

Santa Barbara Junior High School

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

Santa Barbara 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 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).

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

Santa Barbara Junior High School (SBJHS) was constructed in 1932 on a 16.44-acre site. It is a registered historic landmark with the state of California. Not only is this landmark the home for 750 students and about 80 staff members, but it is also used as a community resource as well. In 2003-04, renovations to the schools theatre were completed, and the Marjorie Luke Theatre came to fruition. This was made possible by Measure V bond funds, community donations, and the Santa Barbara School Districts collaboration with the Community Youth Performing Arts Center. The school, school district and community use the Marjorie Luke Theatre for performances which underscore youth activities, cultural diversity, and artistic expression. UCSB's Arts and Lectures department teams with Santa Barbara Junior High and offers world-class performers at no cost to our students in school-wide assemblies. Additionally, the schools athletic fields are jointly used with Santa Barbara City Parks and Recreation Department, and it is a community polling place for voting.

The neighborhood elementary feeder schools are Franklin, Cleveland, Roosevelt, Peabody, Montecito Union, Cold Spring, Cesar Chavez Charter School, Santa Barbara Community Academy and Washington. Intra-district transfers allow students from other elementary schools to enroll as well.

Santa Barbara Junior High School is in year five of No Child Left Behind Program Improvement status. This year, we will be offering Supplemental Educational Services as well as dedicating ten percent of our Title I

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funds for staff development. We recognize that staff development is an integral component of a successful school. We have dedicated Wednesdays to a late start schedule that and provides time for collaboration within Professional Learning Community (PLC) teams. Teachers are dedicated to the achievement of all students by focusing on curriculum, instruction, and assessment within their PLC teams.

Santa Barbara Junior High provides students with unique standards-based experiences. Seventh grade history study culminates with a Renaissance Faire in May, highlighting specific segments of the period including costuming, food, medicine, social justice, cultural practices, literature, music and academics. Eighth grade history students participate in Civil War Day which is an enrichment activity structured around the eighth grade social studies standards. Our science department hosts Science Nights in both English and Spanish, Astronomy Night, and collaborates with University of California Santa Barbara (UCSB) science graduate students to display how science and physics are prominent in every day activities. The band participates in the State Street and Milpas Street parades, and we boast a drama department that performs at least twice a year in the Marjorie Luke Theatre. The English department helps students participate in the Santa Barbara County Spelling Bee, and will host a school-wide spelling bee this year. Within the English department we offer a journalism and award-winning yearbook class. The math department has designed a unique program where students who score below the proficient level in mathematics on the California Standards Test receive an additional support time, taught by credentialed, experienced math teachers. We also have a technology lab that features a recording studio and technology stations for use alongside a fully-equipped wood shop.

In addition to promoting academic excellence, Santa Barbara Junior High is committed to developing personal and civic responsibility. By offering membership in a large variety of clubs students have the opportunity to experience activities ranging from academic to community service to recreation. Some favorites include: Club Live, Recycling Club, Quantum Leaps, After-School Sports, Cesar Chavez Leadership Institute Club, and Surf Club. Almost half of our student population participates in at least one club on campus.

Our library-media center contains a computer lab, resources for students and teachers, and is staffed by a credentialed library media teacher. A unique historical feature of the library is the 1934 Douglas Parshall mural which depicts Olympic sports. The library encourages and supports our daily 20-minute Sustained Silent Reading Period by providing books which students of all reading levels can enjoy. Additionally, we have a self-contained computer lab that students and teachers may sign up to use during the school day.

Santa Barbara Junior High School is able to provide additional support to our students and their families because it is home to the following district and affiliated programs: Secondary GATE office, Cal-SOAP, Hippy Program, Child Development, and ITS/Technology Support.

Opportunities for Parental Involvement (School Year 2008-09)

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

The PTA actively supports and participates in school affairs and programs, after school activities, and the day-to-day excitement and learning associated with junior high.

Parents are welcome on campus during lunch, to help in the library, provide support for clubs and student groups, assist in parent evenings, help with annual fundraiser, and support the May Renaissance Faire and Civil War Day.

SBJHS hosts Parent Lunch Days five times per year and holds quarterly school climate meetings with parents.

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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	317
Grade 8	392
Total Enrollment	709

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	2.7 %
American Indian or Alaska Native	0.7 %
Asian	1.4 %
Filipino	0.1 %
Hispanic or Latino	63.6 %
White (not Hispanic)	28.8 %
Multiple or No Response	2.7 %
Socioeconomically Disadvantaged	62 %
English Learners	34 %
Students with Disabilities	10 %

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	22.8	23	20	1	26.9	6	24	7	26.4	6	23	4
Mathematics	22.5	16	18	2	28.0	6	15	7	28.1	4	15	5
Science	27.6	4	22	1	30.7		14	8	32.0		9	12
Social Science	26.8	3	25		30.4	1	14	8	31.7		8	6

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

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The School Safety Plan is updated and reviewed yearly to reflect changes in the student body, faculty, and facilities. Visitors are asked to check in at the main office before proceeding any further on to the campus. There are campus supervising aides on duty to assist with building security and student safety.

SBJHS has a plan for safety in case of different types of disaster. A disaster preparedness committee meets to review the procedures for staff and students in the event that students' safety is compromised. Safety drills are conducted regularly and the procedures for student safety in case of serious events are posted in each classroom so that students and teachers (substitutes as well) will know exactly what to do. The school has emergency supplies and those are updated and checked yearly. SBJHS has consulted the police department to review the plans and offer suggestions.

Fire and earthquake drills are held periodically. A Disaster Preparedness Committee meets regularly to insure staff readiness in case of a disaster. Each classroom has directions for evacuation posted so that anyone using the room may determine the quickest, safest route out of the building.

SBJHS prides itself on maintaining a safe campus and students and parents are given information yearly about the zero tolerance policy for harassment, name calling, bullying, drugs, alcohol, and tobacco. Each class is visited by the assistant principal twice each year to discuss these standards of behavior and to make sure that students know and understand the consequences of these actions. Additionally, students are provided ways to get help for themselves or others in a confidential manner. We encourage parents to join with us in keeping the campus a safe healthy place by reporting information to the office, even if it is considered a rumor.

Our health clerk ensures that students are immunized and are healthy during the school year. In case of an injury, it is important that parents keep the school informed about a change in phone number or address. We must be able to reach a parent/guardian in an emergency.

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	23.4	36.7	14.0	11.0	14.4	7.1
Expulsions	0.6	0.5	0.1	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.

Santa Barbara Junior High School is a registered landmark with the state of California. It was designed by William Weeks and completed in 1932. The two-story Spanish-style structure features outdoor lighting, wrought iron railings, tile work, and painted walls and ceilings in the library. SBJHS has been part of the city and county National Preservation Week where interested individuals may come and tour the facility. The tower, ceramic work and attention to detail reflect the quality and workmanship that were prevalent during the 1920s and 1930s.

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SBJHS was retrofitted to meet the code standard for earthquake safety in the early 1990s. The school has met handicapped accessibility requirements with an elevator and a new ramp on the west side of the campus. Plans are in progress for another ramp at the main entrance to the school. Ninety-five percent of the school's toilets are in working order.

All adults must check in at the office when arriving on campus. As with any other campus it is easy for strangers to walk in or around buildings. All adults on campus are required to ask an adult the purpose of their visit if they do not have on a visitors badge obtained from the office. The main concern of the staff at SBJHS is the safety of all students and personnel. The school has two campus supervisors who are walking and moving through the hallways and surrounding grounds regularly. They carry radios and are in contact with the office, all other administrators, and physical education teachers.

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)			√	Window sash failing in field house, west facing window sashes and glazing in poor condition.
Interior Surfaces (walls, floors, and ceilings)	√			Peeling paint on ceiling of boys' locker room
Hazardous Materials (interior and exterior)				
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			One drinking fountain does not work in auditorium.
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			Asphalt gym area needs top coat.
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		√		

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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	42	36	35	447
Without Full Credential	1	0	0	10
Teaching Outside Subject Area of Competence	6	3	5	---

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	8	3	0
Total Teacher Misassignments	11	8	4
Vacant Teacher Positions	0	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	100.0	0.0
All Schools in District	99.5	0.5
High-Poverty Schools in District		
Low-Poverty Schools in District	99.8	0.2

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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 Counselors	2.3	304
Library Media Teacher (Librarian)	1.0	---
Psychologist	0.4	---
Nurse	0.3	---
Health Aide	1.0	---
Speech/Language/Hearing Specialist	0.5	---
Youth Service Specialist	2.0	---

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> Grade 7-8: Holt : <i>California Geometry, 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%

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Foreign Language	Grade 7-8: Glencoe/McGraw-Hill: <i>Glencoe Spanish 1 Buen viaje!</i> Grade 7-8: Glencoe/McGraw-Hill: <i>Glencoe French 1 Bon voyage!</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	---

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	\$7,728	\$2,080	\$5,648	\$71,342
District			\$5,119	\$70,363
Percent Difference Between School Site and District			+10%	+1%
State			\$5,512	\$65,905
Percent Difference Between School Site and State			+2%	+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.

Santa Barbara Junior High School receives School Improvement Program and Limited English Proficiency funds. These funds provide services such as instructional focus, after school classes, support classes, class size reduction, and clerical support. Trainings are paid for from these funds as well as attendance at conferences and consultants.

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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.*

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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	49	54	52	57	57	58	43	46	50
Mathematics	41	42	42	34	33	40	40	43	46
Science	68	67	66	48	56	59	38	46	50
History-Social Science	40	38	46	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	29	47	50
Asian	93	*	*
Hispanic or Latino	30	36	35
White (Not Hispanic)	85	92	85
Male	45	50	47
Female	53	59	58
Economically Disadvantaged	28	37	36
English Learners	12	17	22
Students with Disabilities	3	8	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		
	2006-07	2007-08	2008-09
African American	31	24	44
Asian	79	*	*
Hispanic or Latino	27	26	28
White (Not Hispanic)	65	75	68
Male	41	40	39
Female	40	45	45
Economically Disadvantaged	26	27	28
English Learners	16	14	21
Students with Disabilities	6	5	11

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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	58	*	*
Hispanic or Latino	55	54	51
White (Not Hispanic)	91	95	94
Male	66	66	64
Female	69	68	67
Economically Disadvantaged	55	55	50
English Learners	30	32	33
Students with Disabilities	7	9	30

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	25	*	*
Hispanic or Latino	24	19	29
White (Not Hispanic)	70	84	79
Male	41	40	46
Female	39	36	46
Economically Disadvantaged	21	*	28
English Learners	5	5	17
Students with Disabilities	5	*	5

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	11.7	21.5	57.9

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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	7	7	7
Similar Schools	9	8	9

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	-3	16	-13	778
Hispanic or Latino	5	14	-14	703
White (not Hispanic)	12	22	-19	922
Socioeconomically Disadvantaged	0	26	-13	705
English Learners	20	3	1	672

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/>.

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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	Si	Si
Participation Rate - Mathematics	Si	Si
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Si
API	Si	Si

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	En PI	No en PI
First Year of Program Improvement Implementation	2004-05	
Year in Program Improvement	Year 5	
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

Santa Barbara 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