

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

Petaluma Junior High 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.

Petaluma Junior High
 700 Bantam Way
 Petaluma, CA 94954
 (707) 778-4724

Grades 7 – 8
www.petalumajuniorhigh.org/

John Lehman, Principal
jlehmen@pet.k12.ca.us

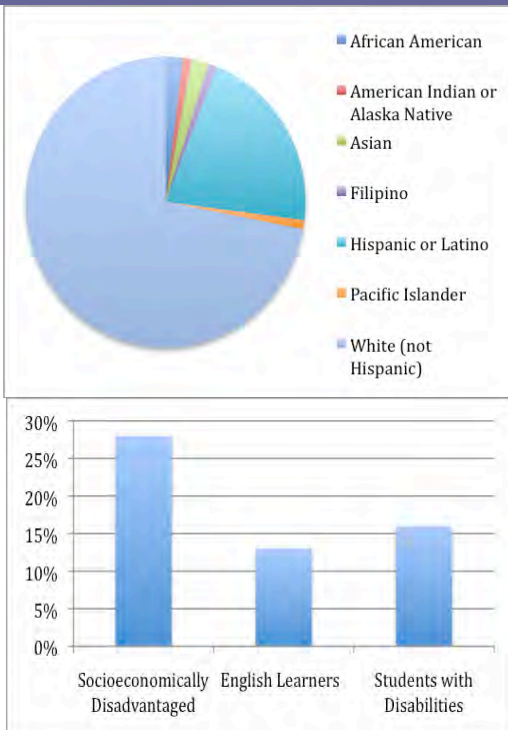
Petaluma Junior High School (PJHS) is one of seven secondary schools in the Petaluma City School District and one of two comprehensive junior high schools. With a 2009-10 student enrollment of approximately 630 students in seventh and eighth grades, Petaluma Junior High School serves 14 small elementary schools representing 11 different school districts. Our school prepares students for entry into Petaluma High School, which is located one half mile away.

Our school staff includes 32 credentialed teachers, one librarian, two counselors, one principal, one assistant principal, one part-time nurse, one part-time psychologist, one speech and language therapist, two bilingual assistants, one Title I instructional assistant, and 18 classified support personnel. Our school has a School Site Council (SSC), an active Parent Teacher Student Association (PTSA), Gifted and Talented Education (GATE) program, and a Bilingual Advisory Committee.

All students take a core program of six academic classes including physical education and one period of elective. Based on accurate assessments, students may enroll in advanced placement classes in English and Math at seventh grade and continue on to similarly advanced levels in eighth grade, including geometry. Additionally, we offer before- and after-homework help for all students in mathematics and English language arts. Our school is proud of the fact that over 50% of our children are on the academic honor roll each year with a grade point average of over 3.0. Our 2009-10 Academic Performance Index (API) score of 826 places us in the top 10% of all county comprehensive middle schools. Our students must achieve a minimum of 110 credits (of a potential 120) over the course of two years to be eligible for participation in the promotion exercise at the end of their eighth grade year. In 2009-10, 95% of our students achieved the required number of credits to promote.

Mission Statement: Petaluma Junior High School is committed to excellence in education. Student learning in a safe, well maintained, and resource rich environment is the highest priority. PJHS strives to provide equality of opportunity for all students and clear and high standards for student achievement. Teachers require intellectual rigor and offer personalized education, recognizing each student's individual talents and abilities.

Student Enrollment: 630



Student Performance

Students Proficient or Above

English/Language Arts	70 %
Mathematics	56 %
Science	70 %
History/ Social Science	58 %

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	823
Statewide Rank (from 2009 Base API Report)	7
2010-11 Program Improvement Status	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

Teachers

With Full Credential	32
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.

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(707) 778-4724

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Petaluma Joint Union High School District

Greta Viguie, Superintendent
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<http://www.petalumacityschools.org>

District 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.

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.

About This School

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Student Enrollment 2009-10	
By Grade	
Grade	# Students
Grade 7	310
Grade 8	320
Total	630
By Group	
African American	2%
American Indian or Alaska Native	0.75%
Asian	2%
Filipino	0.75%
Hispanic or Latino	20%
Pacific Islander	0.75%
White (not Hispanic)	72%
Multiple or No Response	0
Socio-Economically Disadvantaged	28%
English Learners	13%
Students with Disabilities	16%

Mission Statement:

Petaluma Junior High School is committed to excellence in education. Student learning in a safe, well maintained, and resource rich environment is the highest priority. PJHS strives to provide equality of opportunity for all students and clear and high standards for student achievement. Teachers require intellectual rigor and offer personalized education, recognizing each student's individual talents and abilities.

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.

Opportunities for Parental Involvement

Contact

Patty Buzzard 707-778-4724

Parents are welcomed and encouraged to participate in the school and classroom activities at PJHS. The principal's newsletter is mailed home once every six weeks, keeping parents informed of the school programs and events. Parents and students receive a free agenda planner to keep academically organized and a school handbook with a ten month calendar along with all pertinent information of the school and district. An automated phone message machine is used to deliver important information from the school every two to three weeks informing parents of significant dates and events. Parents are invited to the school for teacher team meetings to discuss and plan for student improvement whenever the teachers or parents feel it is necessary. The school has a block schedule of three extended periods a day providing more in depth coverage and more time for work to be completed.

The School Site Council (SSC) conducts a parent survey of our school's curricular areas each year. Parents constitute an equal number to staff on our SSC that meets monthly to assess the curricular program and plan for school improvement. The PTSA provides an additional opportunity for parental involvement in many areas of school including fund-raisers, student dances, activities, field trips, parent education nights, teacher appreciation events, and financial grants to classroom teachers. Parents are invited in the fall to Back to School Night and in the spring to Open House.

The Bilingual Parent Committee meets six times a year and the meetings are conducted in Spanish for the benefit of our Spanish-speaking parents. The principal and an office clerk typist are fluent Spanish speakers, thus enhancing the accessibility of information for our Spanish-speaking population. Individual student progress reports are issued every six weeks with final report cards at the end of each semester.

Teachers and parents are encouraged to make frequent contact with each other in regard to student progress. Parents are encouraged to help during the school day in a variety of ways ranging from office help to lunchtime supervision.

Average Class Size and Class Size Distribution Secondary Schools

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+
English	26.3	3	22	2	26.7	5	18		26.7	5	18	
Mathematics	27.8	1	19		26.3	1	22		26.3	1	22	
Science	29.0		22		28.2		20		28.2		20	
Social Science	28.0	1	21		28.2	2	18		28.2	2	18	

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).

School Climate

School Safety Plan 2009-10

Petaluma Junior High School is committed to the safety and security of each student. To maintain these conditions, which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** Petaluma Junior High School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services and or police to determine if any follow-up on the report is necessary.
3. **Disaster Procedures:** In order to ensure the safety of students and school personnel, Petaluma Junior High School has created a comprehensive Disaster Preparedness Plan. Emergency drills; fire, earthquake and code red lock down are conducted as required and are evaluated for effectiveness.
4. **School Discipline:** Petaluma Junior High School has created a school-wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies, classroom presentations, and at weekly whole school meetings. Staff members consistently enforce the school-wide standards. The program is designed after the Building Excellent Schools Together (BEST)
5. **Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student. A yearly safe schools presentation is made at a fall faculty meeting with district and union members presenting.
6. **Sexual Harassment Policy:** Petaluma Junior High School strictly adheres to District policies that prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
7. **School-wide Dress Code:** Petaluma Junior High School believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.
8. **Safe and Orderly Environment:** Petaluma Junior High School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors, and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October 2009.

Campus Supervisors: The school employs two full-time campus supervisors to monitor the school grounds throughout the school day (7:30 A.M. to 3:30 P.M.). Teachers follow a schedule for after-school path duty, helping ensure student safety as they leave school. Safety drills are held in accordance with State laws and site administrators and counselors assist in supervision duties.

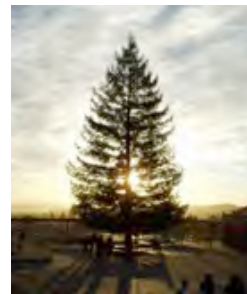
Petaluma Junior High School is committed to the safety and security of students, staff members, and the community. To that end, a comprehensive plan has been developed to address various emergency situations. It is our belief that students can only thrive when they feel safe from everything from earthquakes to bullies. Our school provides the acclaimed Challenge Day to all 7th graders for the last two years and reinforces the tenets of respect with follow up clubs. Parents and staff members work together to identify potential hazards and take preventive measures. Regular practice drills of emergency procedures make safety a routine and allow us to get on with the business of education.

Suspensions and Expulsions						
Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	12.0 %	10.3 %	11.89 %	10.5 %	11.3 %	**
Expulsions	0.6 %	0.5 %	0.48 %	0.7 %	0.8 %	**

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.



The view of Petaluma from PJHS



School Facilities

School Facility Conditions and Planned Improvements in 2010-11

Petaluma Junior High School is housed on 35 acres within the city limits but on the outskirts of town, thus enjoying the quiet and beauty of a country setting. The school occupies a hillside with a view overlooking the Petaluma river basin. The school was built in 1965. The site has recently completed a 30-year modernization and all classrooms have been painted, heating and air conditioning units were replaced, new floors installed, and all new electrical wiring with six Internet connections in every room. The school has benefited from bond money that has paid for the construction of a new gymnasium, science wing and a newly remodeled administration office and new library.

The campus consists of a main office complex, a library, and three wings of classrooms, each wing gradually climbing the hillside providing a view and exercise. The school has specialized rooms for RSP and Special Day Education programs, a computer lab, science classrooms, a boys and girls locker room, counseling offices, a full-sized gymnasium, and a multi-purpose room with a cafeteria that provides for the school's hot breakfast and lunch program.

The main office and library were completely remodeled in the spring and summer of 2009. The third and last phase of bond money was used to pay for this construction.

District and site maintenance staff ensures a clean, safe school by following a routine cleaning checklist. Safety is a top priority and any unsafe situations are dealt with immediately. Any other repairs are handled with the cooperation of the District's Grounds and Maintenance department. The school is cleaned daily by four custodians.

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. For the 2009-10 school year, the District budgeted \$678,700 for the Deferred Maintenance Program. This represents 1% of the District's general fund budget.

School Facilities Good Repair Status 2010-11

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned								
	Good	Fair	Poor									
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X											
Interior Interior Surfaces	X											
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X											
Electrical	X											
Restrooms/Fountains: Restrooms, sinks, fountains	X											
Safety: Fire Safety, Hazardous Materials	X											
Structural: Structural Damage, Roofs	X											
External: Playground/School Grounds, Windows, Doors, Gates, Fences	X											
Overall Summary of Facility Good Repair Status				<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Exemplary</td> <td>Good</td> <td>Fair</td> <td>Poor</td> </tr> <tr> <td></td> <td style="font-size: 1.5em;">X</td> <td></td> <td></td> </tr> </table>	Exemplary	Good	Fair	Poor		X		
Exemplary	Good	Fair	Poor									
	X											

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	33	31	33	284
Without Full Credential	1	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	2007-08	2008-09	2009-10
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	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	100 %	0 %
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	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (paraprofessional)	0.25
Psychologist	0.5
Social Worker	0
Nurse	0.5
Speech/Language/ Hearing Specialist	0.5
Resource Specialist (non-teaching)	3.0
Other	0
Average Number of Students per Academic Counselor	315

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 focus for staff development is on the development of Power Standards and common formative 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. A significant bank of formative assessments have been created and entered into our Edusoft web site. Staff have been trained on their use and the rapid return of aggregated data for analyzing student strengths and weaknesses in order to proceed or re-teach.

The District and site calendar provides an early release day every Wednesday for collaborative time among teachers for either department or interdisciplinary teams. This time is used to review Edusoft data and, at the six week intervals, identify students in need of interventions.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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 text-books.

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	Grade 7-8: Glencoe Readers' Choice or Holt Series, Adopted 2003	0%
Mathematics	Grade 7: Prentice Hall, Adopted 2008 Grade 8-12: Algebra: Prentice Hall or CPM, Adopted 2008 Grade 8-12: 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	Language, 4 th Edition, 2006-07	0%
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
District	\$9,312	\$62,029
Percent Difference – School Site and District		
State	\$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
Teacher Salaries		
Beginning Teacher Salary	\$35,200	\$38,905
Mid-Range Teacher Salary	\$53,107	\$56,504
Highest Teacher Salary	\$63,791	\$71,750
Administrator Salaries		
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
Percent of Budget for		
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
7	14.0%	24.5%	42.7%

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	64	64	70	54	59	62	46	50	52
Mathematics	47	46	56	38	39	44	43	46	48
Science	65	75	70	61	64	65	46	50	54
History-Social Science	60	56	58	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	62	54	*	*
American Indian or Alaska Native	*	*	*	*
Asian	10	82	*	*
Filipino	*	*	*	*
Hispanic or Latino	48	41	54	37
Pacific Islander	*	*	*	*
White (not Hispanic)	77	61	76	65
Male	68	53	74	59
Female	73	60	66	57
Economically Disadvantaged	51	37	53	42
English Learners	32	20	41	27
Students with Disabilities	41	28	37	12
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	8	8	7
Similar Schools	5	6	6

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	14	2	19	826
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	33	-30	59	667
Pacific Islander				
White (Not Hispanic)	8	10	8	846
Socio-economically Disadvantaged	21	-7	34	694
English Learners			50	662
Students w/Disabilities			-16	632

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		No	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	No	No
	Mathematics	No	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	In PI	In PI
First Year in Program Improvement	2000-2001	2010-11
Year in PI	Year 5	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>.