

# Santa Barbara Junior High School

## School Accountability Report Card

### Reported for School Year 2010-11

*Published During 2011-12*

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#### **Santa Barbara Junior High School**

721 East Cota St.,  
Santa Barbara, CA 93103  
(805) 963-7751  
www.sbjhs.org  
Mr. Lito Garcia, Principal  
lgarcia@sbsdk12.org

#### **Santa Barbara Unified School District**

720 Santa Barbara St.  
Santa Barbara, CA 93101  
(805) 963-4338  
www.sbsdk12.org  
Dr. David E. Cash, Superintendent  
bkeyani@sbsdk12.org

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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.

#### **Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### **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.

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## About This School

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### **School Description and Mission Statement (School Year 2010-11)**

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 to 840 students and 92 staff members, it is also used as a community resource. In 2003-04, renovations to the school's 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 Unified School District 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. Additionally, the school's athletic fields are jointly used with Santa Barbara City Parks and Recreation Department.

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Santa Barbara Junior High School is in year five-plus Program Improvement status. It is critical that we continue to increase the quality of instruction. We believe that by focusing on the following common elements we can achieve further gains to close the achievement gap and exit Program Improvement: maintain a strong school culture (structured around rigor, relevance and relationships); continue instructional monitoring program/walkthrough observations; execute benchmark assessment plan; maintain professional learning communities plan; and continue bi-weekly intervention model. We believe that the aforementioned elements, as well as targeted instruction to address gaps in student achievement and the use of data from common assessments to modify instruction, will assure that we continue to experience achievement gains. Additionally, SBJHS has a variety of academic intervention programs to support students in completing homework, attaining proficiency on department assessments and credit recovery.

Santa Barbara Junior High School provides students with unique standards-based experiences. Students may be enrolled in honors, college prep and/or special education classes. Placement is determined by a variety of factors including testing (California Standards Test), grades and teacher recommendation. Seventh grade world history students' studies culminate 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 American history students participate in a Civil War Day which is an enrichment activity structured around the eighth grade Social Studies standards. Our science department hosts Science Nights in 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. Students in math will master critical skills necessary to pass the California High School Exit Exam, will be prepared to excel in vertical placement math classes, and will extend their knowledge of the curriculum while becoming proficient at their level. Students in English will engage in problem solving, critical thinking, literary study, planning, vocabulary development, reading, writing, research, group interaction and other activities that make subject matter meaningful. The study of English Language Arts prepares students for a variety of careers, as literacy skills are vital to all occupations. The music department, which consists of jazz, orchestra and percussion, performs several times through out the year. In addition, our marching band participates in the State Street and Milpas Street parades. The drama department performs at least twice a year in the Marjorie Luke Theatre. Students may also enroll in art, woodworking and construction technology, one four foreign language courses (Spanish, French, Latin or Mandarin), or Advancement Via Individual Determination (AVID).

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: Associated Student Body (ASB)/Leadership Club, Where Everybody Belongs (WEB), Club Live, Surf Club, Science Club, After-School Sports, One-World Club, Cesar Chavez Leadership Institute Club, and Math Club. A large number of students participate in at least one club with many participating in multiple clubs.

Our library-media center contains one of the school's two computer labs, 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. In July of 2011, the Parshall mural went through major restoration, bringing back to life the vibrant colors and details. The library encourages and supports the advisory period by providing books, which students of all reading levels can enjoy. The second computer lab is self-contained and is utilized by teachers and students daily.

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Santa Barbara Junior High School elementary feeder schools are Adelante Charter, Cold Spring, Cleveland, Franklin, Montecito Union, Peabody Charter, Roosevelt, and Washington. Intra-district transfers allow students from other elementary schools to enroll as well.

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, Hearing and Vision, Pathways, Cal-SOAP, Hippy Program, Child Development, and ITS/Technology Support.

The mission of Santa Barbara Junior High School is to ensure that every student will have the skills and desire to continue on the path to becoming college and/or career ready by the time he/she graduates from high school.

It is expected that everyone associated with the SBJHS: administration, counselors, educators and parents/guardians will work to tirelessly to support all students as they strive to achieve proficiency or higher with respect to the California State Content Standards and the California Common Core Standards by 2014. It is expected that every student will be punctual, be prepared, participate and produce everyday. The culture of SBJHS is one of mutual respect with a focus on safety and equity and access for all. Each student at SBJHS will be supported socially and emotionally everyday.

### Opportunities for Parental Involvement (School Year 2010-11)

Contact person: Principal Lito M Garcia

Phone number: 805-963-7751 x450

Santa Barbara Junior High School Parent-Teacher-Student Association (PTSA) is very active and provides support through financial contributions and volunteers. Through the PTSA's outstanding leadership and organization SBJHS is able to fund and utilize the following programs and events: EDLINE (school web page and grade monitoring program), Where Everybody Belongs (WEB – school culture building program), 7<sup>th</sup> grade Renaissance Faire, 8<sup>th</sup> grade Civil War Day and 8<sup>th</sup> grade promotion. 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. Parent/guardian volunteer opportunities at SBJHS are numerous. Examples of volunteer opportunities are: cafeteria, library, promotion, Student Academic Recognition Lunch, Teacher Appreciation Day and many others. Several times throughout the year parents are invited to have lunch with the students.

Key committees and groups include the PTSA, School Site Council, English Learner Advisory Committee (ELAC), Parent Project (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), Incoming Parent Orientation and Open House Night. 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 greatly appreciated.

### Student Enrollment by Grade Level (School Year 2010-11)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 433                |
| Grade 8                 | 401                |
| <b>Total Enrollment</b> | <b>836</b>         |

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### Student Enrollment by Subgroup (School Year 2010-11)

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 1.6%                        |
| American Indian or Alaska Native | 0.4%                        |
| Asian                            | 1.2%                        |
| Filipino                         | 0.4%                        |
| Hispanic or Latino               | 59.3%                       |
| Native Hawaiian/Pacific Islander | 0.0%                        |
| White                            | 34.0%                       |
| Two or More Races                | 2.5%                        |
| Socioeconomically Disadvantaged  | 51.3%                       |
| English Learners                 | 37.6%                       |
| Students with Disabilities       | 9.6%                        |

### Average Class Size and Class Size Distribution

| Subject        | 2008-09         |                      |       |     | 2010-11         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 26.4            | 6                    | 23    | 4   | 26.9            | 8                    | 16    | 14  |
| Mathematics    | 28.1            | 4                    | 15    | 5   | 27.8            | 4                    | 16    | 10  |
| Science        | 32.0            | 0                    | 9     | 12  | 31.6            | 0                    | 14    | 10  |
| Social Science | 31.7            | 0                    | 8     | 6   | 32.2            | 0                    | 10    | 13  |

## School Climate

### School Safety Plan (School Year 2010-11)

Date of Last Review/Update: January 2012

Date Last Discussed with Staff: February 2012

The School Safety Plan is updated and reviewed yearly to reflect changes in the student body, faculty, and facilities. It is the goal of administration and staff to provide a safe and respectful environment for all students and adults on campus each and everyday. SBJHS consults with the Santa Barbara Police Department regarding the School Safety plan.

Santa Barbara Junior High School has a comprehensive safety plan to respond to various emergencies. A disaster preparedness committee meets regularly to review procedures and practices for staff and students in response to an actual emergency. Safety drills (fire, earthquake and lock down) are conducted bi-monthly. Procedures for responding to various emergencies are clearly posted in every classroom and office. The school has a variety of emergency supplies that are updated and checked yearly.

Santa Barbara Junior High School prides itself on maintaining a safe campus, and students and parents are given information yearly about the zero tolerance policy for drugs, alcohol, fighting, sexual harassment, racial discrimination and bullying. Administration speaks with students formally twice each year to discuss rules,

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regulations and expectations for the current school year. Additionally, students are taught how they can get help for themselves or others in a confidential manner. We encourage parents/guardians to join with us in keeping SBJHS a safe and healthy place by reporting information to the administration. Visitors are asked to check in at the main office before proceeding any further on to the campus. There are campus safety assistants on duty to assist with building security and student safety.

Our health clerk ensures that students are immunized and are healthy during the school year. It is important that parents/guardians 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 |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|
|                    | 2008-09 | 2009-10 | 2010-11 | 2008-09  | 2009-10 | 2010-11 |
| <b>Suspensions</b> | 14.0    | 13.0    | 11.5    | 7.1      | 8.6     | 7.4     |
| <b>Expulsions</b>  | 0.1     | 0.1     | 0.6     | 0.4      | 0.1     | 0.4     |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## School Facilities

### School Facility Conditions and Planned Improvement (School Year 2011-12)

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 school sits on a 16.44 acre parcel. The two-story Spanish-style structure features ornate tile work, reliefs, decorative railings, hand painted ceiling tiles in the library and Marjorie Luke Theater as well as a mural by Douglas Parshall, which depicts Olympic sports, in the library. SBJHS is home to the Marjorie Luke Theater which in 2003 was restored to its original grandeur and can seat over 800 guests. SBJHS has been part of the city and county National Preservation Week. The tower, ceramic work and attention to detail reflect the quality and workmanship that were prevalent during the 1920s and 1930s. Additionally, SBJHS has a cafeteria and a multipurpose room. The community has regular access to the facility during the evening and/or weekends. Despite the high volume of use the custodial staff and site gardener work diligently to maintain a beautiful campus.

Santa Barbara Junior High School was retrofitted to meet the code standard for earthquake safety in the early 1990s. The school has met all handicapped accessibility requirements with an elevator and ramp access where required. Plans are in progress to renovate two science classrooms, re-pave the west parking lot and all asphalt available for student activities (which includes the basketball courts), installation of a wireless internet system, and installing a new concrete pathway to the east of the main entrance.

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, 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 safety assistants patrol campus

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throughout the school day to assist students, parents/guardians, staff and monitor unauthorized community access. All campus rules and regulations are posted on the school's front office wall.

An ongoing priority of SBJHS is to maintain the campus at its highest level. Though the school is now 78 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 maintenance plan is the strategic and comprehensive maintenance schedule for classrooms, restrooms, and grounds.

### School Facility 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.                     |               |      |      |                                                                                              |

## Teachers

### Teacher Credentials

| Teachers                                                           | School  |         |         | District |
|--------------------------------------------------------------------|---------|---------|---------|----------|
|                                                                    | 2008-09 | 2009-10 | 2010-11 | 2010-11  |
| With Full Credential                                               | 35      | 35      | 41      | 446      |
| Without Full Credential                                            | 0       | 0       | 0       | 2        |
| Teaching Outside Subject Area of Competence (with full credential) | 5       | 4       | 2       | 15       |

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### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2009-10 | 2010-11 | 2011-12 |
|------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments                   | 4       | 2       | 1       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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 Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| This School                      | 100.00%                                                                          | 0.00%                                                                                |
| All Schools in District          | 99.20%                                                                           | 0.80%                                                                                |
| High-Poverty Schools in District | 100.00%                                                                          | 0.00%                                                                                |
| Low-Poverty Schools in District  | 98.16%                                                                           | 1.84%                                                                                |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

| Title                              | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor                 | 2.0                              | 418                                               |
| Library Media Teacher (librarian)  | 1.0                              | ---                                               |
| Psychologist                       | 0.8                              | ---                                               |
| Nurse                              | 0.3                              | ---                                               |
| Health Aide                        | 1.0                              | ---                                               |
| Speech/Language/Hearing Specialist | 0.5                              | ---                                               |

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.

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### Curriculum and Instructional Materials

#### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

| Core Curriculum Area       | Quality, Currency, and Availability of Textbooks and Instructional Materials                                                                                                                                                      |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading/Language Arts      | Holt, Rinehart and Winston: <i>Literature and Language Arts, 2003</i><br><b>Intervention Program:</b> Scholastic: <i>Read 180 California Enterprise Edition, 2009</i>                                                             |
| Mathematics                | Holt, Rinehart and Winston, <i>Holt California Mathematics, 2008</i> ,<br>CPM Educational Program: <i>Algebra Connections, 2008</i><br>Pearson Prentice Hall, <i>Prentice Hall Mathematics California Algebra Readiness, 2009</i> |
| Science                    | Holt, Rinehart Winston: <i>Holt California Science: Earth, Life, and Physical Science, 2007</i>                                                                                                                                   |
| History-Social Science     | Teachers' Curriculum Institute: <i>History Alive! California Middle Schools Program, 2005</i>                                                                                                                                     |
| Foreign Language           | Glencoe/McGraw-Hill: <i>Glencoe Spanish 1 Buen viaje!</i><br>McDougal, Littell & Company: <i>Discovering French, Nouveau!</i><br>Cambridge University Press: <i>Cambridge Latin Course</i>                                        |
| Health                     | Holt, Rinehart and Winston: <i>Holt Decisions for Health</i>                                                                                                                                                                      |
| Visual and Performing Arts | No textbooks used                                                                                                                                                                                                                 |

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level                                                      | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|------------------------------------------------------------|------------------------------|--------------------------------------------------|---------------------------------------------|------------------------|
| School Site                                                | \$9,148                      | \$3,381                                          | \$5,767                                     | \$61,957               |
| District                                                   |                              |                                                  | \$5,719                                     | \$65,217               |
| <b>Percent Difference Between School Site and District</b> |                              |                                                  | +1%                                         | -5%                    |
| State                                                      |                              |                                                  | \$5,455                                     | \$70,570               |
| <b>Percent Difference Between School Site and State</b>    |                              |                                                  | +6%                                         | -12%                   |

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

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### Types of Services Funded (Fiscal Year 2010-11)

Santa Barbara Junior High School receives local, state and federal funds. These funds are used to provide the following programs and services: foreign language, theater arts, construction technology, mandatorial (homework support class), math and English intervention (re-teaching to help students obtain proficiency), teacher on special assignment, teacher support, and clerical support. In addition funds are spent to provide professional development to administration and educators in the areas of English Language Development, AVID and Common Core State Standards.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category                                      | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | 43,986          | 41,035                                       |
| Mid-Range Teacher Salary                      | 67,910          | 65,412                                       |
| Highest Teacher Salary                        | 79,853          | 84,837                                       |
| Average Principal Salary (Elementary)         | 110,532         | 106,217                                      |
| Average Principal Salary (Middle)             | 118,325         | 111,763                                      |
| Average Principal Salary (High)               | 123,822         | 121,538                                      |
| Superintendent Salary                         | 204,400         | 197,275                                      |
| Percent of Budget for Teacher Salaries        | 37%             | 39%                                          |
| Percent of Budget for Administrative Salaries | 4.7%            | 5%                                           |

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including: **California Standards Tests (CSTs)**, which 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 nine through eleven.

**California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.

**California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                       | School  |         |         | District |         |         | State   |         |         |
|-------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | 2008-09 | 2009-10 | 2010-11 | 2008-09  | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| <b>English-Language Arts</b>  | 52%     | 65%     | 64%     | 58%      | 62%     | 64%     | 49%     | 52%     | 54%     |
| <b>Mathematics</b>            | 42%     | 54%     | 64%     | 40%      | 43%     | 46%     | 46%     | 48%     | 50%     |
| <b>Science</b>                | 66%     | 70%     | 78%     | 60%      | 61%     | 63%     | 50%     | 54%     | 57%     |
| <b>History-Social Science</b> | 46%     | 52%     | 63%     | 52%      | 55%     | 56%     | 41%     | 44%     | 48%     |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

| Group                                  | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|----------------------------------------|-------------------------------------------------------|-------------|---------|------------------------|
|                                        | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| <b>All Students in the LEA</b>         | 64%                                                   | 46%         | 63%     | 56%                    |
| <b>All Students at the School</b>      | 64%                                                   | 64%         | 78%     | 63%                    |
| <b>Male</b>                            | 59%                                                   | 62%         | 81%     | 67%                    |
| <b>Female</b>                          | 70%                                                   | 66%         | 76%     | 60%                    |
| <b>Black or African American</b>       | 62%                                                   | 54%         |         |                        |
| <b>Hispanic or Latino</b>              | 46%                                                   | 48%         | 67%     | 47%                    |
| <b>White</b>                           | 92%                                                   | 89%         | 97%     | 90%                    |
| <b>Two or More Races</b>               | 90%                                                   | 83%         | 93%     | 87%                    |
| <b>Socioeconomically Disadvantaged</b> | 44%                                                   | 46%         | 66%     | 45%                    |
| <b>English Learners</b>                | 19%                                                   | 26%         | 40%     | 15%                    |
| <b>Students with Disabilities</b>      | 24%                                                   | 17%         | 47%     | 23%                    |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|-----------------------------------------------|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| <b>7</b>    | 21.30%                                        | 29.70%                | 32.80%               |

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.

## 2010-11 School Accountability Report Card

Santa Barbara 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. For detailed information about the API, see the CDE 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        | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide       | 7    | 6    | 8    |
| Similar Schools | 9    | 7    | 8    |

#### Academic Performance Index Growth by Student Group -- Three Year Comparison

| Group                           | Actual API Change 2008-09 | Actual API Change 2009-10 | Actual API Change 2010-11 |
|---------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School      | -13                       | 50                        | 9                         |
| Hispanic or Latino              | -14                       | 54                        | -2                        |
| White                           | -19                       | 33                        | 9                         |
| Socioeconomically Disadvantaged | -13                       | 51                        | -10                       |
| English Learners                | 1                         | 46                        | 11                        |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

#### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group                            | 2011 Growth API    |                 |                    |                 |                    |                 |
|----------------------------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|
|                                  | School             |                 | LEA                |                 | State              |                 |
|                                  | Number of Students | 2011 Growth API | Number of Students | 2011 Growth API | Number of Students | 2011 Growth API |
| All Students at the School       | 805                | 832             | 7,543              | 808             | 4,683,676          | 778             |
| Black or African American        | 12                 | 764             | 119                | 742             | 317,856            | 696             |
| American Indian or Alaska Native | 3                  |                 | 44                 | 832             | 33,774             | 733             |

## 2010-11 School Accountability Report Card

Santa Barbara Junior High School

|                                     |     |     |       |     |           |     |
|-------------------------------------|-----|-----|-------|-----|-----------|-----|
| Asian                               | 10  |     | 298   | 926 | 398,869   | 898 |
| Filipino                            | 3   |     | 41    | 877 | 123,245   | 859 |
| Hispanic or Latino                  | 475 | 752 | 3,845 | 722 | 2,406,749 | 729 |
| Native Hawaiian or Pacific Islander | 0   |     | 6     |     | 26,953    | 764 |
| White                               | 273 | 962 | 2,971 | 898 | 1,258,831 | 845 |
| Two or More Races                   | 21  | 963 | 188   | 925 | 76,766    | 836 |
| Socioeconomically Disadvantaged     | 406 | 740 | 2,826 | 701 | 2,731,843 | 726 |
| English Learners                    | 301 | 721 | 2,304 | 674 | 1,521,844 | 707 |
| Students with Disabilities          | 86  | 528 | 933   | 555 | 521,815   | 595 |

### Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

### Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

| Indicator                                           | School    | District  |
|-----------------------------------------------------|-----------|-----------|
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement Implementation    | 2004-2005 | 2011-2012 |
| Year in Program Improvement                         | Year 5    | Year 1    |
| Number of Schools Currently in Program Improvement  | 6         |           |
| Percent of Schools Currently in Program Improvement | 54.5%     |           |

## **Instructional Planning and Scheduling**

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### **Professional Development**

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.