

# Goleta Valley Junior High School

## School Accountability Report Card

### Reported for School Year 2005-06

*Published During 2006-07*

---

#### **Goleta Valley Junior High School**

6100 Stow Canyon Road  
Goleta, CA 93117  
(805) 967-3486  
www.gvjh.org  
Mrs. Veronica Rogers, Principal  
vrogers@sbsdk12.org

#### **Santa Barbara School Districts**

720 Santa Barbara St.  
Santa Barbara, CA 93101  
(805) 963-4338  
www.sbsdk12.org  
Dr. J. Brian Sarvis, Superintendent  
bkeyani@sbsdk12.org

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

---

## I. About This School

### **School Description and Mission Statement**

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

Goleta Valley Junior High School (GVJHS), a National Blue Ribbon and a California Distinguished School, opened its doors in 1964, making it the first secondary school in the burgeoning Goleta Valley.

Goleta Valley Junior High, home of the Mariners, offers instruction for seventh and eighth graders. Its student body primarily originates from seven of the Goleta Union School District's elementary schools: Brandon, Ellwood, El Camino, Isla Vista, Kellogg, La Patera, and Mountain View.

Teaching and learning define the atmosphere at GVJHS. Our dedicated staff includes 48 credentialed teachers, one credentialed librarian, two counselors, three administrators, five clerical workers, one health clerk, three custodians, one gardener, and one campus safety supervisor. Also housed on the campus are two county special education instructional programs and the Santa Barbara Charter School.

Goleta Valley Junior High is a safe and nurturing school, in part because of a system of "Houses" that places students in four smaller learning communities during their two years at GVJHS. Students have the opportunity to receive positive recognition throughout the year in academic, athletic, leadership, and social activities, regardless of socioeconomic status. In fact a variety of activities take place across campus every day to provide students with different opportunities to meet new friends, apply classroom concepts to real-world situations, and have fun in athletic and social games.

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

---

Our mission statement reflects our core values: In partnership with parents, community and staff, Goleta Valley Junior High School students will achieve academic excellence. In a safe and nurturing environment, students will:

- respect themselves and others;
- take responsibility for their individual development as lifelong learners;
- value creativity, imagination and reason;
- participate in our diverse community as informed and conscientious citizens.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Veronica Rogers, principal

**Contact Person Phone Number:** (805) 967-3486

An active Parent Teacher Association (PTA) and English Learners Advisory Council support curricular and extracurricular opportunities. Students benefit from parent supported activities such as dances, assemblies, book sales, the Eighth Grade Soiree, beautification days and numerous individual projects. The PTA supports the library with a substantial contribution each year for the purchase of new books and provides teachers with additional equipment.

Goleta Valley Junior High School is fortunate to have a high degree of parental involvement in classrooms across campus. Many parents support academic learning by acting as reading buddies, math helpers, homework graders, and much more. Parents are a part of every school day at GVJHS.

### Student Enrollment by Grade Level

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 441                |
| Grade 8                 | 466                |
| <b>Total Enrollment</b> | <b>907</b>         |

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group                                   | Percent of Total Enrollment |
|---|-----------------------------|
| <b>African American</b>                 | 1.5                         |
| <b>American Indian or Alaska Native</b> | 0.2                         |
| <b>Asian</b>                            | 8.3                         |
| <b>Filipino</b>                         | 1.0                         |
| <b>Hispanic or Latino</b>               | 41.8                        |
| <b>Pacific Islander</b>                 | 0.1                         |
| <b>White (not Hispanic)</b>             | 47.1                        |
| <b>Socioeconomically Disadvantaged</b>  | 40.4                        |
| <b>English Learners</b>                 | 20.0                        |
| <b>Students with Disabilities</b>       | 17.0                        |

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

### Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject        | 2003-04         |                      |       | 2004-05 |                 |                      | 2005-06 |     |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |         | Avg. Class Size | Number of Classrooms |         |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-20                 | 21-32 | 33+     |                 | 1-20                 | 21-32   | 33+ |                 | 1-20                 | 21-32 | 33+ |
| English        | 21.3            | 15                   | 19    |         | 23.3            | 21                   | 19      | 6   | 22.0            | 26                   | 17    | 5   |
| Mathematics    | 27.5            | 1                    | 29    | 1       | 30.3            | 1                    | 18      | 9   | 27.4            | 4                    | 22    | 4   |
| Science        | 27.7            | 2                    | 26    | 2       | 29.3            | 3                    | 18      | 7   | 29.9            |                      | 23    | 5   |
| Social Science | 26.6            | 3                    | 26    | 3       | 28.4            | 3                    | 26      | 5   | 30.0            | 1                    | 23    | 3   |

## II. School Climate

### School Safety Plan

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

**Date of Last Review/Update:** May 2006

**Date Last Discussed with Staff:** May, 2006

The students, staff, and neighbors work together to keep the school clean and free of graffiti. Five employees provide maintenance, custodial and gardening services. Fire, earthquake, and lock down drills are held on a regular basis. A trained and highly competent disaster team is ready to provide leadership and support in times of emergencies.

GVJHS is a safe campus that promotes a non-violent, drug-free environment. Staff and students are trained in non-discriminatory practices, and have tolerance-based activities throughout the year to promote a campus-wide anti-bullying philosophy. Monthly fire drills are conducted for staff and students, and disaster drills are conducted annually in conjunction with the GVJHS Emergency Response Team and parent community.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

A safe, serious, orderly and positive learning environment characterizes Goleta Valley Junior High School. Discipline standards are communicated to all students at the beginning of each year and reviewed regularly through the use of school assemblies, posters in each classroom defining the GVJHS classroom expectations, and through the use of the student agenda. Students can expect a fair and timely response from teachers, counselors and administrators. Students also benefit from a comprehensive peer mediation program that teaches students how to resolve conflicts peacefully throughout the school year. Youth service specialists also help our student body by teaching life skills, a curriculum that promotes positive communication skills in a variety of situations.

Rewarding student achievement is a critical component of our educational program. The student recognition program singles out high achieving students each month and annually in academic and nonacademic areas: perfect attendance, reading and reporting on books.

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

---

- Students who excel in the classroom are recognized on the Honor Roll each semester. The National Junior Honor Society (NJHS) inducts qualified students yearly. In 2005-06, more than 300 students joined the Honor Roll, and more than 250 students were inducted into the NJHS.
- Teacher's Choice: one student per class is recognized for improvement in grades, attitude, being helpful, and demonstrating outstanding citizenship.
- Mariner Award: students receive "Caught You Doing Something Good!!" slips.
- Principal's Choice Award: one student is selected for showing improvement in academics and/or citizenship.
- Sportsmanship: two students are selected who demonstrate good sportsmanship.

Over 40 percent of the student population is honored throughout the year as a result of the student recognition program.

Additionally, a system of "Houses" places students in four smaller learning communities during their two years at GVJHS. All students have the opportunity to receive positive recognition throughout the year in academic, athletic, leadership, and social activities.

Professional learning teams complete the feeling of smaller communities at GVJHS. Several teams of teachers work together to develop cross-curricular projects, accelerated strategies, analyze data, and provide a comprehensive academic program that actively prevents students from "falling through the cracks" during this crucial stage of academic and social development.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate               | School  |         |         | District |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|
|                    | 2003-04 | 2004-05 | 2005-06 | 2003-04  | 2004-05 | 2005-06 |
| <b>Suspensions</b> | 31.2%   | 17.6%   | 20.8%   | 22.1%    | 24.1%   | 20.6%   |
| <b>Expulsions</b>  | 0.0%    | 0.1%    | 1.2%    | 0.6%     | 0.7%    | 1.0%    |

### **III. School Facilities**

#### **School Facility Conditions and Improvements**

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

One campus safety supervisor, three administrators, several teachers, and many parent volunteers supervise the students at Goleta Valley Junior High School before school, during lunch, and after school. GVJHS students may participate in one of the many clubs that meet during these times, or they may use one of the three computer labs or individual teacher classrooms to complete school assignments during these times.

Goleta Valley Junior High School is a closed campus, requiring visitors to sign-in at the office and receive a visitor's pass before entering any classrooms. Classroom volunteers are encouraged to make appointments directly with teachers at least one day in advance.

Teaching and learning define the atmosphere at GVJHS. Forty-six classrooms, three computer labs, a library with over 19,000 volumes, updated science labs, a newly modernized theater seating 500 students, and an advanced technology infrastructure support student achievement across the curriculum. An activity room with a climbing wall, expansive athletic fields, and numerous courts support student growth in sports ranging from basketball and volleyball to tennis.

Teachers at GVJHS plan their curriculum and collaborate with each other in individual classrooms, conference rooms, teacher workrooms, and the faculty lounge. Every teacher has access to a computer and LCD projector in order to plan lessons, research curriculum, communicate with parents and colleagues via email, and integrate technology into the classroom experience.

Goleta Valley Junior High School celebrated its 40th anniversary in September 2004. The newly renovated campus, including modernized electrical, plumbing, and fire systems, highlighted the anniversary. Classrooms and restrooms are cleaned on a daily basis. All of bathroom facilities are in working order, and on-campus custodians, as well as district facilities personnel provide regular maintenance support for extra-ordinary situations. Additionally, the grounds are kept in excellent condition by a dedicated gardener and custodial staff.

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

### School Facility Conditions Good Repair Status

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

| Item Inspected                                  | Facility in Good Repair |    | Repair Needed and Action Taken or Planned  |
|---|-------------------------|----|--|
|   | Yes                     | No |  |
| Gas Leaks                                       | √                       |    |  |
| Mechanical Systems                              | √                       |    |  |
| Windows/Doors/Gates (interior and exterior)     | √                       |    |  |
| Interior Surfaces (walls, floors, and ceilings) |                         | √  | Raised carpet in classroom 501 creates a trip/fall hazard and should be removed or re-installed to eliminate the hazard.   |
| Hazardous Materials (interior and exterior)     |                         | √  | A container for disposing of sharps should be provided in the event used sharps are found on the grounds.  |
| Structural Damage                               | √                       |    |  |
| Fire Safety                                     |                         | √  | The fire extinguisher in the auditorium was obstructed. The obstruction should be moved or the fire extinguisher relocated to ensure access to the unit in an emergency. Exits and all other elements of the fire escape route in the auditorium should be kept clear at all times. Fire extinguishers in auditorium must be visually inspected at least once per month. Paper, string and other combustible material should not be hung from ceiling or light fixtures or placed on exit doors or windows. No more than 50 percent of the vertical surfaces of a room should be covered with paper or postings. |
| Electrical (interior and exterior)              | √                       |    |  |
| Pest/Vermin Infestation                         | √                       |    |  |
| Drinking Fountains (inside and outside)         | √                       |    |  |
| Restrooms                                       | √                       |    |  |
| Sewer   | √                       |    |  |
| Playground/School Grounds                       |                         | √  | Large cracks, deteriorating asphalt, and uneven transitions from asphalt to concrete in the parking area should be repaired  |
| Other   | •                       | •  | √ Aisles and passageways should be kept clear. Hose and cord reels should be installed to eliminate trip/fall hazards. The maximum occupancy of the library should be determined, posted, and enforced. Furniture should be secured to the wall or floor to prevent tipping.   |
|   |                         |    | <b>Inspection Date: March 2006</b>   |

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

### IV. Teachers

#### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2003-04 | 2004-05 | 2005-06 | 2005-06  |
| <b>With Full Credential</b>                        | 46      | 44      | 44      | 497      |
| <b>Without Full Credential</b>                     | 1       | 1       | 0       | 6        |
| <b>Teaching Outside Subject Area of Competence</b> | 2       | 3       | 1       | ---      |

#### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator   | 2004-05 | 2005-06 | 2006-07 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 23      | 19      | 18      |
| <b>Total Teacher Misassignments</b>                   | 26      | 20      | 24      |
| <b>Vacant Teacher Positions</b>                       | 0       | 0       | 0       |

#### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes                     | Percent of Classes In Core Academic Subjects |                                       |
|---|--|---------------------------------------|
|   | Taught by NCLB Compliant Teachers            | Taught by Non-NCLB Compliant Teachers |
| <b>This School</b>                      | 91.3   | 8.7                                   |
| <b>All Schools in District</b>          | 96.0   | 4.0                                   |
| <b>High-Poverty Schools in District</b> | 100.0  | 0.0                                   |
| <b>Low-Poverty Schools in District</b>  | 95.0   | 5.0                                   |

#### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

On rare occasions it has been difficult to secure qualified substitute teachers. At these times, resource personnel or other teachers have filled in. This has not had an impact upon the instructional program.

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

---

### Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teacher evaluation procedures and criteria are defined in the agreement between the Santa Barbara School Districts and the Santa Barbara Teachers Association. Temporary and probationary teachers receive three formal observations and an evaluation the first year, and two formal observations and an evaluation the second year. Permanent teachers are observed and evaluated once every other year. Copies of all evaluations are kept in the personnel file. The school principal and the teacher also retain a copy. There are no unscheduled evaluations. Recommended areas for improvement are noted in the evaluation and teachers' performance is determined to be either satisfactory or unsatisfactory.

Evaluation criteria include:

- engaging and supporting all students in learning;
- understanding and organizing subject matter knowledge for student learning;
- assessing student learning;
- creating and maintaining an effective environment for students;
- planning instruction and designing learning experiences for all students;
- developing as a professional educator.

Three days per year are dedicated to staff development.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                              | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|------------------------------------|----------------------------------|---|
| Academic Counselor                 | 2.0                              | 453.5   |
| Library Media Teacher (Librarian)  | 1.0                              | ---   |
| Psychologist                       | 0.8                              | ---   |
| Speech/Language/Hearing Specialist | 0.6                              | ---   |

**2005-06 School Accountability Report Card**

Goleta Valley Junior High School

**VI. Curriculum and Instructional Materials**

**Quality, Currency, and Availability of Textbooks and Instructional Materials**

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| <b>Textbooks and Instructional Materials</b><br><i>(as of October 2006)</i>  | <b>Year Adopted<br/>by the State<br/>Board of<br/>Education</b> | <b>Aligned<br/>With State<br/>Standards</b> | <b>Sufficient<br/>Textbooks</b> |
|--|---|---|---------------------------------|
| <b>Reading/Language Arts</b>   |   |   |                                 |
| <b>Grades 7-8:</b> Holt, Rinehart and Winston: <i>Holt Literature and Language Arts</i> , 2003<br><b>Reading Intervention:</b> SRA/McGraw-Hill, <i>SRA</i><br><b>English Learners:</b> Hampton-Brown Company, <i>High Point EL</i> , 2001          | 2002  | Yes   | Yes                             |
| <b>Mathematics</b>   |   |   |                                 |
| <b>Grades 7-8:</b> McDougal Littell, <i>Concepts and Skills</i> and <i>Structure and Method</i> , 2001   | 2002  | Yes   | Yes                             |
| <b>Science</b>   |   |   |                                 |
| <b>Grade 7:</b> Holt, Rinehart Winston, <i>Holt Science &amp; Technology Life Science</i><br><b>Grade 8:</b> Holt, Rinehart Winston, <i>Holt Science &amp; Technology Physical Science</i>   | 2001  | Yes   | Yes                             |
| <b>History-Social Science</b>  |   |   |                                 |
| <b>Grade 7:</b> Houghton Mifflin, <i>Across the Centuries</i><br><b>Grade 8:</b> Glencoe/McGraw-Hill, <i>American Journey-Building a Nation</i>  | 2000  | Yes   | Yes                             |
| <b>Foreign Language</b>  |   |   |                                 |
| <b>Grade 7-8:</b> Glencoe/McGraw-Hill, <i>Buen viaje!</i><br><b>Grade 7-8:</b> McDougal, Littell & Company, <i>Discovering French, Nouveau!</i><br><b>Grade 7-8:</b> Cambridge University Press, <i>Cambridge Latin Course (1,2,3,4) 2000-2003</i> | 2004  | Yes   | Yes                             |
| <b>Health</b>  |   |   |                                 |
| <b>Grade 7:</b> Holt, Rinehart and Winston, <i>Holt Decisions for Health</i>   | 2005  | Yes   | Yes                             |

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level                                       | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site                                 | \$5,571                      | \$1,112                               | \$4,459                        | \$58,374               |
| District                                    | ---                          | ---                                   | \$4,333                        | \$59,303               |
| Percent Difference School Site and District | ---                          | ---                                   | +2.9%                          | -2%                    |
| State                                       | ---                          | ---                                   | \$4,743                        | \$60,037               |
| Percent Difference School Site and State    | ---                          | ---                                   | -6%                            | -3%                    |

### Types of Services Funded

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

Goleta Valley Junior High School supports teaching and learning through categorical programs including: Title I, School Improvement Block Grant, and EIA/LEP (Limited English Proficient). Examples of services provided from these programs include: Instructional aides, technology infrastructure and support, computer clubs, after school sports, homework centers, teacher mentors and professional development opportunities, an in-school suspension center, math coaches, and an assistant principal (50 percent) to oversee the Title I and English Language Development programs.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$38,705        | \$37,172                                     |
| Mid-Range Teacher Salary                      | \$53,986        | \$58,436                                     |
| Highest Teacher Salary                        | \$75,142        | \$73,583                                     |
| Average Principal Salary (Elementary)         | \$93,984        | \$93,347                                     |
| Average Principal Salary (Middle)             | \$116,710       | \$97,873                                     |
| Average Principal Salary (High)               | \$126,736       | \$105,556                                    |
| Superintendent Salary                         | \$139,676       | \$159,227                                    |
| Percent of Budget for Teacher Salaries        | 42.3%           | 42.1%  |
| Percent of Budget for Administrative Salaries | 4.8%            | 5.3%   |

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### California Standards Tests Results for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                       | School |      |      | District |      |      | State |      |      |
|-------------------------------|--------|------|------|----------|------|------|-------|------|------|
|                               | 2004   | 2005 | 2006 | 2004     | 2005 | 2006 | 2004  | 2005 | 2006 |
| <b>English-Language Arts</b>  | 51     | 58   | 55   | 50       | 53   | 54   | 36    | 40   | 42   |
| <b>Mathematics</b>            | 39     | 47   | 51   | 30       | 31   | 34   | 34    | 38   | 40   |
| <b>Science</b>                | *      | *    | 63   | 34       | 31   | 47   | 25    | 27   | 35   |
| <b>History-Social Science</b> | 44     | 50   | 53   | 44       | 47   | 46   | 29    | 32   | 33   |

*(Science was not tested in 2004 or 2005 at the junior high school level)*

### California Standards Tests Results by Student Group – Three Year Comparison

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

| Group  | Percent of Students Scoring at Proficient or Advanced |      |      |             |      |      |
|--|---|------|------|-------------|------|------|
|  | English-Language Arts                                 |      |      | Mathematics |      |      |
|  | 2004  | 2005 | 2006 | 2004        | 2005 | 2006 |
| <b>African American</b>                              | 38  | 64   | 53   | 23          | 21   | 50   |
| <b>American Indian or Alaska Native</b>              | 40  | *    | *    | 40          | *    | *    |
| <b>Asian</b>   | 64  | 83   | 71   | 68          | 83   | 84   |
| <b>Hispanic or Latino</b>                            | 21  | 24   | 27   | 14          | 23   | 25   |
| <b>White (not Hispanic)</b>                          | 73  | 82   | 78   | 54          | 63   | 69   |
| <b>Male</b>  | 47  | 57   | 51   | 40          | 51   | 49   |
| <b>Female</b>  | 57  | 59   | 59   | 39          | 44   | 54   |
| <b>Economically Disadvantaged</b>                    | 20  | 24   | 23   | 13          | 22   | 22   |
| <b>English Learners</b>                              | 6   | 8    | 5    | 10          | 12   | 10   |
| <b>Students with Disabilities</b>                    | 9   | 12   | 15   | 4           | 10   | 17   |
| <b>Students Receiving Migrant Education Services</b> | 15  | *    | 21   | 0           | *    | 8    |

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

| Group   | Percent of Students Scoring at Proficient or Advanced |      |      |                        |      |      |
|---|---|------|------|------------------------|------|------|
|   | Science   |      |      | History-Social Science |      |      |
|   | 2004  | 2005 | 2006 | 2004                   | 2005 | 2006 |
| African American                              | *   | *    | *    | *                      | *    | *    |
| American Indian or Alaska Native              | *   | *    | *    | *                      | *    | *    |
| Asian   | *   | *    | 92   | 69                     | 79   | 82   |
| Hispanic or Latino                            | *   | *    | 34   | 18                     | 18   | 22   |
| White (not Hispanic)                          | *   | *    | 84   | 62                     | 71   | 75   |
| Male  | *   | *    | 65   | 40                     | 55   | 55   |
| Female  | *   | *    | 60   | 49                     | 44   | 52   |
| Economically Disadvantaged                    | *   | *    | 32   | 15                     | 20   | 19   |
| English Learners                              | *   | *    | 9    | 11                     | 5    | 5    |
| Students with Disabilities                    | *   | *    | 29   | 8                      | 8    | 20   |
| Students Receiving Migrant Education Services | *   | *    | *    | *                      | *    | *    |

(Science was not tested in 2004 or 2005 at the junior high school level)

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### Norm-Referenced Test Results for All Students – Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject     | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2004   | 2005 | 2006 | 2004     | 2005 | 2006 | 2004  | 2005 | 2006 |
| Reading     | 54     | 65   | 58   | 57       | 56   | 57   | 43    | 41   | 42   |
| Mathematics | 63     | 65   | 62   | 59       | 60   | 59   | 51    | 52   | 53   |

### Norm-Referenced Test Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

| Group                      | Percent of Students Scoring at or Above the National Average |             |
|----------------------------|--|-------------|
|                            | Reading  | Mathematics |
| Asian                      | 69   | 83          |
| Hispanic or Latino         | 35   | 35          |
| White (not Hispanic)       | 77   | 83          |
| Male                       | 52   | 60          |
| Female                     | 63   | 63          |
| Economically Disadvantaged | 47   | 48          |
| English Learners           | 13   | 18          |
| Students with Disabilities | 12   | 17          |

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 7           | 56.6  |

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2003-04 | 2004-05 | 2005-06 |
|-----------------|---------|---------|---------|
| Statewide       | 8       | 8       | 8       |
| Similar Schools | 4       | 5       | 10      |

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group                           | Actual API Change |         |         | API Score |
|---------------------------------|-------------------|---------|---------|-----------|
|                                 | 2003-04           | 2004-05 | 2005-06 | 2006      |
| All Students at the School      | 7                 | 35      | 10      | 806       |
| Hispanic or Latino              | -22               | 29      | 21      | 666       |
| White (not Hispanic)            | 24                | 37      | 3       | 900       |
| Socioeconomically Disadvantaged | -5                | 41      | 7       | 646       |
| English Learners                | --                | --      | 27      | 693       |
| Students with Disabilities      | --                | --      | 29      | 565       |

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

---

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| <b>AYP Criteria</b>                               | <b>School</b> | <b>District</b> |
|---|---------------|-----------------|
| <b>Overall</b>                                    | Yes           | Yes             |
| <b>Participation Rate - English-Language Arts</b> | Yes           | Yes             |
| <b>Participation Rate - Mathematics</b>           | Yes           | Yes             |
| <b>Percent Proficient - English-Language Arts</b> | Yes           | Yes             |
| <b>Percent Proficient - Mathematics</b>           | Yes           | Yes             |
| <b>API</b>  | Yes           | Yes             |
| <b>Graduation Rate</b>                            | N/A           | Yes             |

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| <b>Indicator</b>   | <b>School</b> | <b>District</b> |
|--|---------------|-----------------|
| <b>Program Improvement Status</b>                          | Not in PI     | Not In PI       |
| <b>First Year of Program Improvement Implementation</b>    |               |                 |
| <b>Year in Program Improvement</b>                         |               |                 |
| <b>Number of Schools Currently in Program Improvement</b>  | ---           | 3               |
| <b>Percent of Schools Currently in Program Improvement</b> | ---           | 23.1            |

## **X. Instructional Planning and Scheduling**

### **School Instruction and Leadership**

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Veronica Rogers was appointed to the position of principal at Goleta Valley Junior High School in 2005, after serving as the assistant principal at GVJHS from 2003-05. Mrs. Rogers has extensive experience as a K-8 teacher and administrator, has trained teachers in curriculum and assessment, taught all elementary and middle school grades, and has written and been funded several grants.

Goleta Valley Junior High School promotes an inclusive decision-making process, including staff, parents, and students. Input is received and shared from teachers representing each department on campus, including a "new-teacher" representative; parents represent the Gifted and Talented Education (GATE) and Latino communities at GVJHS. Decisions involving school procedures and curriculum and instruction are presented at department chair meetings, faculty meetings, School Site Council, Parent-Teacher Association (PTA) and English Learner Advisory Committee (ELAC) meetings throughout the year. Accordingly, decisions that guide the future of GVJHS represent the combined efforts and opinions of the GVJHS communities.

The instructional focus at GVJHS promotes the advancement of accelerated skills in each of the core academic subjects. Students of all levels receive high-caliber standards-based instruction from highly qualified teachers. With a program that emphasizes writing across the curriculum, teaching teams, cross-curricular projects, and standards-based instruction, every student has access to powerful strategies designed to advance critical thinking skills promote student success.

Clubs and after-school programs such as after school sports, the computer club, MESA, Math Counts, performing arts, homework centers, cooking club, and academic tutorials provide students of all abilities with support outside the regular school day. Additional supports include a school psychologist, academic and youth service specialist counselors, administrators, tutors, instructional aides, and parent volunteers in a variety of academic and social settings.

### **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Professional development for Goleta Valley Junior High School staff is designed to support the instructional goals of the school, the Santa Barbara School Districts, and No Child Left Behind. Professional development goals are based on student testing data in the core academic areas, annual School Site Council goals, as well as student and staff surveys in the areas of technology, social development and diversity, classroom management, and literacy across the curriculum.

Teachers receive professional development in the areas of literacy and writing, math and science, technology, SDAIE (Specially Designed Academic Instruction in English) techniques, differentiated instruction, AVID strategies, classroom management, and team-teaching. The teachers, administration, and instructional support staff at GVJHS receive professional development training by attending conferences and seminars, working with guest presenters, working in collaborative teams in the classroom

## 2005-06 School Accountability Report Card

Goleta Valley Junior High School

---

and on in-service days, and exploring "best-practice" strategies throughout the school year. Additionally, GVJHS supports newly qualified teachers with the GVJHS New Teacher Mentor Program that goes beyond traditional BTSA (Beginning Teacher Support and Assessment).

Examples of academic training found in the GVJHS three-year professional development plan include:

- training teachers annually in Power Writing as the standardized method of writing across the curriculum, and on the use of the school-wide writing rubric and its applications across the curriculum;
- teachers in the core academic areas receive planning days each quarter to disaggregate data and refine curriculum based on standards-based midterm and final exams;
- bi-annual faculty meetings to set, monitor, and refine the school-wide anti-bullying goals;
- large- and small-group training in differentiated instruction; and
- ongoing training sessions that emphasize the use of technology in the classroom (i.e. teacher web pages, online grades, and online homework assignments).

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes |                   |
|-------------|-----------------------|-------------------|
|             | Offered               | State Requirement |
| 7           | 57,325                | 54,000            |
| 8           | 57,325                | 54,000            |

### Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Goleta Valley Junior High School had ten minimum days in 2005-06. During each minimum day, the staff at GVJHS received professional development in the areas of literacy, writing across the curriculum, analysis of student-achievement data, technology, and school climate/anti-bullying/diversity. Minimum days also include articulation with the three other district junior highs. Additional articulation continues with the elementary Goleta Union School District and Dos Pueblos High School.

Revised July 31, 2007