

Goleta Valley Junior High School School Accountability Report Card Reported for School Year 2007-08

Published During 2008-09

Goleta Valley Junior High School

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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 on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

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I. About This School

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals

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 40 credentialed teachers, one credentialed librarian, three counselors, three administrators, five clerical workers, one health clerk, three custodians, one gardener, and one campus safety supervisor. Also housed on the campus are 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.

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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 (School Year 2007-08)

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

Contact Person Name: Veronica J. 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 (School Year 2007-08)

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

Grade Level	Number of Students
Grade 7	417
Grade 8	397
Total Enrollment	814

Student Enrollment by Group (School Year 2007-08)

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
African American	1.84 %
American Indian or Alaska Native	0.86 %
Asian	6.02 %
Filipino	0.61 %
Hispanic or Latino	40.29 %
Pacific Islander	0 %
White (not Hispanic)	45.70 %
Multiple or No Response	4.67 %
Socioeconomically Disadvantaged	31 %
English Learners	16 %
Students with Disabilities	15 %

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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	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	26	17	5	22.0	19	20	4	24.9	11	16	7
Mathematics	27.4	4	22	4	25.7	8	14	3	28.1	2	18	7
Science	29.9	0	23	5	28.5	2	22	4	29.9	0	20	5
Social Science	29.8	1	24	3	27.7	3	23	2	29.6	0	21	4

II. School Climate

School Safety Plan (School Year 2007-08)

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

Date of Last Review/Update: May 2008

Date Last Discussed with Staff: May 2008

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.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	32.2	17.2	18.2	22.9	11.0	14.4
Expulsions	1.2	1.5	0.2	0.8	0.5	0.4

III. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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. Teachers also meet on a weekly basis in their department's Professional Learning Community. 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.

School Facility Good Repair Status (School Year 2008-09)

School inspection reports are available at <http://www.sbsdk12.org/facilities/inspections>, or by request from the district office.

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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 on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	44	45	41	475
Without Full Credential	0	0	2	14
Teaching Outside Subject Area of Competence	1	6	3	--

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	18	8	3
Total Teacher Misassignments	24	11	6
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page 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
This School	94.3	5.7
All Schools in District	95.2	4.8
High-Poverty Schools in District		
Low-Poverty Schools in District	96.0	4.0

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V. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	1.7	476
Library Media Teacher (Librarian)	1.0	---
Psychologist	0.8	---
Speech/Language/Hearing Specialist	0.6	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials.		
Reading/Language Arts	Grades 7-8: Holt, Rinehart and Winston, <i>Literature and Language Arts, 2003</i> English Learners: Hampton-Brown Company, <i>High Point EL, 2001</i>	0%
Mathematics	Grades 7-8: Holt, Rinehart and Winston, <i>Holt California Mathematics, 2008</i> , Grade 7-8: CPM Educational Program: <i>Algebra Connections, 2008</i>	0%
Science	Grades 7- 8: Holt, Rinehart Winston: <i>Holt California Science: Earth, Life, and Physical Science, 2007</i>	0%
History-Social Science	Grade 7-8: Teachers' Curriculum Institute: <i>History Alive! California Middle Schools Program, 2005</i>	0%
Foreign Language	Grade 7-8: Glencoe/McGraw-Hill: <i>Glencoe Spanish 1 Buen viaje!</i> Grade 7-8: McDougal, Littell & Company: <i>Discovering French, Nouveau!</i>	0%
Health	Grade 7: Holt, Rinehart and Winston: <i>Holt Decisions for Health</i>	0%
Visual and Performing Arts	No textbooks used	--

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	\$6,737	\$1,525	\$5,213	\$56,477
District	---	---	\$4,932	\$59,964
Percent Difference School Site and District	---	---	+6%	-6%
State	---	---	\$5,300	\$63,458
Percent Difference School Site and State	---	---	-2%	-11%

Types of Services Funded (Fiscal Year 2007-08)

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

Goleta Valley Junior High School supports teaching and learning through categorical programs including: Title I, School Improvement Block Grant AB825, 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.

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Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,875	\$39,708
Mid-Range Teacher Salary	\$58,734	\$63,805
Highest Teacher Salary	\$72,161	\$82,081
Average Principal Salary (Elementary)	\$98,054	\$102,166
Average Principal Salary (Middle)	\$108,891	\$107,816
Average Principal Salary (High)	\$113,498	\$116,474
Superintendent Salary	\$171,282	\$183,478
Percent of Budget for Teacher Salaries	38.0%	40.6%
Percent of Budget for Administrative Salaries	4.6%	5.2%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	55	59	62	54	57	57	42	43	46
Mathematics	51	44	47	34	34	33	40	40	43
Science	63	60	69	47	48	56	35	38	46
History-Social Science	53	56	63	46	43	46	33	33	36

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California Standards Tests Results by Student Group – Three Year Comparison

English-Language Arts

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

Group	English-Language Arts		
	2005-06	2006-07	2007-08
African American	53	50	43
Asian	71	82	78
Hispanic or Latino	27	32	39
White (Not Hispanic)	78	80	80
Male	51	54	56
Female	59	64	67
Economically Disadvantaged	23	28	33
English Learners	5	10	10
Students with Disabilities	15	15	8

Mathematics

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

Group	Mathematics		
	2005-06	2006-07	2007-08
African American	50	14	31
Asian	84	81	74
Hispanic or Latino	25	22	30
White (Not Hispanic)	69	59	59
Male	49	42	46
Female	54	47	50
Economically Disadvantaged	22	21	24
English Learners	10	9	14
Students with Disabilities	17	8	7

Science

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

Group	Science		
	2005-06	2006-07	2007-08
Asian	92	76	94
Hispanic or Latino	34	33	47
White (Not Hispanic)	84	83	85
Male	65	57	70
Female	60	64	67
Economically Disadvantaged	32	32	41
English Learners	9	12	26
Students with Disabilities	29	18	9

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History – Social Science

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

Group	History - Social Science		
	2005-06	2006-07	2007-08
Asian	82	73	94
Hispanic or Latino	22	30	38
White (Not Hispanic)	75	75	82
Male	55	52	66
Female	52	60	60
Economically Disadvantaged	19	27	*
English Learners	5	8	15
Students with Disabilities	20	12	*

California Physical Fitness Test Results (School Year 2007-08)

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 the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
7	59.6

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 API Web page 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	2005	2006	2007
Statewide	8	8	8
Similar Schools	9	10	9

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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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	10	5	-15	800
Hispanic or Latino	21	29	-23	676
White (not Hispanic)	3	-15	-2	886
Socioeconomically Disadvantaged	7	30	-30	652
English Learners	27			695
Students with Disabilities	29	-19	-38	511

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 API Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes

Federal Intervention Program (School Year 2008-09)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement Implementation	2008-09	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	30.8

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XII. Instructional Planning and Scheduling

Professional Development

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

Goleta Valley Junior High School participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. No schooldays are dedicated to school-wide professional development.

	2004-05	2005-06	2006-07
School days dedicated to school-wide professional development	0	0	0