

*Executive Summary*  
**2009-10 School Accountability Report Card (SARC)**  
*Prepared in 2010-11*

## Crossroads Community Day School

*This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about this school, please review the entire SARC or contact the school or district office.*

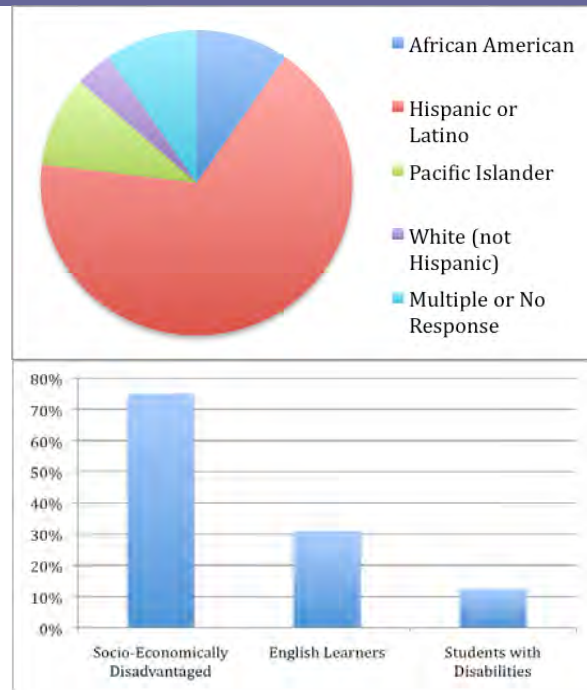
Crossroads Community School  
700 Bantam Way  
Petaluma, CA 94954  
(707) 778-4793

Grades 7 – 9

### About This School

Crossroads is a Community Day School for seventh through ninth graders who are not successful at the comprehensive sites, who usually do better at a smaller school with more support in the form of a better teacher-to-student ratio and more individual counseling hours. In addition to the regular curriculum, we focus on life skills and study skills to help the teens become better students and more adept socially. We can more thoroughly assess for their individual needs and create individual programs to meet those needs. Ideally, they will go on to a comprehensive site and be successful.

### Student Enrollment: 16



## Student Performance

### Students Proficient or Above

English/Language Arts	19 %
Mathematics	12 %
Science	*
History/ Social Science	*

## Academic Progress

### Indicator

2010 Growth API Score (from 2010 Growth API Report)	800
Statewide Rank (from 2009 Base API Report)	n/a (small school)
2010-11 Program Improvement Status	Not in PI

## Curriculum & Instruction Materials

### Percentage of Students Lacking Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History/Social Science	0%
Foreign Language	n/a
Health	n/a
Visual & Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

\* Test data are not shown when fewer than 10 students were tested.

## Teachers

With Full Credential	7
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

## School Finances

### Level Expenditures per Pupil

School Site	not available
District	\$9,312
State	\$5,681

## School Facilities

### Summary of Most Recent Site Inspection

Our school passed 100% of areas of most recent site inspection.

### Repairs Needed and Corrective Actions Taken or Planned

None needed.

# 2009-10 School Accountability Report Card (SARC)

Prepared in 2010-2011

## Crossroads Community Day School

### **Crossroads School**

Grades 7 – 9

700 Bantam Way  
Petaluma, CA 94954  
(707) 778-4793

CDS Code: 49-70862-6117337  
[www.petalumacityschools.org/schools/communityday.html](http://www.petalumacityschools.org/schools/communityday.html)

Greg Stevenson, Principal  
[gstevenson@pet.k12.ca.us](mailto:gstevenson@pet.k12.ca.us)

### **Petaluma Joint Union High School District**

Greta Viguie, Superintendent  
[gvigui@pet.k12.ca.us](mailto:gvigui@pet.k12.ca.us)  
<http://www.petalumacityschools.org>

*The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions 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.*

### **Mission Statement**

*The Petaluma City Elementary and Joint Union High School Districts are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.*

### **About This School**

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## Opportunities for Parental Involvement

### Contact

Gregory Stevenson, Director  
(707) 778-4793

Opportunities for parents to get involved include membership on the School Site Council, and volunteering to organize and chaperone events and outings. For more information on how to become involved, contact Gregory Stevenson, Principal, at (707) 778-4793.

### Data Quest

*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 (eg: Academic Performance Index [PI], 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 (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve 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.*

## Student Enrollment 2009-10

### By Grade

Grade	# Students
Grade 7	1
Grade 8	9
Grade 9	6
<b>Total</b>	<b>16</b>

### By Group

African American	6 %
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	56 %
Pacific Islander	0
White (not Hispanic)	19 %
Multiple or No Response	19 %
Socio-Economically Disadvantaged	75 %
English Learners	31 %
Students with Disabilities	12.5 %

## Average Class Size and Class Size Distribution Elementary

Grade Level	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4-8												
Other	15.0	3		25.0		3		16.0	2			

## School Climate

### School Safety Plan 2009-10

Our School Safety Plan and Emergency Plan are created in connection and coordination with the District plans. We do regular evacuation and lockdown drills and review our plan annually, as required by law.

All of our various plans are part of the overall plan under which we operate, the Unified Plan for Student Achievement, and are aligned with the District's Local Improvement Plan, School Board goals, the District Staff Development Plan, and the District Technology Plan.

The School Safety Plan for Crossroads is included in the School Safety Plan for Petaluma Junior High School, as we are located on their campus. This plan is reviewed, updated, and discussed with school faculty annually.

### Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	220 %	164 %	448.23 %	10.5 %	11.3 %	not available
<b>Expulsions</b>	20.0 %	8.0 %	44.19 %	0.7 %	0.8 %	not available

*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.*

## School Facilities

### School Facility Conditions and Planned Improvements in 2010-11

We are housed on the Petaluma Junior High School campus. We serve up to 30 students in a 3 classrooms on the Petaluma Junior High School campus. We are compliant with all regulations for students with disabilities, including doorways, door handles, and wheelchair ramp.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### School Facilities Good Repair Status 2010-11

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, sinks, fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows, Doors, Gates, Fences	X			
<b>Overall Summary of Facility Good Repair Status</b>				Exemplary    Good    Fair    Poor <b>X</b>

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

# Teachers

Teacher Credentials				
Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	4	3	7	284
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Mis-assignments and Vacant Teacher Positions			
Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	1	0	0
Total Teacher Mis-assignments	1	0	0
Vacant Teacher Positions	0	0	0

This table displays the number of teacher mis-assignments (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 Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers in 2009-10		
Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98 %	2 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98 %	2 %

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

## Support Staff

### Academic Counselors and Other Support Staff 2009-10

Title	FTE Assigned to School
Academic Counselor	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/ Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
<b>Average Number of Students per Academic Counselor</b>	<b>16</b>

*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.*

## Instructional Planning and Scheduling

### Professional Development

The primary areas for staff development are the development of Power Standards and Common Assessments to align with those standards. Another major component of our staff development is the use of the Inquiry Process to analyze data for student academic success. We are also developing small learning communities in our high schools.

We have contracted with Springboard to provide coaches to guide administrators and staff through large and small group training. These are primarily offered during the school day, providing release time for a team of teachers from each school. The District also provides time for collaboration among teachers in either department or interdisciplinary settings.

## Quality, Currency, and Availability of Textbooks and Instructional Materials

**Current Year: 2010-11**

All students have current textbooks in good condition. In grades K-8, students have texts from the most recent State-adopted lists. In grades 9-12, students have Board-approved texts that support instruction based on California Content Standards. Every student has access to his or her own textbooks.

In grades K-8, District committees are responsible for recommending new textbooks for adoption once the State-approved list has been published. In grades 9-12, departments identify needs and recommend new titles for consideration as courses are developed and new frameworks are published.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	Grades 7-8: Glencoe Readers' Choice or Holt Series, Adopted 2003 Grades 7-12 English Intervention: Language!, Adopted 2005	0%
Mathematics	Grade 7: Prentice Hall, Adopted 2008 Grade 8: Algebra: Prentice Hall or CPM, Adopted 2008 Grade 8: Geometry: McDougall Littell or CPM, Adopted 2008	0%
Science	Grade 7-8: Science and Technology, Adopted 2001	0%
History- Social Science	Grade 7-8: Holt or History Alive Series, Adopted 2005	0%
Foreign Language	n/a	n/a
Health	n/a	n/a

**\*\* Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials**

*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.*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2008-2009

Level	Basic	Average Teacher Salary
School Site	Not available	Not available
<b>District</b>	\$9,312	\$62,029
Percent Difference – School Site and District		
<b>State</b>	\$5,681	\$57,352
Percent Difference – School Site and State		

*This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.*

### Teacher and Administrative Salaries Fiscal Year 2008-2009

Category	District Amount	State Average For Districts In Same Category
<b>Teacher Salaries</b>		
Beginning Teacher Salary	\$35,200	\$38,905
Mid-Range Teacher Salary	\$53,107	\$56,504
Highest Teacher Salary	\$63,791	\$71,750
<b>Administrator Salaries</b>		
Average Elementary Principal	\$77,655	\$92,053
Average Middle School Principal	\$81,888	\$95,666
Average High School Principal	\$85,042	\$94,401
Superintendent Salary	\$122,308	\$111,055
<b>Percent of Budget for</b>		
Teacher Salaries	39.73 %	0.30%
Administrative Salaries	5.50 %	

*Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.*

## Types of Services Funded -- Fiscal Year 2009-10

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Class Size Reduction in ninth grade
- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Migrant Education support, for identified migrant students
- Identified students receive support through the resource specialist program, speech and language program, full inclusion program, or the bilingual assistant

### California Physical Fitness Test Results 2009-10 Percent of Students Meeting Fitness Standards

Grade	Four of Six Standards	Five of Six Standards	All Six Standards
9	28.6 %	50.0 %	0 %

*The CA Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students meeting four, five, or six out of six standards for the most recent testing period. Detailed information about this test is at <http://www.cde.ca.gov/ta/tg/pf/> Scores are not shown when fewer than ten students were tested.*

# Student Performance

## Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>. SARC uses an average of selected test scores

CST Results for All Students – Three-Year Comparison									
Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	45	13	19	54	59	62	46	50	52
Mathematics	17	13	12	38	39	44	43	46	48
Science	*	9	*	61	64	65	46	50	54
History-Social Science	*	9	*	45	52	51	36	41	44

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

CST Results by Student Group – Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	*	*	*	*
Male	9	18	*	*
Female	*	*	*	*
Economically Disadvantaged	8	17	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

\* Scores are not shown when fewer than ten students were tested, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

# Accountability

## Academic Performance Index

### Academic Performance Index Ranks – Three-Year Comparison

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 is at <http://www.cde.ca.gov/ta/ac/ap/>.

API Rank	2007	2008	2009
Statewide	n/a: Small schools are not rated.		
Similar Schools	n/a: Small schools are not rated.		

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

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

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School	146	3	11	800
African American			n/a	
American Indian or Alaska Native			n/a	
Asian			n/a	
Filipino			n/a	
Hispanic or Latino			n/a	
Pacific Islander			n/a	
White (Not Hispanic)			n/a	
Socio-economically Disadvantaged			n/a	
English Learners			n/a	

Students w/Disabilities

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

\* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

### Adequate Yearly Progress Overall and by Criteria (2009-10 School Year)

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 ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an indicator
- Graduation rate (for secondary schools only)

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		Yes	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	Yes	No
	Mathematics	Yes	No
API		Yes	Yes
Graduation Rate		n/a	Yes

### Federal Intervention Program – 2010-11

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or 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 <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in Program Improvement	n/a	2010-11
Year in PI	n/a	Year 1
Number of Schools in this District Currently in PI		4
Percent of Schools in this District Currently in PI		22.2%

# National Assessment of Educational Progress (NAEP)

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/>.

## National Assessment of Educational Progress (NAEP) Reading and Mathematics Results – All Students

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

Subject and Level	Grade	Average Scale Score		Percent Achievement Level		
		State	National	Basic	Proficient	Advanced
Reading 207, Grade 8		251	261	41	20	2
Mathematics 2009, Grade 8		270	282	36	18	5

## National Assessment of Educational Progress (NAEP) Reading and Mathematics Results for Students with Disabilities and/or English Language Learners

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 207, Grade 8	78	92	66	77
Mathematics 2009, Grade 8	85	96	78	92

### Notes about NAEP and CST:

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 is at <http://www.cde.ca.gov/ta/tg/nr>.