

La Colina Junior High School

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

La Colina Junior High School
4025 Foothill Rd.
Santa Barbara CA 93110
(805) 967-4506
www.sbceo.org/~junior/
Mr. David Ortiz, Principal
dortiz@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 on the California Department of Education (CDE) 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 on the CDE *DataQuest* Web page 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
720 Santa Barbara St.
Santa Barbara, CA 93101
(805) 963-4338
www.sbsdk12.org
Dr. J. Brian Sarvis, Superintendent
bkeyani@sbsdk12.org

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.

About This School

School Description and Mission Statement (School Year 2008-09)

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

La Colina Junior High School opened in September 1959 and is located on a beautiful campus set back from Foothill Road near the San Marcos Pass highway, with views of the mountains. The staff includes 45 regular education teachers, four special education teachers, three counselors, one school psychologist, one health technician, one librarian, one library assistant, and three administrators. Support staff includes four office personnel, four grounds and building maintenance staff, three food service workers, six special education teaching assistants and one English Language Development Program teaching assistant.

The school became a two-year junior high in 1981, dropping enrollment from 1,100 to 650. Grades seven and eight are now on campus with an enrollment of approximately 1,000 students. The campus is shared with the Open Alternative School and the Community Day School. Campus meetings are held quarterly to maintain an effective and efficient campus.

It is the vision of the La Colina Junior High School community that everyone associated with the school including students, parents/guardians, and staff dedicate themselves to the goal that all students will achieve proficiency or higher with respect to the California State Content Standards. Also, that this achievement will occur in a culture that promotes equity, access, relevance, rigor, and positive relationships. All human and

2008-09 School Accountability Report Card

La Colina Junior High School

material resources of La Colina Junior High School will be dedicated to these purposes. Additional information is available on the school website: <http://www.sbceo.org/~junior>.

Opportunities for Parental Involvement (School Year 2008-09)

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

Contact Person Name: Mr. David L. Ortiz, Principal

Contact Person Phone Number: (805) 967-4506, ext. 114

Historically, La Colina has always had a very involved Parent-Teacher-Student Association (PTSA). The PTSA provides outstanding leadership, volunteer support, and organization of the major fund-raising activities for the school. The major fund-raisers include: Phone-A-Thon (fall semester), Axxess Coupon Books, and E-Scrip. Active instrumental music, vocal music, and theater support groups also provide very generous financial assistance.

Parent/guardian volunteer opportunities at La Colina are numerous and fulfill a wide variety of needs. For example, parents help in the library, classrooms, cafeteria, and the office, chaperone school dances and activities, and serve on numerous committees. Key committees include the PTSA, School Site Council, English Learner Advisory Committee (ELAC), Parent Project (two ten-week parenting courses per year), Safe Schools/Disaster Preparedness Committee, and Diversity/Equity Awareness Committee. Other important activities include: Back-To-School (fall semester) and, Parent Orientation and Open House Night for current and incoming students and families. Special programs on parent education are offered throughout the school year during the PTSA and ELAC meetings. Parents and guardians are a regular presence on campus and appreciated greatly.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 7	518
Grade 8	486
Total Enrollment	1004

Student Enrollment by Group (School Year 2008-09)

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	1.9 %
American Indian or Alaska Native	1.6 %
Asian	3.9 %
Filipino	0.8 %
Hispanic or Latino	34.7 %
Pacific Islander	0.2 %
White (not Hispanic)	52.8 %
Multiple or No Response	4.2 %
Socioeconomically Disadvantaged	26 %
English Learners	11 %
Students with Disabilities	10 %

2008-09 School Accountability Report Card

La Colina 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	2006-07				2007-08				2008-09			
	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	26.0	12	24	3	25.5	11	19	11	27.2	8	22	10
Mathematics	28.1	1	31	3	27.9	4	27	3	28.0	6	21	8
Science	27.9	2	28		30.0		26	6	30.6		20	12
Social Science	28.0	3	31	2	30.8		21	11	30.3		23	10

School Climate

School Safety Plan (School Year 2008-09)

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

Date of Last Review/Update: March 2009

Date Last Discussed with Staff: March 2009

Vision

La Colina Junior High School is committed to providing a productive, safe, and positive learning environment which provides powerful learning experiences and academic success for each student. The vision of the Safe School Plan is to collect information regarding the physical environment, school culture, personal characteristics of students and staff, and the social environment in order to promote a safe environment for the school community.

Goals

- Promote safety as a priority at school;
- Continue to update and review the respective Safe School surveys administered to parents, students, and staff to increase understanding of current needs, concerns, and issues;
- Provide appropriate training to committee members, and subsequently to staff, parent volunteers, and students;
- Monitor progress on a formative (quarterly) and summative (yearly) basis.

Disaster Preparedness

- The plan includes regularly scheduled disaster preparation drills (e.g., disturbance, earthquake), each month. Generally, the drills include practice in responding safely and logically to a variety of dangerous situations. Clear communication, drop and cover techniques, evacuation routes, and what to do whether one is inside a classroom or office, or outside on campus are emphasized. Some drills have simulated casualties to better prepare students, staff and others for real emergencies. Two-way radio systems as well as the use of cell phone are available to enhance communication within the campus and throughout the school district.

Committee Members

- Committee members include the principal, assistant principals, faculty, staff, parents, and students. Meetings are held quarterly to promote communication and organization.

2008-09 School Accountability Report Card

La Colina Junior High School

Committee History

- The La Colina Junior High School Safe School Committee was formed in 1998. The committee meets on a regular basis to analyze data regarding the emotional and physical safety at the school site. The data collection tools included student, staff and parent surveys, crime reports (site and police), suspension and discipline referral reports, attendance reports, injury reports and observations.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	3.3	6.4	3.3	11.0	14.4	7.1
Expulsions	0.3	0.0	0.5	0.5	0.4	0.4

School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

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 La Colina campus is situated on nearly 29 acres with a beautiful view of the coastal mountains. The school is set back from the main road, Foothill Road, which helps to create a quiet and serene environment. The school buildings, campus, and parking lots provide ample space for all to move freely and safely from one area to another.

La Colina has both permanent and portable classrooms as well as an auditorium, library, activity room and cafeteria. The community has regular access to the facility during the evening and/or on weekends. Despite the high amount of campus and facility use, the custodial staff and gardener work diligently to maintain a beautiful campus for all to enjoy.

As previously mentioned, safety is a priority. Careful attention is made to ensure that the grounds and facility are in proper working order. As soon as a hazard is identified, plans are developed to resolve the issue.

Another aspect of maintaining safety is supervision. Before school, during passing periods and lunchtime, and after school, staff is assigned to designated areas to supervise student behavior and provide any necessary support to promote our safe, respectful, and responsible culture. Teachers are required to monitor their classroom and the immediate area outside their classroom. Additionally, administration and the campus supervisor patrol campus throughout the school day to assist students, parents/guardians, and staff, and monitor unauthorized community access. All visitors are required to check in and register at the school office and obtain a visitor's badge. All campus rules and regulations are posted on the school's front office wall.

An ongoing priority of La Colina is to maintain the campus at its highest level. Though the school is now 49 years old, the buildings and grounds are kept in excellent condition. To do so, the school maintenance plan is reviewed annually and assessment of the buildings and campus are completed regularly. An important component of the

2008-09 School Accountability Report Card

La Colina Junior High School

maintenance plan is the strategic and comprehensive maintenance schedule for classrooms, restrooms, and grounds.

School Facility Good Repair Status (School Year 2009-10)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			Damaged ceiling tile in cafeteria.
Hazardous Materials (interior and exterior)				
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)		√		One drinking fountain needs repair.
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	√			

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	45	46	44	447
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence	3	4	3	---

2008-09 School Accountability Report Card

La Colina Junior High School

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	5	4	0
Total Teacher Misassignments	9	7	3
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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	99.4	0.6
All Schools in District	99.5	0.5
High-Poverty Schools in District		
Low-Poverty Schools in District	99.8	0.2

Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	502
Library Media Teacher (librarian)	1.0	---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

2008-09 School Accountability Report Card

La Colina Junior High School

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

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. Data collected in October 2009.		
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> Grade 7-8: Cambridge University Press: <i>Cambridge Latin Course</i>	0%
Health	Grade 7: Holt, Rinehart and Winston: <i>Holt Decisions for Health</i>	0%
Visual and Performing Arts	No textbooks used	---

2008-09 School Accountability Report Card

La Colina Junior High School

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 on the Current Expense of Education & Per-pupil Spending 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/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,062	\$1,161	\$4,901	\$71,323
District			\$5,119	\$70,363
Percent Difference Between School Site and District			-4%	+1%
State			\$5,512	\$65,905
Percent Difference Between School Site and State			-11%	+8%

Types of Services Funded (Fiscal Year 2008-09)

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

La Colina provides the following programs and supplemental services:

- Advancement Via Individual Determination (AVID) – a pre-college systematic approach to support qualified, underrepresented students in higher level (i.e., GATE and Honors) classes
- English Language Arts – Reading Improvement: additional support for English Learners to develop listening, speaking, reading and writing English knowledge and skills
- Fundamentals of Success – an elective study skills course that parallels the AVID model
- Arts Program – a comprehensive program that includes music, vocal, theater and visual arts
- Foreign Language Program – includes Spanish, French and Latin
- California High School Exit Exam (CAHSEE) Tutorial Classes – a support class for students who tested below proficiency on the California Standards Test (CST) that focuses on English and mathematics skills after school
- Homework Centers – a tutorial center for all students who need additional support during lunchtime and after school
- Fighting Back Program – a youth services specialist who coordinates a variety of programs that promote a healthy life style with anti-tobacco, alcohol and drug emphasis
- After School Sports – advisors and coaches who coordinate and coach a variety of sports
- New Beginnings – guidance counseling for at-risk students
- Clubs – staff members who oversee a variety of clubs (e.g., science, math, chess, etc.)
- English Language Advisory Committee (ELAC) – school staff facilitating a monthly meeting related specifically to English Learner compliance guidelines and support practices
- Parent Project – a 12-week course on positive and productive parenting
- PTSA – monthly meetings including parent, student, teacher and principal reports

2008-09 School Accountability Report Card

La Colina Junior High School

- PTSA Parent Programs – quarterly presentations for parents on such topics as the educational system, health, safety and adolescence
- ASB Student Council – a leadership class that oversees programs and activities designed to promote inclusion and leadership
- Peer Leadership – an advisor and group of students who oversee programs and activities designed to promote equity, access, relevance, rigor and relationships

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 based on the salary schedule. Detailed information regarding salaries can be on the CDE Certificated Salaries & 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	\$42,705	\$40,786
Mid-Range Teacher Salary	\$64,731	\$65,726
Highest Teacher Salary	\$76,556	\$85,230
Average Principal Salary (Elementary)	\$106,815	\$106,548
Average Principal Salary (Middle)	\$113,858	\$112,237
Average Principal Salary (High)	\$118,274	\$121,617
Superintendent Salary	\$181,725	\$191,155
Percent of Budget for Teacher Salaries	37.9%	40.6%
Percent of Budget for Administrative Salaries	4.7%	5.3%

Student Performance

California Standards Tests

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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.*

2008-09 School Accountability Report Card

La Colina Junior High School

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	69	65	66	57	57	58	43	46	50
Mathematics	56	56	62	34	33	40	40	43	46
Science	67	74	78	48	56	59	38	46	50
History-Social Science	61	64	67	43	46	52	33	36	41

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09
African American	42	41	50
American Indian or Alaska Native	62	70	68
Asian	80	73	80
Hispanic or Latino	46	44	46
White (Not Hispanic)	81	79	79
Male	66	58	60
Female	72	72	71
Economically Disadvantaged	43	39	39
English Learners	26	25	12
Students with Disabilities	21	12	18

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		
	2006-07	2007-08	2008-09
African American	31	33	54
American Indian or Alaska Native	75	70	59
Asian	75	73	84
Hispanic or Latino	33	34	41
White (Not Hispanic)	67	68	74
Male	57	53	60
Female	55	58	63
Economically Disadvantaged	29	32	37
English Learners	26	18	19
Students with Disabilities	14	13	16

2008-09 School Accountability Report Card

La Colina Junior High School

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		
	2006-07	2007-08	2008-09
African American	42	*	69
American Indian or Alaska Native	*	*	83
Asian	71	86	83
Hispanic or Latino	44	50	62
White (Not Hispanic)	76	88	88
Male	70	73	78
Female	64	75	78
Economically Disadvantaged	45	45	59
English Learners	18	34	32
Students with Disabilities	14	24	26

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		
	2006-07	2007-08	2008-09
African American	33	*	38
American Indian or Alaska Native	*	*	75
Asian	71	73	78
Hispanic or Latino	43	42	52
White (Not Hispanic)	69	77	77
Male	63	64	67
Female	59	64	66
Economically Disadvantaged	41	*	44
English Learners	9	17	23
Students with Disabilities	9	*	15

California Physical Fitness Test Results (School Year 2008-09)

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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	7.3	21.6	63.9

2008-09 School Accountability Report Card

La Colina Junior High School

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 Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	9
Similar Schools	6	6	5

Academic Performance Index 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
	2006-07	2007-08	2008-09	2009
All Students at the School	14	-10	10	858
Hispanic or Latino	30	-11	9	767
White (not Hispanic)	14	5	12	913
Socioeconomically Disadvantaged	7	-17	5	743

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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

2008-09 School Accountability Report Card

La Colina Junior High School

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	Yes	No
API	Yes	Yes

Federal Intervention Program (School Year 2009-10)

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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	No Title I funding	Not in PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	38.5

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.

	2006-07	2007-08	2008-09
School days dedicated to school-wide professional development	0	0	0

National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

2008-09 School Accountability Report Card

La Colina Junior High School

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92