

# La Cumbre Junior High School

## School Accountability Report Card

### Reported for School Year 2007-08

*Published During 2008-09*

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#### La Cumbre Junior High School

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Santa Barbara, CA 93101  
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www.sbceo.org/~lacumbre  
Ms. Jo Ann Caines, Principal  
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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).

#### Santa Barbara School Districts

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#### 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

La Cumbre Junior High School is Santa Barbara's oldest intermediate school. It first opened in 1928 as a junior high school serving grades 7-9. Today, after serving from 1993 until 2002 as a middle school, La Cumbre now serves grades 7-8. Over the last 80 years, more than 30,000 students have graduated from our school.

La Cumbre is a standards-driven and standards-based school with high expectations for all students and comprehensive support programs. Teachers use sound instructional strategies to meet the differing needs of their students. Programs that provide students with individualized instruction include leveled mathematics offerings ranging from pre-algebra through algebra and geometry, Gifted and Talented Education, Core Knowledge, Special Day/Resource, and English language development. The English learner population receives support through a Specially Designed Academic Instruction in English (SDAIE) program. Seventh grade language arts and social studies classes have been integrated into two- and three-period offerings. Elective courses such as video production, performing arts, band and instrumental music, industrial technology, and foreign languages, provide all students opportunities to pursue individual interests. Additional opportunities for school involvement, such as Leadership and Associated Student Body (ASB), allow students to develop a deeper sense of service to classmates and the community. The After School Education and Safety (ASES) program brings extended day activities to a quarter of the student body. Opportunities include academic support, fitness, dance, theater, crafts, cooking, and sports Monday through

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Friday, until 5:30 p.m. The Character Counts! program builds and promotes positive character traits school-wide. The motivated student can keep productively involved from 7:30 a.m. until 5:30 p.m. daily!

With over 175 computers available on campus for students and teachers, La Cumbre uses technology as a vital tool to forward its educational focus, working in conjunction with content classes to enhance learning. Three computer labs and a bank of reference computers in the library provide ample opportunity for students to use technology to further their academic pursuits. For compiling research or accessing references and information, students have access to the labs and the library before, during, and after school.

La Cumbre teachers, academic counselors, administrators, and support staff exhibit strong work ethics and dedication to students. Their commitment inspires confidence in our families that their children are receiving the necessary skills to become healthy, well adjusted, and productive individuals.

### **Mission:**

La Cumbre Junior High School, in partnership with parents and the community, will provide professional instruction and guidance so that students will:

- achieve academic excellence;
- understand and respect diversity;
- balance individual interests and civic responsibilities;
- participate in an increasingly technological society;
- assume responsibility for their own learning and development.

We believe that school improvement and enhanced student achievement begins with a philosophical orientation that quality education must include success for all students and be built on principles of equality and a respect for human diversity. La Cumbre Junior High School holds these values:

- It is every student's and teacher's right to have a physically and emotionally safe, positive learning/working environment. Students and staff have a right to learn/work in a setting free from harassment and discrimination based on their race, religion, color, gender, national origin, or sexual orientation.
- A commitment to a standards-based educational system assures educational rigor for all students.
- A commitment to equity ensures that all students develop the knowledge and skills needed to participate effectively in community life as workers, citizens, parents, leaders, and role models for future generations.

A systemic approach to school improvement, addressing a wide range of variables in the educational environment (e.g. governance, finance, staff development, teaching practices, assessment, and outreach), increases a school's capacity to foster the maximum achievement of all students.

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### 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:** Ms. Jo Ann Caines, principal

**Contact Person Phone Number:** (805) 687-0761

Parents are seen as key contributors to the quality of services at La Cumbre. Our PTA is an active partner in building strong communications between home and school by holding monthly meetings, sending out a monthly newsletter, by providing volunteers to support varied school activities, and by raising funds for our curricular and co-curricular programs. The School Site Council, made up of students, parents, and staff representatives, meets monthly to assist in the development, evaluation, and financial support of our instructional program. The School Site Council is active in assessing school needs and in the creation of the school's Single Plan for Student Achievement. Our English Learner Advisory Committee meets monthly to inform themselves of school activities and procedures and to discuss ways parents can help students succeed in school. Parent education is offered working parents through an evening tutorial program.

Parents and guardians are always welcome on campus and opportunities for volunteering are numerous. A call-out phone system sends out timely announcements about school activities, meetings, and events.

### 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	260
Grade 8	252
Total Enrollment	512

### 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	2.73 %
American Indian or Alaska Native	1.37 %
Asian	1.37 %
Filipino	0.98 %
Hispanic or Latino	77.93 %
Pacific Islander	0 %
White (not Hispanic)	15.23 %
Multiple or No Response	0.39 %
Socioeconomically Disadvantaged	72 %
English Learners	46 %
Students with Disabilities	16 %

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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	16.7	35	2	0	21.5	18	10	0	23.7	12	10	2
Mathematics	19.3	12	7	0	22.1	11	8	1	22.5	13	8	1
Science	20.9	7	7	0	24.2	5	9	1	29.3	0	11	3
Social Science	20.1	12	5	0	25.4	4	11	1	30.3	0	8	3

## II. School Climate

### School Safety Plan (School Year 2007-08)

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

La Cumbre has a disaster preparedness plan that is reviewed with all staff in the fall before the beginning of each school year. The plan includes regularly scheduled monthly emergency drills. These include fire drills, drop and cover earthquake drills, shelter in place, and lock-down/Code Red drills. All students are trained on the various drills no later than by the end of October. A comprehensive district-wide drill is conducted each March. All staff is involved in a variety of emergency response teams and specific tasks are assigned to each team to perform in the event of a disaster. Two-way radios, cell phones, and walkie-talkies are all utilized for communication purposes. Each classroom has directions for evacuation and emergency procedures posted in compliance with the Fire Marshall's expectations. A Safe Schools Committee reviews the plan periodically and makes changes as necessary. A full review, including the use of a needs assessment distributed to staff, students, and community members is conducted every three years.

Key elements of La Cumbre's School Safety Plan include: procedures for emergencies, disaster preparedness plans, health and safety of "fragile" students, reporting procedures to Child Protective Services, drugs and alcohol education, hate crimes/harassment sexual harassment training, student behavior expectations, and a violence prevention kit useful to law enforcement agencies.

### 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	55.7	29.2	24.8	22.9	11.0	14.4
Expulsions	0.0	0.2	1.0	0.8	0.5	0.4

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### 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.

The physical environment of the school reflects our pride and commitment to quality education. The effects of La Cumbre's recent modernization, with funding provided by the voter approved Measure V bond, can be seen campus-wide with new paint, new bathrooms, new exterior lighting, improved heating systems, new alarms, updated Physical Education locker rooms, state of the art lights and sound systems in the auditorium, and many Americans with Disabilities Act related improvements. A friendly office staff welcomes students, parents, and visitors.

Our first priority is to provide a safe, orderly and clean space for students and staff. Before and after school and lunchtime supervision is provided. Staff is assigned to designated areas to provide supervision to ensure a safe school environment at all times. In addition, faculty supervises the hallways during passing periods. A campus supervisor supported by administrative staff patrols the campus throughout the school day to assist students, parent/guardians and staff and to monitor unauthorized community access. All visitors to campus are asked to check in and register at the school office.

La Cumbre has adequate space for classrooms and staff. There are permanent classrooms, a large auditorium, a library, a cafeteria, and a multi-purpose room. A busy custodial staff is committed to campus beautification, maintaining the classrooms, and keeping the buildings and grounds clean and beautiful. District maintenance personnel attend to the school on scheduled maintenance days on a work order or special summer projects basis. Emergency repairs are given the highest priority.

#### 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.

### 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
<b>With Full Credential</b>	29	28	27	475
<b>Without Full Credential</b>	0	1	1	14
<b>Teaching Outside Subject Area of Competence</b>	4	4	1	--

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### 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	5	1	0
Total Teacher Misassignments	9	2	4
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	82.2	17.8
All Schools in District	95.2	4.8
High-Poverty Schools in District		
Low-Poverty Schools in District	96.0	4.0

## 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	301
Library Media Teacher (Librarian)	1.0	--
Psychologist	0.6	--
Health Aide	1.0	--
Healthy Start Family Liaison	1.0	--
Youth Service Specialist	1.0	--
Medi-Cal Counselor	1.0	--

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**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	<b>Grades 7-8:</b> Holt, Rinehart and Winston, <i>Literature and Language Arts, 2003</i> English Learners: Hampton-Brown Company, <i>High Point EL, 2001</i>	0%
Mathematics	<b>Grades 7-8:</b> McDougal Littell: <i>McDougal Littell CA Math Course 1, Course 2, Algebra 1, 2008</i> <b>Grades 7-8:</b> Holt, Rinehart and Winston, <i>Holt California Mathematics, 2008</i> <b>Grade 7-8:</b> CPM Educational Program: <i>Algebra Connections, 2008</i>	0%
Science	<b>Grades 7-8:</b> Holt, Rinehart Winston: <i>Holt California Science: Earth, Life, and Physical Science, 2007</i>	0%
History-Social Science	<b>Grade 7-8:</b> Teachers' Curriculum Institute: <i>History Alive! California Middle Schools Program, 2005</i>	0%
Foreign Language	<b>Grade 7-8:</b> Glencoe/McGraw-Hill: <i>Glencoe Spanish 1 Buen viaje!</i> <b>Grade 7-8:</b> McDougal, Littell & Company: <i>Discovering French, Nouveau!</i>	0%
Health	<b>Grade 7:</b> Holt, Rinehart and Winston: <i>Holt Decisions for Health</i>	0%
Visual and Performing Arts		

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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	\$8,432	\$1,983	\$6,449	\$53,864
District	---	---	+31%	-10%
Percent Difference School Site and District	---	---	\$4,932	\$59,964
State	---	---	\$5,300	\$63,458
Percent Difference School Site and State	---	---	+22%	-15%

#### 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.

La Cumbre receives categorical funding from three main sources: Economic Impact Aid, which helps support English learner students; Title I, which supports low-achieving, high poverty students; and School Improvement Program, which is used to assist the school in improving its instructional program. These funds provide many interventions and services to La Cumbre including a reading teacher, a performing arts consultant, an instructional assistant in the English learner program, a computer technician, intervention classes to support the instruction of content standards, as well as the purchase of equipment and materials such as computers, calculators, books and other instructional supplies.

Additionally, California High School Exit Exam funding is available to support at-risk students by providing voluntary before-school, after-school, and Saturday tutorial classes.

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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	28	43	48	54	57	57	42	43	46
Mathematics	44	42	47	34	34	33	40	40	43
Science	29	36	53	47	48	56	35	38	46
History-Social Science	21	24	26	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	*	71	42
Hispanic or Latino	24	35	40
White (Not Hispanic)	66	78	81
Male	28	43	41
Female	28	44	52
Economically Disadvantaged	18	32	37
English Learners	7	14	24
Students with Disabilities	8	13	12

#### 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	*	64	55
Hispanic or Latino	40	35	40
White (Not Hispanic)	75	71	76
Male	44	44	47
Female	44	41	46
Economically Disadvantaged	35	32	39
English Learners	18	22	25
Students with Disabilities	19	18	15

#### 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
Hispanic or Latino	25	28	43
White (Not Hispanic)	67	72	90
Male	32	42	56
Female	27	28	50
Economically Disadvantaged	23	23	41
English Learners	7	10	36
Students with Disabilities	7	2	15

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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
Hispanic or Latino	17	19	17
White (Not Hispanic)	53	48	60
Male	24	28	25
Female	18	20	28
Economically Disadvantaged	15	14	*
English Learners	3	3	6
Students with Disabilities	17	19	*

### 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/pfi/>. *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	41.3

## 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	4	4	5
Similar Schools	10	9	10

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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	47	16	743
Hispanic or Latino	7	26	18	702
White (not Hispanic)	n/a	n/a	n/a	913
Socioeconomically Disadvantaged	-4	31	25	694
English Learners	-6	34	14	648
Students with Disabilities	-17	42	45	577

### 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	2003-04	
Year in Program Improvement	Year 5	
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.

La Cumbre 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 school days are dedicated to school-wide professional development.

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