kindergarten and 7th grade enrollments 5 and 12 years later, respectively. At the kindergarten level, this relationship is presented in the graph on the next page.

It should be emphasized that births declined significantly in local hospitals between 2009 and 2015. Whereas between 2002 and 2008, there were 19,195 births in local hospitals, between 2009 and 2015 there were 16,742--a decrease of 12.8%. As we shall see in the next chapter on enrollment projections, this decline in births, together with outmigration, will lead to significant declines in enrollment. However, as can also be seen from births in 2016, a turnaround in births may now be occurring, which may then result in modestly increasing elementary enrollment starting in the early 2020s.

**5. Local Hospital Births and SBUSD Kindergarten Enrollment 5 Years Later, 1983-2016**



### ***Outmigration, Interdistrict Transfers, and Partner Districts***

“Outmigration” is the local term used to describe the circumstance that there has historically been a departure of families from the south coast in many years which results in less enrollment in local schools. More technically, this is referred to as the “grade progression ratio” or “cohort survival ratio”--i.e., the proportion of students in one grade compared to the number of students in the preceding grade the previous year.

Historically, outmigration from SBUSD elementary schools has been about 1% to 1.5% per year.<sup>3</sup> Outmigration from SBUSD secondary schools is harder to determine, because there is significant inflow of students from private schools (historically, especially in the 7th and 9th grades) considerably exceeding 1% to 1.5% per year, thus camouflaging the effect of outmigration.

For purposes of this study, the most relevant years for determining future outmigration in SBUSD elementary schools are the past four school years, after the worst years of the Great Recession. One of the interesting aspects of this study is that economic conditions may play a greater role in enrollment than previously thought. In an area with a high cost-of-living, such as the SBUSD, more families may be forced out of the area in economically challenging times than in communities where the cost of living is not as high.

Outmigration has been as follows from kindergarten through 5th grade one year to 1st through sixth grade the next year in SBUSD elementary schools since 2012-13 (excluding transitional kindergarten):

#### **6. Outmigration in SBUSD Elementary Schools, K-5th to 1st-6th, 2012-13 to 2016-17**

<u>Years</u>	<u>Outmigration Rate</u>
2012-13 to 2013-14	2.7%
2013-14 to 2014-15	1.1%
2014-15 to 2015-16	2.2%
2015-16 to 2016-17	1.9%
Average:	2.0%

The recent trend of 2.0% outmigration from SBUSD elementary schools per year is larger than the historical amount. This is, moreover, not a small outmigration rate. Comprehensive enrollment per grade in all elementary schools has averaged about 800 in

the SBUSD in recent years, meaning each district-wide class would have about 16 students fewer from one grade to the next from year to year. This may not seem like many, but it means that, for the district as a whole, enrollment in kindergarten through 5th grade one year will decline about 96 students to 1st through 6th grade the next year.

It is important to note that outmigration in SBUSD elementary schools in recent years has averaged 2.0% at a time when the SBUSD has started to allow interdistrict transfers again (“interdistrict” transfers are transfers between school districts, e.g., between the Carpinteria Unified School District and the SBUSD; “intradistrict” transfers are transfers within the SBUSD). In 2009-10, the SBUSD thought its elementary area--then, a separate elementary district--could become a Basic Aid district, which would have meant that revenue would be based exclusively on property taxes and not on enrollment. For this reason, about 200 interdistrict transfers in elementary schools were rescinded. The thought (which then proved not to be accurate, since the elementary area of the SBUSD did not become a Basic Aid district) was that SBUSD elementary schools would financially benefit from fewer students.

However, starting in the 2015-16 school year, interdistrict transfers have been allowed into SBUSD elementary schools again, which were a total of approximately 50-70 students in 2015-16 (interdistrict transfer data for 2016-17 are not available). What this means is that the outmigration figures in the past two years to some extent understate outmigration, because some outmigration is being offset by renewed elementary interdistrict transfers into the SBUSD.<sup>4</sup>

In addition, outmigration is not being experienced by partner elementary districts in the SBUSD--Goleta Union, Hope, Cold Spring, and Montecito Union. Their enrollments from one grade to the next have been roughly stable in recent years, notwithstanding that there are again some interdistrict transfers from them to the SBUSD. This suggests there is some relocation of families within the SBUSD from the elementary area of the SBUSD to partner elementary districts in the SBUSD.

## **2. Enrollment Projections**

### ***Overview***

Enrollment has already started to decline in Santa Barbara Unified School District elementary schools, and it will continue to decline for about the next four years. Including transitional kindergarten, enrollment should decline from 5,868 in 2014-15 to about 5,025 in 2020-21, a decline of about 850 students. Secondary enrollment is also declining modestly at this time, though on a somewhat sporadic basis. Significant, continuing secondary declining enrollment will start in the early 2020s and continue through 2027-28. As with enrollment history, enrollment projections are based upon births, outmigration, and grade progression ratios, which we shall now consider for both elementary and secondary schools.

### ***Births and Kindergarteners***

As we have seen, births dropped significantly in local hospitals between 2009 and 2015. While there were 19,195 births in local hospitals between 2002 and 2008, there were 16,742 births between 2009 and 2015, a decline of 12.8%. However, as also observed, there was an upturn in births to 2,571 in 2016, up from 2,257 in 2015. The crucial question is whether this increase will last.

The assumption for planning purposes here is that the 2016 increase in births will continue. The number of births locally, as elsewhere, is substantially influenced by the economy. In general, births decline during recessions and depressions, but then return to pre-recession and pre-depression levels after a certain interval of time. This appears to be happening now.

A recent article in the *Wall Street Journal* includes these germane comments: “It appears the country’s improving economy is encouraging more couples to have children. The lingering financial toll of the recession prompted many young and less-educated Americans in particular to delay childbearing. Demographers have forecast a recovery in births as the economy picks up and more young people have families.”<sup>5</sup> Moreover, a Pew Research Center survey found that Hispanics had the largest fertility decline of any group during the Great Recession,<sup>6</sup> so communities with significant proportions of Latinos, such as the Santa Barbara Unified School District, may experience more of a birth turnaround than other areas.

At the same time, as we shall consider in the next section, there are local factors that may make a continued upturn in births more muted than otherwise would be the case. For this reason, the projection here is that the increase in births in 2016 will continue, but not rise further. For planning purposes, local births are projected to be 2,570 per year from 2017 through 2024--an increase from the 2,392 per year average between 2009 and 2015, but still below the 2,742 annual average between 2002 and 2008 (2,570 is almost exactly the mid-point between 2,392 and 2,742).

The actual number of local births per year will require careful monitoring, and future enrollment projections should be adjusted accordingly. It is difficult to make a projection for a more significant increase in the number of local births on the basis of one year's, 2016, data.

With respect to the proportion of the projected 2,570 local births per year who will become kindergarteners in the Santa Barbara Unified School District five years hence, this ratio has been very constant over the years for which there are data. The following chart provides the local birth-to-SBUSD kindergarten ratio for different intervals of time for all the years for which there are birth data:

### **7. Birth-to-SBUSD Kindergarten Ratio**

<u>Period</u>	<u>Ratio</u>
1983-2016 (34 years)	30.7%
2007-2016 (10 years)	31.2%
2012-2016 (5 years)	31.4%
2014-2016 (3 years)	31.3%
2016 (1 year)	30.6%
Average	31.1%

The above chart shows the percentage of local births for the indicated time-periods who became kindergarteners in the SBUSD five years later. What is surprising about the data is how consistent they are, irrespective of the time interval being considered--all of the averages are themselves within 2.5% (.8% in absolute terms) of each other.

For kindergarten projection purposes, California Demographic Services has utilized a method of averaging the averages of different time intervals to estimate future kindergarten enrollment, providing long-term, intermediate-term, and short-term trend influences on projections. The birth-to-SBUSD kindergarten ratio for projections here is estimated to be 31.0% per year.

## ***Outmigration and Housing***

As noted previously, in addition to local birth projections, enrollment projections are based upon outmigration. Moreover, as also noted previously, outmigration has increased in recent years to approximately 2.0% per year in SBUSD elementary schools from one grade to the next for the same district-wide class. It is projected here that outmigration will return gradually to its historical rate of 1% to 1.5%. This may appear to be counter-indicated, so a more extended discussion is desirable.

The south coast in general and the City of Santa Barbara in particular have been slow growth since the 1970s. However, in recent years, both the City of Santa Barbara and City of Goleta have authorized more growth, almost exclusively, in the City of Santa Barbara, of apartments, and of apartments and condominiums in the City of Goleta. Approximately 1,500-2,000 units in the two cities combined are currently in the pipeline.

In addition, UCSB has added more than 2,000 student beds in the past three years, SBCC enrollment is declining (opening more rentals), and local jurisdictions are restricting vacation rentals (which has the effect of increasing long-term rentals, e.g., a room or rooms that formerly were used for vacation rental may instead be rented to college students or single adults, opening up potential family rental housing elsewhere).

Upon discussion with local housing authorities, it is not anticipated for purposes of this report that the increase in local housing will lead to an increase in enrollment, because birth demography outweighs housing impacts. However, it is projected that the increase in local housing will return outmigration to historical rates. For this study, outmigration is projected as follows for the indicated years:<sup>7</sup>

### **8. Projected Outmigration by Year**

<u>Year</u>	<u>Proj. Outmigration</u>
2017-2020	1.67%
2021-2024	1.50%
2025-2029	1.33%

As a result of less outmigration in the SBUSD's partner elementary districts compared to the SBUSD elementary area, it is likely that relative enrollments in the secondary area of the SBUSD will be somewhat more tilted toward La Colina and Goleta Valley Junior Highs, and San Marcos and Dos Pueblos High Schools than they have been in recent years.

### **3. SBUSD Elementary Enrollment Projections**

We are now in a position to make enrollment projections for SBUSD elementary schools as a whole, with individual school projections in chapter 5. The following chart and graph on the next page present historical and projected SBUSD elementary enrollment from 2012-13 to 2029-30, excluding transitional kindergarten, and showing the change in enrollment each year. Following these figures, projected district elementary enrollment including transitional kindergarten is presented:

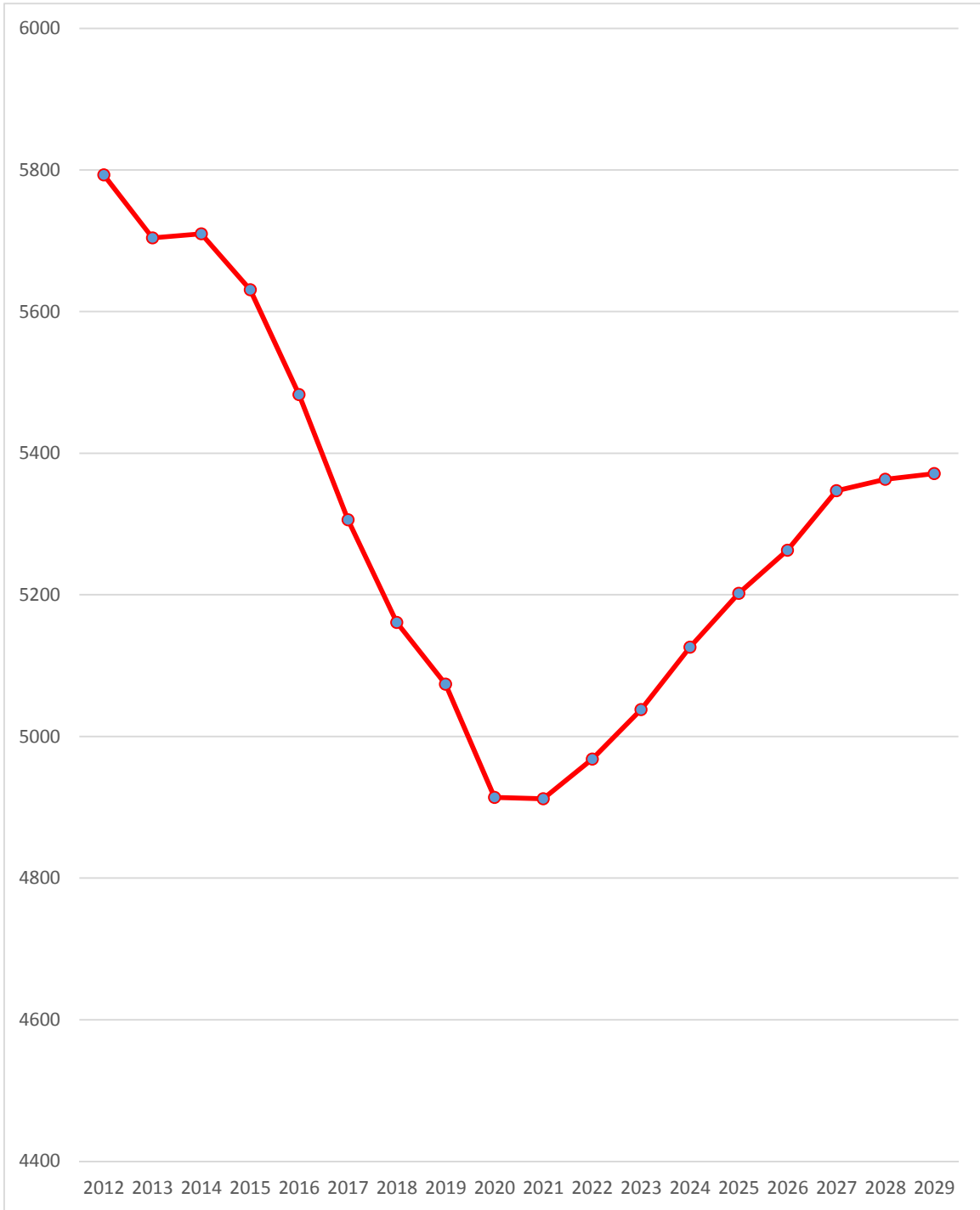
#### **9. SBUSD Elementary Enrollment, 2012-13 to 2029-30, Excluding Transitional Kindergarten and Showing Enrollment Change**

<u>Year</u>	<u>Enrollment</u>	<u>Change</u>
2012-13	5,793	
2013-14	5,704	(89)
2014-15	5,710	6
2015-16	5,631	(79)
2016-17	5,483	(148)
2017-18*	5,306	(177)
2018-19*	5,161	(145)
2019-20*	5,074	(87)
2020-21*	4,914	(160)
2021-22*	4,912	(2)
2022-23	4,968	56
2023-24	5,038	70
2024-25	5,126	88
2025-26	5,202	76
2026-27	5,263	61
2027-28	5,347	84
2028-29	5,363	16
2029-30	5,371	8

(Note: Birth data already exist for asterisked years)

Figures 9 and 10, which present the same data in chart and graph form, are the best way to see the real enrollment decline in SBUSD elementary enrollment, because the method of comparison is the same. Transitional kindergarten only started in 2013, so its inclusion raises elementary enrollment artificially compared to what it was previously.

### 10. SBUSD Elementary Enrollment 2012-13 to 2029-30, Excluding Transitional Kindergarten



However, SBUSD enrollment does now include transitional kindergarten, and for this reason--and, more importantly, for planning purposes--it is vital also to show historical and projected elementary enrollment incorporating TK. The following chart and graph on the next page present historical and projected elementary enrollment for the same period as the two preceding figures, including transitional kindergarten (with the assumption that transitional kindergarten enrollment will be the same proportion of other kindergarten enrollment as it has been the past two school years):

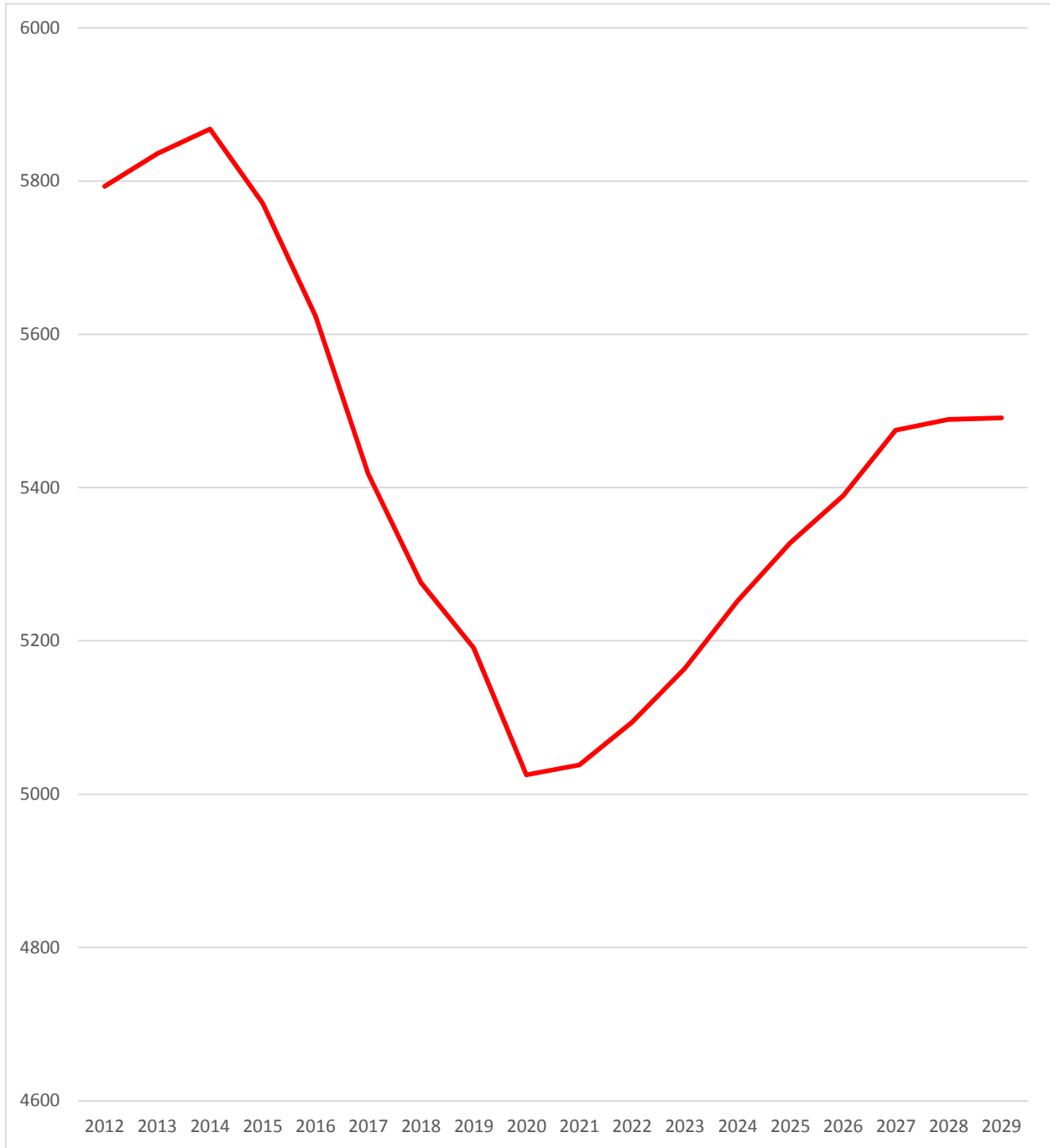
**11. SBUSD Elementary Enrollment, 2012-13 to 2029-30,  
Including Transitional Kindergarten and Showing Enrollment Change**

<u>Year</u>	<u>Enrollment</u>	<u>Change</u>
2012-13	5,793	
2013-14	5,836	43
2014-15	5,868	32
2015-16	5,771	(97)
2016-17	5,624	(147)
2017-18*	5,438	(186)
2018-19*	5,276	(162)
2019-20*	5,191	(85)
2020-21*	5,025	(166)
2021-22*	5,038	13
2022-23	5,094	56
2023-24	5,164	70
2024-25	5,252	88
2025-26	5,328	76
2026-27	5,389	61
2027-28	5,473	84
2028-29	5,489	16
2029-30	5,491	2

(Note: Birth data already exist for asterisked years)

Even including transitional kindergarten, SBUSD elementary enrollment faces a significant period of declining enrollment. Between 2014-15 and 2020-21, elementary enrollment should decline about 843 students, with the biggest enrollment decline this coming--the 2017-18--school year, when SBUSD elementary enrollment should decline by close to 200 pupils. For the next three school years after that, through 2020-21, elementary enrollment should decline an average of about 138 students per year.

**12. SBUSD Elementary Enrollment 2012-13 to 2029-30,  
Including Transitional Kindergarten**



## **4. SBUSD Secondary Enrollment Projections**

The methodology for secondary enrollment projections is similar to that for elementary projections. The crucial data are incoming 7th graders and the grade progression ratio. The correlation between local births 12 years before and 7th grade enrollment is not quite as consistent as between local births 5 years before and kindergarten enrollment, because the interval of time is longer, but it remains a strong indicator of 7th grade enrollment:

### **13. Birth-to-SBUSD 7th Grade Ratio**

<u>Period</u>	<u>Ratio</u>
1983-2016 (34 years)	52.8%
2007-2016 (10 years)	54.0%
2012-2016 (5 years)	54.9%
2014-2016 (3 years)	54.4%
2016 (1 year)	51.9%
Average	53.6%

With respect to the closeness of these averages to each other, all of the averages are themselves within 5.6% of each other, compared to 2.5% for the comparable kindergarten averages. For this reason, the birth-to-SBUSD 7th grade ratio is here adjusted by the number of students in partner elementary districts (Goleta Union, Hope, Cold Spring, and Montecito Union, as well as Santa Barbara) to project incoming 7th grade enrollment. In addition, the 2016 average is an outlier and is discounted.

Unlike SBUSD elementary enrollment, SBUSD secondary enrollment will not decline significantly in the next several years. The decline in births in response to the Great Recession did not start until 2009, so it will not be until the early 2020s that secondary schools in the SBUSD begin to experience enrollment declines such as now confront elementary schools. However, as a result of the decline in births starting in 2009 and continuing through 2015, secondary schools will experience a similar decline in enrollment as elementary schools during the middle 2020s, after which time, as in elementary schools six or so years previously, secondary enrollment should begin a modest but steady increase.

Historical and projected 7th grade enrollment is presented in the chart on the top of the next page:

**14. SBUSD 7th Grade Enrollment, 2013-14 to 2029-30**

<u>Year</u>	<u>7th Enroll</u>	<u>Change</u>
2013-14	1,487	
2014-15	1,465	(22)
2015-16	1,462	(3)
2016-17	1,510	48
2017-18	1,538	28
2018-19	1,500	(38)
2019-20	1,547	47
2020-21	1,531	(16)
2021-22	1,438	(93)
2022-23	1,374	(64)
2023-24	1,323	(51)
2024-25	1,269	(54)
2025-26	1,304	35
2026-27	1,331	27
2027-28	1,253	(88)
2028-29	1,427	174
2029-30	1,427	0

In addition to the number of incoming 7th graders each year, there is the grade progression ratio from one grade to the next. This is as follows for secondary enrollment in the SBUSD since 2012:

**15. SBUSD Secondary Grade Progression Ratio, 2012-13 to 2016-17**

<u>School Years</u>	<u>7th to 8th</u>	<u>8th to 9th</u>	<u>9th to 10th</u>	<u>10th to 11th</u>	<u>11th to 12th</u>
2012-13 to '13-14	0.4%	5.1%	3.0%	2.1%	2.9%
2013-14 to '14-15	(2.4%)	5.6%	3.1%	0.3%	5.8%
2014-15 to '15-16	(1.1%)	6.6%	3.1%	(0.4%)	5.4%
2015-16 to '16-17	0.2%	5.7%	1.4%	(1.6%)	4.8%
Average	(0.7%)	5.8%	2.7%	0.1%	4.7%

The preceding chart contains the following information. It shows there is significant increased enrollment between 8th grade to 12th grade--for the same class--in the SBUSD in recent years. For example, the 12th grade class of 2016-17 has 1,736 students. In 2012-13, there were merely 1,536 8th graders in the same class. This is an increase of 200 students in the same class between 8th grade and 12th grade, approximately 13%. What makes this increase, which is consistent in recent years, even more surprising is that it occurred at the same time elementary enrollment in the SBUSD was experiencing an outmigration decline of approximately 2% per year.

What accounts for the recent increase in high school enrollment over the years of high school? Historically, as noted, there was an inflow of students to the SBUSD at 7th grade and 9th grade. However, the inflow across the high school years is new.<sup>8</sup> There may be several influences. First, private high school enrollment is likely decreasing. After the exit of private school students in 9th grade to local public high schools, additional private students leave in 10th, 11th, and 12th grades. All of the SBUSD's high schools are popular with diverse programs, and the SBUSD has well-developed continuation high school programs. It may also be that families choose to relocate to the SBUSD when their children are in high school, or seek interdistrict transfers, in part to take advantage of concurrent enrollment programs with Santa Barbara City College or scholarship opportunities.

The possibility that younger families are moving out of the SBUSD while older families are remaining in or moving into it is consistent with a 2012 study by the Santa Barbara County Association of Governments (SBCAG), "Regional Growth Forecast, 2010-2040". According to this report: "School enrollment decline in the South Coast suggests that young families may be migrating out of the area" (p. 48), while at the same time: "In the past, the Santa Barbara Secondary School District increased its enrollment, suggesting that more established families with older children, who may already own their housing and are not as susceptible to increasing housing costs, are staying in the area and their children continue to be enrolled" (p. 58). In addition to the movement of children from private schools to public schools, it is possible that the SBUSD is becoming more relatively characterized by families with older, especially high school, students than younger children than historically was the case. It is likely that increased housing costs affect younger and lower socioeconomic families more than older and higher socioeconomic ones, as the SBCAG study suggests.

For purposes of enrollment projections in this report, the grade progression ratio is as presented in the chart on the top of the next page:

**16. Average SBUSD Secondary Grade Progression Ratio for 2012-13 to 2016-17 and Projected for 2017-18 to 2029-30**

<u>School Years</u>	<u>7th to 8th</u>	<u>8th to 9th</u>	<u>9th to 10th</u>	<u>10th to 11th</u>	<u>11th to 12th</u>
2012-13 to '16-17 Avg	(0.7%)	5.8%	2.7%	0.1%	4.7%
2017-18 to '29-30 Proj	(0.7%)	5.8%	2.2%	(0.5%)	3.7%

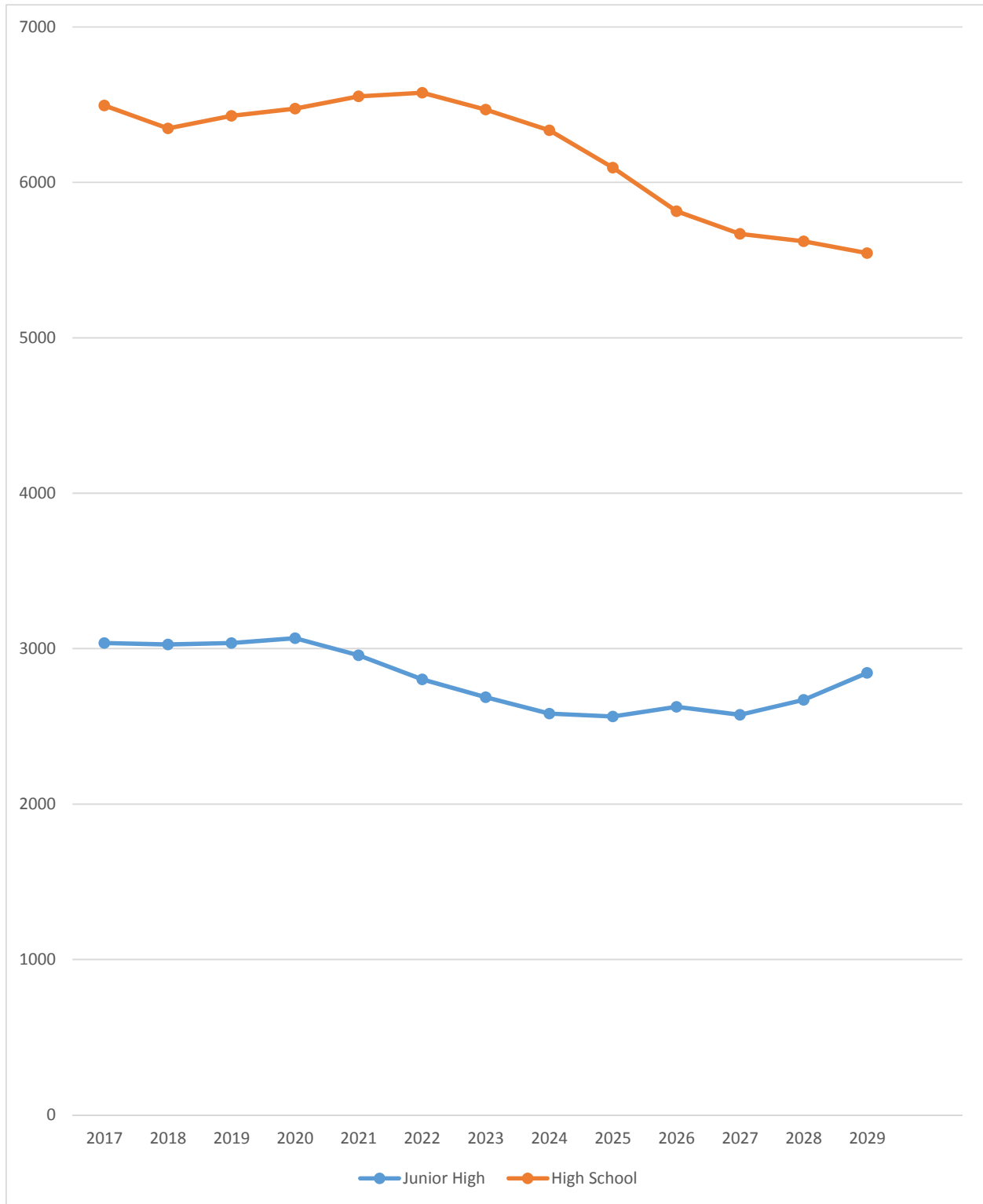
As seen, it is anticipated that there will be some return to more historical rates of grade progression particularly for incoming 10th, 11th, and 12th grade classes, while at the same time retaining most of the recent trend. This is in part consistent with the shortest term trend of the 2015-16 to 2016-17 school year, which showed considerable deceleration of the increased grade progression ratio for 9th to 10th graders and 10th to 11th graders. At the same time, the 7th to 8th and 8th to 9th grade progression ratios in recent years have been more consistent with historical trends and are therefore projected to continue.

We are now able to make projections for SBUSD secondary enrollment. On the basis of projected incoming 7th graders and grade progression ratios, projected secondary enrollment in the SBUSD is as presented in the following chart and the graph on the next page. Junior high (7th-8th grade) and high school (9th-12th grade) enrollments are presented separately; individual school projections are in the next chapter:

**17. SBUSD Junior and Senior High Enrollment, 2017-18 to 2029-30**

<u>Year</u>	<u>Jr High</u>	<u>Change</u>	<u>High School</u>	<u>Change</u>
2017-18	3,037		6,494	
2018-19	3,027	(10)	6,347	(147)
2019-20	3,037	10	6,428	71
2020-21	3,067	30	6,475	47
2021-22	2,957	(110)	6,553	78
2022-23	2,802	(155)	6,576	23
2023-24	2,687	(115)	6,468	(108)
2024-25	2,583	(104)	6,335	(133)
2025-26	2,564	(19)	6,095	(240)
2026-27	2,626	62	5,815	(280)
2027-28	2,575	(51)	5,668	(147)
2028-29	2,671	96	5,620	(48)
2029-30	2,844	173	5,544	(76)

### 18. SBUSD Junior and Senior High Enrollment, 2017-18 to 2029-30



It is also possible on the basis of the preceding data to provide a chart and graph of historical and projected total, 7th-12th grade, secondary enrollment in the SBUSD from 2012-13 to 2029-30:

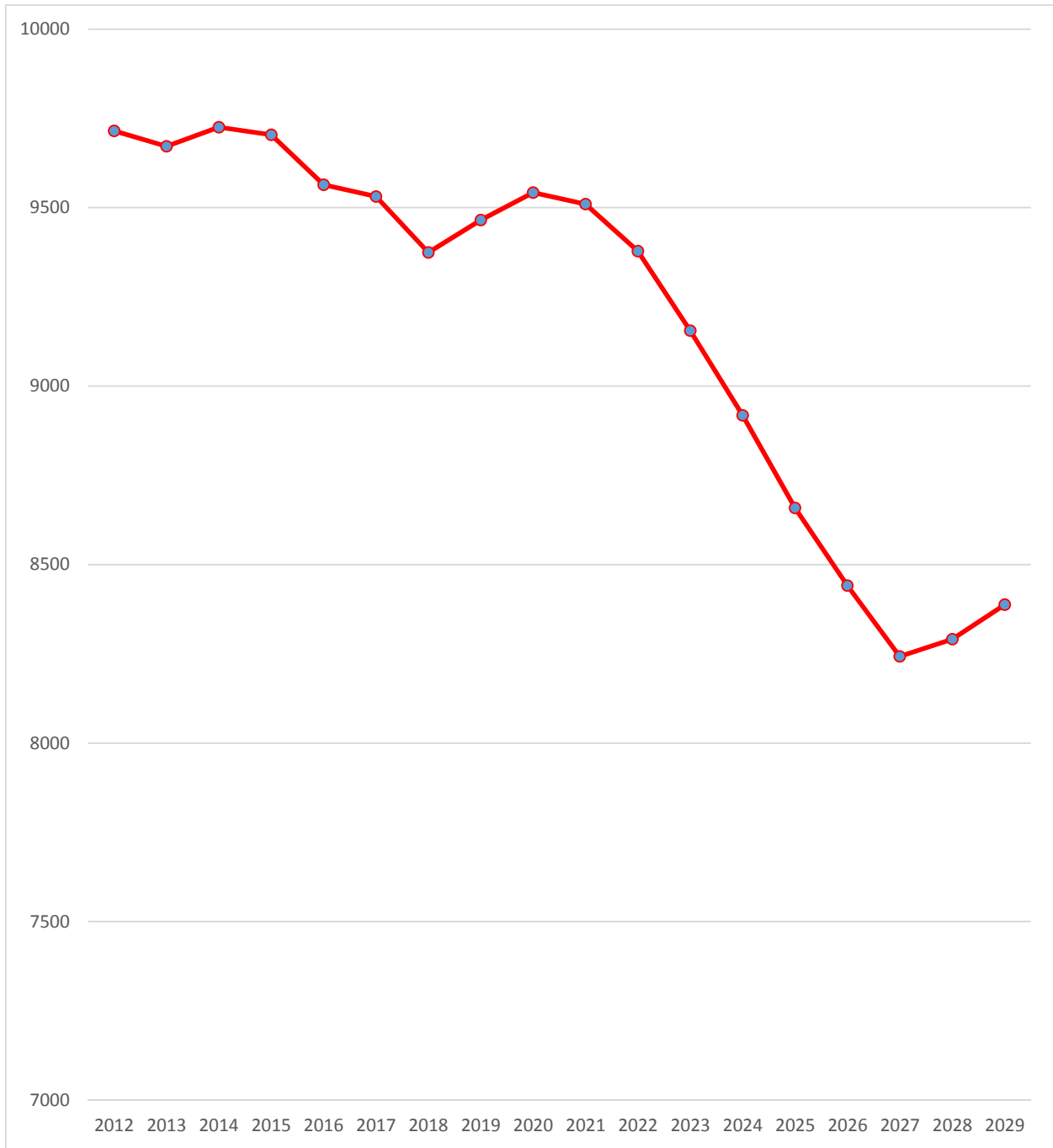
**19. SBUSD Total Secondary Enrollment, 2012-13 to 2029-30**

<u>Year</u>	<u>Enrollment</u>	<u>Change</u>
2012-13	9,715	
2013-14	9,672	(43)
2014-15	9,725	53
2015-16	9,704	(21)
2016-17	9,564	(140)
2017-18*	9,531	(33)
2018-19*	9,374	(157)
2019-20*	9,465	91
2020-21*	9,542	77
2021-22*	9,510	(32)
2022-23*	9,378	(132)
2023-24*	9,155	(223)
2024-25*	8,918	(237)
2025-26*	8,659	(259)
2026-27*	8,441	(218)
2027-28*	8,243	(198)
2028-29*	8,291	48
2029-30	8,388	97

(Note: Birth data already exist for asterisked years)

Both elementary and secondary enrollment will decline significantly in the years ahead. Elementary enrollment will decline from 5,868 students in 2014-15 to 5,038 students in 2020-21, junior high enrollment will decline from 3,067 in 2020-21 to 2,564 in 2025-26, and high school enrollment will decline from 6,576 in 2022-23 to 5,544 in 2029-30. Though elementary enrollment will begin to increase again, tracking a projected increase in births, starting in the early 2020s, as well junior high enrollment a few years after that and high school enrollment after that, in 2026-27--in ten school years--total K-12th grade enrollment in the SBUSD should be approximately 13,830. Enrollment in this, the 2016-17, school year is 15,188. Accordingly, the SBUSD on a K-12th grade basis should decline approximately 9% in enrollment in the next ten years.

## 20. SBUSD Total Secondary Enrollment, 2012-13 to 2029-30



## **5. Enrollment Projections by Individual School**

### **21. Elementary Enrollment Projections, 2017-18**

<b><u>School</u></b>	<b><u>TK</u></b>	<b><u>K</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	<b><u>6</u></b>	<b><u>Total</u></b>
Adams	22	77	78	67	85	82	70	70	<b>551</b>
Cleveland	11	38	39	44	40	45	54	56	<b>327</b>
Franklin	20	61	65	67	85	84	75	94	<b>551</b>
Harding	21	50	51	47	59	50	54	49	<b>381</b>
McKinley	15	48	52	47	58	65	51	54	<b>390</b>
Monroe	21	58	62	62	64	70	45	61	<b>443</b>
Open Alt*	4	14	15	10	6	13	8	10	<b>80</b>
Roosevelt	19	67	70	78	73	73	91	81	<b>552</b>
SB Cm Acdmy	--	33	35	40	43	50	46	38	<b>285</b>
Washington	--	71	72	69	75	93	87	102	<b>569</b>
<b><u>Charter</u></b>									
Adelante	--	44	43	42	41	41	34	40	<b>285</b>
Peabody	--	100	101	106	102	104	105	111	<b>729</b>
SB Charter**	3	43	43	43	41	44	48	30	<b>295</b>
<b>TOTAL</b>	<b>136</b>	<b>704</b>	<b>726</b>	<b>722</b>	<b>772</b>	<b>814</b>	<b>768</b>	<b>796</b>	<b>5,438</b>

\*Open Alternative is projected to have 4 7th graders and 3 8th graders for a total of 87 students

\*\*SB Charter is projected to have 5 7th graders and 4 8th graders for a total of 304 students

**22. Secondary Enrollment Projections, 2017-18**

**Junior Highs**

<b><u>School</u></b>	<b><u>7</u></b>	<b><u>8</u></b>	<b><u>Total</u></b>
Goleta Valley	412	391	<b>803</b>
La Colina	475	440	<b>915</b>
La Cumbre	252	267	<b>519</b>
Santa Barbara	390	394	<b>784</b>
Open Alt	4	3	<b>7</b>
SB Charter	5	4	<b>9</b>
<b>TOTAL</b>	<b>1,538</b>	<b>1,499</b>	<b>3,037</b>

**Senior Highs**

<b><u>School</u></b>	<b><u>9</u></b>	<b><u>10</u></b>	<b><u>11</u></b>	<b><u>12</u></b>	<b><u>Total</u></b>
Dos Pueblos	481	493	482	571	<b>2,027</b>
San Marcos	574	533	536	547	<b>2,190</b>
Santa Barbara	491	530	488	545	<b>2,054</b>
Alta Vista	4	9	40	89	<b>142</b>
La Cuesta	--	--	16	65	<b>81</b>
<b>TOTAL</b>	<b>1,550</b>	<b>1,565</b>	<b>1,562</b>	<b>1,817</b>	<b>6,494</b>

## **6. Socioeconomic Demography**

This chapter is included to provide additional background on the SBUSD student body. Though strictly quantitative analysis, such as has characterized this report to this point, has much value with respect to facilities planning, staffing, and other issues, socioeconomic demography provides more information with respect to the individual students and families who compose the SBUSD. This chapter includes information from the census bureau data with respect to the elementary area of the SBUSD and general district socioeconomic information with respect to elementary enrollment and a chart of the ethnic composition in all schools.

### ***Census Bureau Data Bearing on Enrollment and Socioeconomic Diversity in Elementary Schools***

The United States Census Bureau provides much data on population characteristics in the Santa Barbara Unified School District, with the best current information contained in its document “Selected Characteristics of the Native and Foreign-Born Populations,” which is available for the elementary area in the SBUSD for the periods ending in 2011 and 2015. There were about 85,000 people in the elementary area in 2015 and 183,000 in the secondary area.

It is interesting initially to observe that merely about 85 children under the age of 5 in the area of the SBUSD elementary schools were considered by the Census Bureau in 2015 to be foreign born, mostly documented, of about 5,030 children under the age of 5 in the elementary area--about 4.2 percent. This contradicts the notion that most, or even many, Latino children in Santa Barbara were not born in the United States. Since Latinos constitute about 65 percent of children in the SBUSD elementary area (including private schools), this would indicate about 6 percent of Latino children in the elementary area of the SBUSD were not born in the United States, and 94 percent were born in the United States.

The overall population of the SBUSD elementary area is skewed toward younger and older populations, with not as much of the population in the middle aged years. About 31.8 percent of the population is aged 24 or younger and another 28.6 percent is 25 to 44, meaning that approximately 60.4 percent of the population is under age 44. On the other hand, the elementary area also has an abundance of senior citizens, with 15.6 percent of the population age 65 or older, including an amazing 3.5 percent of the population that is 85 or older, among the highest proportions anywhere. By way of contrast, individuals aged 45 to 64, which includes most of the baby boom cohort,

comprise merely about 24 percent of the population. It is noteworthy that the population cohort aged 45 to 64 is about 16 percent smaller than that aged 25 to 44; this is a reversal of national trends. The elementary area of the SBUSD possesses a division in its age cohorts in which both young and old are disproportionately represented in part as a result of the large college population in the elementary area.

With respect to ethnicity, about 53.8 percent of the population in the SBUSD elementary area (all ages) was white, non-Hispanic, in 2015, about twice the proportion of white elementary children in the SBUSD. About 39.8 percent of the total population was Hispanic, 3.2 percent Asian, and 1.4 percent African American. Given that the population under 18 is considerably more Hispanic than the population older than 18, this means that the white-Hispanic difference is considerably greater for the population older than age 18 than for the whole population. To simplify with the broadest brush, it could be said that the elementary area of the SBUSD is largely comprised of Hispanic families and white older people, together with college students. It bears noting that, as with the school population, the Asian and African American communities in the elementary area of the SBUSD are very small. (The African American community is small throughout the SBUSD; there is a somewhat larger, though still relatively small, Asian population in Goleta; Montecito is almost entirely white.)

The elementary area of the SBUSD is a relatively strong family community. About 51.8 percent of the population in 2015 were in a married-couple family, with 48.2 percent in other households. Of the population aged 15 and older, 42.5 percent were married (excluding those separated), 39.4 percent had never been married, about 12.8 percent were divorced or separated, and about 5.3 percent were widowed. Given the large proportion of individuals between 15 to 24, including those in the area to attend college, it is likely that at least 60 percent of the population 25 and older is currently married. Including those who are currently widowed, about two-thirds of Santa Barbarans 25 and older are currently married or widowed.

The elementary area of the SBUSD is also a highly educated area. Of those aged 25 and older, approximately 70.6 percent have some college or an associate's degree, a bachelor's degree, or a graduate or professional degree. Approximately 45 percent of the population 25 or older has a bachelor, graduate, or professional degree. Approximately 18.1 percent of the population 25 or older has a graduate or professional degree. Approximately one-tenth of the population in the SBUSD elementary area is currently enrolled in college or graduate school.

Santa Barbara is a hard-working community. Approximately 69.3 percent of the population 16 years and older was in the labor force, higher than the national average. Given the large number of college students and senior citizens, this is a particularly

noteworthy statistic. The unemployment rate in 2015 was merely 4.3 percent. Private wage and salary workers constituted 75.6 of the labor force, and 10.9 percent of the labor force was self-employed or in its own, not incorporated business. Approximately 13.1 percent of the labor force was government workers, slightly less than the national average. About 24.4 percent of those in the labor force were in service occupations; about 20.3 percent in sales and office occupations; about 8.1 percent in construction, maintenance, and natural resources occupations; about 5.1 percent in production, transportation, and material moving occupations; and about 42.2 percent in management, business, science, and arts occupations.

About 13.5 percent of Santa Barbarans lived below the poverty level during some or all of 2015; about 67.3 percent of Santa Barbarans had income at 200 percent or above of the poverty level. The median earnings for full-time, year-round workers was \$49,762 for males and \$43,715 for females. About 41 percent of Santa Barbarans lived in owner-occupied units and about 59 percent lived in renter-occupied units. Approximately 90 percent of Santa Barbarans had one or more vehicles available.

Of the population age 5 and older, 62.4 percent spoke only English at home, and 37.6 percent spoke a language other than English. Slightly less than half of those who spoke a language at home other than English spoke English less than “very well”--about 18 percent of the whole population 5 years of age or older.

On the next page, there is a chart of total enrollment and ethnic composition in all schools in 2016-17:

**SBUSD Total Enrollment and Ethnic Percentages, 2016-17**

	<u>Total</u>	<u>Latino</u>	<u>White</u>	<u>Asian</u>	<u>Af Am</u>	<u>Other</u>
<b><u>Elementary</u></b>	<b>5,640</b>	<b>69.3%</b>	<b>26.1%</b>	<b>1.8%</b>	<b>.6%</b>	<b>2.2%</b>
Adams	555	73.0%	23.8%	1.6%	1.4%	.2%
Adelante	283	86.6%	12.0%	.7%	--	.7%
Cleveland	333	95.8%	3.0%	.3%	--	.9%
Franklin	586	91.1%	3.9%	.2%	.3%	4.4%
Harding	395	90.6%	5.6%	.8%	--	3.0%
McKinley	407	97.8%	1.5%	--	--	.7%
Monroe	446	75.1%	20.9%	2.5%	1.1%	.4%
Open Alt	88	46.6%	44.3%	2.3%	2.3%	4.5%
Peabody	750	53.7%	39.7%	3.1%	.4%	3.1%
Roosevelt	577	47.3%	47.3%	2.8%	.7%	1.7%
SB Charter	310	24.8%	60.3%	3.5%	1.0%	10.3%
SB Cm Acdmy	306	96.1%	2.6%	--	2.6%	.3%
Washington	604	37.6%	57.5%	3.6%	.3%	1.0%
<b><u>Junior High</u></b>	<b>2,957</b>	<b>55.1%</b>	<b>36.3%</b>	<b>5.6%</b>	<b>1.3%</b>	<b>1.7%</b>
Goleta Valley	775	51.7%	33.9%	9.4%	1.3%	3.7%
La Colina	961	36.3%	54.7%	6.5%	1.0%	1.5%
La Cumbre	462	85.7%	11.7%	1.5%	.6%	.5%
Santa Barbara	759	63.6%	30.4%	3.0%	1.8%	1.2%
<b><u>Senior High</u></b>	<b>6,587</b>	<b>53.0%</b>	<b>39.2%</b>	<b>5.3%</b>	<b>1.4%</b>	<b>1.1%</b>
Dos Pueblos	2,057	45.3%	43.4%	8.8%	1.2%	1.3%
San Marcos	2,193	54.5%	38.5%	4.6%	1.4%	1.0%
Santa Barbara	2,114	58.0%	36.3%	2.8%	1.4%	1.5%
Alta Vista	142	43.7%	49.3%	3.5%	1.4%	2.1%
La Cuesta	81	90.1%	7.4%	--	1.2%	1.3%
<b><u>SBUSD</u></b>	<b>15,184</b>	<b>59.5%</b>	<b>33.8%</b>	<b>4.1%</b>	<b>1.0%</b>	<b>1.6%</b>

## **Appendix A. History of Desegregation and Integration** **In the Santa Barbara Unified School District**

### *Introduction*

Desegregation and integration efforts in the Santa Barbara Unified School District have mostly been a product of larger state and national trends. The landmark *Brown v. Board of Education* Supreme Court case in 1954 established the principle that, in the words of the decision: “To separate them [African American students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.”<sup>9</sup>

Santa Barbara historically was a relatively tolerant community. In general, there was less government-sanctioned and -directed school segregation in California than in other states, and this was especially so in Santa Barbara. However, Aliso School in Carpinteria provided an exception to this local trend. As documented in John D. McCafferty, *Aliso School: ‘For the Mexican Children’* (2003), the Carpinteria School District practiced explicit segregation of Latino students from about 1920 to 1947.<sup>10</sup>

In the Santa Barbara Unified School District and its predecessor institutions, though, explicit racial or ethnic segregation of students was not practiced, though some schools have been, as they are, very isolated racially, ethnically, and socioeconomically. At least as early as the 1930s, there were some considerable efforts in Santa Barbara secondary schools to emphasize inclusion and diversity, which is indicated by the plaque placed on the entrance to Santa Barbara Junior High with the school’s motto--“Truth, Liberty, and Toleration”<sup>11</sup>--in 1932 at the school’s dedication. According to Santa Barbara City Historian Mary Louise Days, the original principal of Santa Barbara Junior High, Roy Eichelberger, “believed that the new school had a special responsibility to serve students of all economic strata--the children of the fast-growing eastside, of Montecito, and of the Riviera.”<sup>12</sup> Early student body officers of the junior high included Paul Gutierrez, student body president in 1941, and Manuel Ortega, president in 1942. It also bears mentioning that after Pearl Harbor was bombed in 1941, students at Santa Barbara High demonstrated more toleration than the larger society, editorializing in the student newspaper: “The Japanese boys and girls in our school should be treated just the same as always. There should be no name-calling, no derisive shouts of anger directed at an innocent fellow-student.”<sup>13</sup>

When *Brown v. Board of Education* was decided by the United States Supreme Court in 1954, it was at first considered not to be relevant to Santa Barbara. Explicit, *de jure* (“of law”), school segregation--and, in particular, “Mexican schools”--had already been declared unconstitutional in California in *Mendez v. Westminster School District* in 1947, the first judicial ruling in the United States against segregated public schools (the *Mendez* case was decided at the appellate level, however, and was not appealed to the Supreme Court; nor was it applicable beyond California). In its wake, the California legislature passed legislation repealing provisions of the Education Code that authorized segregated schools. This legislation was signed into law by Governor Earl Warren, who later became Chief Justice of the United States Supreme Court and wrote the *Brown v. Board of Education* decision.

At the national level, school segregation was at first considered to be almost exclusively a southern issue--dismantling previously all-black and all-white schools that were officially segregated to prevent children of different races from attending the same public schools. As the 1950s turned into the 1960s, however, the focus changed from *de jure* to *de facto* ("of fact") school segregation, and from the south to the north as well. The 1966 Coleman Report, *Equality of Educational Opportunity*, commissioned pursuant to the United States Civil Rights Act of 1964, found that lower socioeconomic African American students performed better on educational tests in integrated schools than lower socioeconomic African American students in segregated schools, whether school segregation was *de jure* or *de facto*.

The Coleman Report was perhaps the most influential educational report in the twentieth century. In its wake, the focus of school integration moved from southern public schools that were explicitly segregated by law to northern public schools whose geographical attendance boundaries resulted in segregation--thereby leading outside of the south to student busing to achieve school integration. These efforts reached Santa Barbara.

### ***Santa Barbara Elementary School Integration***

Starting in the late 1960s, a variety of proposals were suggested to diminish *de facto* ethnic and socioeconomic segregation in local public schools. At first, these efforts focused on what was then the Santa Barbara Elementary School District (at the time, the Santa Barbara Unified School District was not one, but two, districts--an elementary district overseeing elementary schools and a secondary district for secondary schools--but with the same elected Board of Education, notwithstanding that the boundaries of the two districts were very different). Integration efforts were emphasized in the Santa Barbara Elementary District because it was the area of the larger secondary district that had the largest proportion of minority students. In 1966, the Santa Barbara Elementary School District had the following ethnic percentages, together with the corresponding percentages in 1996 and 2016:

#### **Santa Barbara Elementary District Ethnic Percentages**

<u>Group</u>	<u>1966</u>	<u>1996</u>	<u>2016</u>
White	61%	29%	26%
Latino	31%	67%	71%
Af American	7%	3%	1%
Asian	1%	1%	2%

On May 13, 1966, the first official proposal to lessen ethnic imbalances in local elementary schools was made at a meeting of the Santa Barbara Mayor's Committee on Human Relations. Busing of minority students from the two elementary schools with the highest percentages of Latino students, Lincoln and Franklin, was suggested. Within three days, a group of Latino parents at Lincoln held a meeting to organize efforts to oppose the proposal.

School integration efforts in the Santa Barbara Elementary School District in the late 1960s and 1970s were generally opposed by members of the minority community. The concern

of Latino parents was that schools in their neighborhoods would be closed and that their children would be bused outside of their neighborhoods, which was, indeed, the outcome of elementary reorganization plans in 1973 and 1979.

In 1973, following contentious meetings of the Santa Barbara Board of Education, a plan was adopted to close two elementary schools--Garfield and Jefferson--and bus their children to other elementary schools. In 1979, three more elementary schools were closed--Lincoln, McKinley, and Wilson--with their children again bused to other schools. Though both the 1973 and 1979 elementary school closures were influenced by other factors than to improve ethnic and socioeconomic integration, this was a defining element in both plans. The title of the 1973 plan was, indeed, "Desegregation-Integration: A Plan for Santa Barbara". Of the five elementary schools closed in the Santa Barbara Elementary District in 1973 and 1979, four--Lincoln, Wilson, Garfield, and McKinley--were located in primarily lower socioeconomic and minority neighborhoods.

As noted in a 1977 report by the United States Commission on Civil Rights evaluating the 1973 Santa Barbara plan, Latino support for the plan was tepid. This report cites Abelino Bailon, a member of *El Concilio de la Raza*, that "the Chicano community was very apprehensive about any desegregation plan that required their children to be bused out of their neighborhoods."<sup>14</sup> The report also cited a minority sixth grader who was being bused, who said "her parents were against desegregation and that she also did not like desegregation because of the long bus rides."<sup>15</sup> One principal of a school to which students were being bused noted that "minority [parent] involvement has been difficult to obtain,"<sup>16</sup> as schools were no longer located in minority families' neighborhoods.

The 1979 plan, in particular, was strongly opposed by members of the local Latino community. Lincoln, McKinley, and Wilson were, with Franklin, three of the four elementary schools with the highest percentages of Latino students. After the 1979 plan was approved, Latino parents established a temporary school at *La Case de la Raza* to protest school closures.

As it happens, this writer was an active member of *El Concilio de la Raza* at the time and was among those who opposed the 1979 plan on the basis of its disproportionate impact on Latino students. My testimony to the Board of Education in 1979 was as follows: "My concern is this, [ethnic] make-up and economic factors are largely influenced by the schools in an area. By closing all the elementary schools bounded on one side by the beach and the other by Mission Street, and within the area extending from Milpas Street on the east to San Andres Street on the west, the vast central part of the district will have no schools"<sup>17</sup>--a concern that remains valid to this day.

Unfortunately, district enrollment projections in the 1979 school closing plan were very inaccurate. At the time of the 1979 closings of Lincoln, McKinley, and Wilson, elementary enrollment was projected to become 2,983 in 1983-84. In fact, elementary enrollment was 3,685 in 1983-84, an error of 19%. As a result, McKinley--which was the one elementary school of the five elementary schools closed in 1973 and 1979 that was not sold--reopened in 1986.

### ***Santa Barbara Secondary School Integration***

Efforts to integrate secondary schools followed plans to integrate elementary schools. Historically, the socioeconomic composition of the secondary district was substantially different than that of the elementary district as a result of different boundaries. The elementary district boundaries were approximately the same as the City of Santa Barbara; the secondary district boundaries (the present SBUSD) extended from Montecito through Goleta, and included the Montecito Union, Cold Spring, Hope, and Goleta Union elementary school districts as well as the Santa Barbara Elementary School District.

Whereas in 1966 the Santa Barbara elementary district was 61% white and 39% minority, the Santa Barbara secondary district in 1966 was 81% white and 19% minority. Student ethnic group percentages were as follows in the Santa Barbara secondary district in 1966, together with corresponding 1996 and 2016 figures:

#### **Santa Barbara Secondary District Ethnic Percentages**

<u>Group</u>	<u>1966</u>	<u>1996</u>	<u>2016</u>
White	81%	48%	39%
Latino	16%	46%	54%
Af American	2%	3%	1%
Asian	1%	3%	6%

It should be noted that in the part of the Santa Barbara secondary district that did not include the Santa Barbara elementary district, the proportion of white to minority students was about 90% to 10% through the first half of the 1970s.

Integration efforts in the Santa Barbara secondary district largely revolved around Santa Barbara Junior High and Santa Barbara High School. As a result of the differences between minority and white enrollments at Santa Barbara High and Santa Barbara Junior High compared to Goleta secondary schools, there were a number of newspaper stories in the late 1970s about “white flight” from Santa Barbara to Goleta. In the single school year from 1977 to 1978, white enrollment at Santa Barbara High declined 5 percentage points. In 1979, ethnic enrollment at the three high schools was: Santa Barbara High--43%, San Marcos--13%, Dos Pueblos--13%.

In 1980, in part as a response and also as a result of general declining enrollment and financial issues, a Secondary School District Facilities Organization Committee was appointed, which this writer chaired. This committee met for a year, and made the following recommendations: 1) a new grade organization pattern (previously, junior and senior highs had been three years, 7th-9th and 10th-12 grades; the committee recommended 7th-8th and 9th-12th grade junior and senior highs), 2) closure of La Colina Junior High School (La Cumbre was also considered for closure), 3) new attendance boundaries at the junior and senior high school levels that would balance ethnic and socioeconomic diversity among secondary schools, 4) new transfer policies that would balance ethnic and socioeconomic diversity, and 5) relocation of the district administrative offices from 720 Santa Barbara Street and rental of this site to improve district finances.

All of the recommendations of the Committee were implemented with the exception of the proposal to close La Colina Junior High, which also resulted in retention of existing junior high attendance boundaries. Parents of La Colina students proved more effective, and brought more resources to bear, in opposing school closure than parents on the lower socioeconomic eastside and westside had a few years before. In the following school board election after the attempt to close La Colina, two La Colina parents were elected to the Santa Barbara Board of Education.

Notwithstanding that La Colina remained open, other aspects of the 1981 reorganization plan proved successful. High school boundary changes resulted in relocation of the lower socioeconomic westside at San Marcos, the higher socioeconomic northside at Santa Barbara High, and the lower socioeconomic Goleta old town area at Dos Pueblos. New transfer policies disallowed transfers that negatively affected ethnic balance among secondary schools (similar policies were then also implemented in elementary schools). The move of the district administrative offices to Santa Barbara Junior High for 15 years until the mid-1990s generated significant rental income.

As recounted in a later history of Santa Barbara High School:

As a consequence of boundary changes and the new transfer policy, by 1985 Santa Barbara High had declined to 36 percent minority at a time when most high schools in California experienced a significant increase in minority enrollment, and San Marcos and Dos Pueblos increased to 25 percent and 20 percent minority student enrollment, respectively. Relative socioeconomic and ethnic balance among the high schools was achieved, and student diversity was retained at Santa Barbara High School.<sup>18</sup>

Now, more than 30 years later, relative socioeconomic balance remains at the high school level in the Santa Barbara-Goleta area. While in 1979 the difference in white enrollment at Santa Barbara High compared to Dos Pueblos and San Marcos was 30 percentage points, in 2016-17 it is 7 percentage points and 2 percentage points, respectively. The 1981 Santa Barbara secondary school reorganization plan was among the most successful in the state in achieving lasting ethnic and socioeconomic diversity and balance among a district's high schools.

## **Appendix B. Enrollment Projection Accuracy**

Since 1993, California Demographic Services, its principal, or predecessor entities have provided enrollment projections on many occasions. This appendix presents past enrollment projection accuracy:<sup>19</sup>

### 1993 Kindergarten Projection

<i>Year</i>	<i>Projection</i>	<i>Actual</i>	<i>Accuracy</i>
1993	898	890	.997
1994	997	984	.987
1995	1087	1064	.979

### 1999 Elementary District Projection

1999	6517	6385	.980
2000	6456	6298	.976

### 1999 Secondary District Projection

1999	9815	9533	.971
2000	10093	9786	.970

### 2000 Elementary District Projection

2000	6273	6298	.996
------	------	------	------

### 2001 Elementary District Projection

2001	6206	6212	.999
2002	6051	6099	.992
2003	5919	6028	.982
2004	5740	5891	.974
2005	5610	5818	.964
2006	5494	5737	.958
2007	5432	5654	.961
2008	5381	5753	.935
2009	5354	5791	.925
2010	5356	5653	.947

### 2001 Elementary Projection (cont.d)

<i>Year</i>	<i>Projection</i>	<i>Actual</i>	<i>Accuracy</i>
2011	5371	5760	.932
2012	5401	5788	.933
2013	5461	5706	.957
2014	5530	5710	.968

### 2001 Secondary District Projection

2001	10042	10018	.998
2002	10199	10386	.981
2003	10490	10595	.990
2004	10717	10617	.991
2005	10933	10592	.968
2006	11037	10780	.976
2007	10872	10768	.985
2008	10704	9881	.917
2009	10343	9809	.946
2010	10084	9662	.956
2011	9764	9560	.979
2012	9485	9696	.978
2013	9425	9682	.974
2014	9365	9725	.963
2015	9445	9682	.976
2016	9555	9564	.999

### 2012 4-Year Projections for 2016

SB El	5710	5483	.959
SB Scd	9425	9564	.985
GUSD	3478	3502	.993

***Overall Projection Accuracy--All Projections, All Years:***

**97.1%**

**Appendix C. Projected October Enrollments by Grade, 2016 to 2021**

**Elementary**

<u>Oct of</u>	<u>TK</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Total</u>	<u>Change</u>
2016	141	730	736	789	828	781	808	811	5,624	
2017	136	704	726	722	772	814	768	796	5,438	(186)
2018	135	725	694	703	709	760	797	753	5,276	(162)
2019	137	740	713	682	691	697	747	784	5,191	(85)
2020	131	697	727	701	670	679	685	735	5,025	(166)
2021	146	794	687	716	690	660	669	676	5,038	<u>13</u> (586)

**Junior High**

<u>Oct of</u>	<u>7</u>	<u>8</u>	<u>Total</u>	<u>Change</u>
2016	1,510	1,465	2,975	
2017	1,538	1,499	3,037	62
2018	1,500	1,527	3,027	(10)
2019	1,547	1,490	3,037	10
2020	1,531	1,536	3,067	30
2021	1,438	1,519	2,957	<u>(110)</u> (18)

**Senior High**

<u>Oct of</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>	<u>Change</u>
2016	1,531	1,570	1,752	1,736	6,589	
2017	1,550	1,565	1,562	1,817	6,494	(95)
2018	1,586	1,584	1,557	1,620	6,347	(147)
2019	1,616	1,621	1,576	1,615	6,428	71
2020	1,576	1,652	1,613	1,634	6,475	47
2021	1,625	1,611	1,644	1,673	6,553	<u>78</u> (46)

## ***Endnotes***

<sup>1</sup> Cary Matsuoka, SBUSD Board Agenda Item, “Demographic Enrollment Projection Study” (November 17, 2016).

<sup>2</sup> Locally, enrollments also increased following World War II as a result of development of the Mesa, western Santa Barbara, and Goleta.

<sup>3</sup> E.g., Educational and Foundation Consulting Services, “Santa Barbara Elementary School District: Enrollment Projections 2001-2015” (January 8, 2001), p. 3.

<sup>4</sup> I am indebted to Ed Heron for this information.

<sup>5</sup> Neil Shah, “U.S. Birthrate Hits Turning Point,” *Wall Street Journal* (June 17, 2015).

<sup>6</sup> Gretchen Livingston, “In a Down Economy, Fewer Births,” Pew Center for Research (October 12, 2011).

<sup>7</sup> The difference between a 1.25% outmigration rate and a 2.0% outmigration in the elementary schools of the SBUSD is approximately 38 students per year or, over the seven years of elementary school, about 260 students, about 5% of combined SBUSD elementary enrollment over time. The additional housing units in the City of Santa Barbara that are currently being built plus the impact of reduced SBCC students and increased renting of rooms that formerly were used for vacation rentals is probably also in the vicinity of 5%. Whether the influence of increased housing and other policy changes were incorporated into enrollment projections as increased enrollment compared to what otherwise would have been the case or as a reduced outmigration rate, the effect is about the same.

<sup>8</sup> Historically, SBUSD enrollment declined as much as 10% between 10th and 11th grades, and 6% between 11th and 12th grades (Educational and Foundation Consulting Services, “Santa Barbara High School District: Enrollment Projections 2001-2020” [January 18, 2001], p. 3).

<sup>9</sup> *Brown v. Board of Education* Supreme Court decision (1954).

<sup>10</sup> John D. McCafferty, *Aliso School: ‘For the Mexican Children’* (Santa Barbara: McSeas Books, 2003), p. 6. Also see Frank Van Schaick, *Home of the Wilson Wildcats* (Santa Barbara: Capra Press, 1994), for a description of early efforts to integrate local schools. Van Schaick, a towering figure in local public education for decades, first began teaching in Santa Barbara public schools in 1936. He wrote in *Home of the Wilson Wildcats*: “The main purpose of education, for me, came to be the development of democratic ideas.... [A] democratic country absolutely must see to it that its children are given the means, the knowledge, and the character to govern themselves wisely. This is the only way freedom can be assured” (p. 14).

<sup>11</sup> Santa Barbara Junior High School plaque at front entrance.

<sup>12</sup> Mary Louise Days, staff report on Santa Barbara Junior High School becoming a Santa Barbara City Historic Landmark (1985).

<sup>13</sup> Cited in Dorothy Brubeck, *A Salute to 100 Years, Santa Barbara High School 1875-1975* (Santa Barbara High School Alumni Association, 1975), p. 20.

<sup>14</sup> U.S. Commission on Civil Rights, “School Desegregation in Santa Barbara, California” (July 1977), pp. 11-12.

<sup>15</sup> Ibid., p. 14.

<sup>16</sup> Ibid., p. 17.

<sup>17</sup> Lanny Ebenstein, notes from presentation to Santa Barbara Board of Education (1979).

<sup>18</sup> Lanny Ebenstein, "Santa Barbara High School, 1875-2000," *Noticias* (Autumn 2000), pp. 65-66.

<sup>19</sup> All projections and actual enrollments are standardized to count exclusively K-6th graders in elementary enrollment and 7th-12th graders in secondary enrollment. Transitional kindergarten is not included in either projections or actual enrollments. It bears noting that the year in which a projection was the most off from actual (the 2001 secondary district projection for 2008-09) experienced the most significant one-year enrollment decline in the secondary district ever, 887 students. This may have been connected to the start of the Great Recession.