

Executive Summary School Accountability Report Card, 2011–12

For Petaluma Junior High

Address:	700 Bantam Way, Petaluma, CA, 94952-1709	Phone:	(707) 778-4724
Principal:	John Lehmann, Principal	Grade Span:	7-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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 2010-11 student enrollment of approximately 647 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 to Petaluma High School, which is located one half mile away. Our school staff includes 35 credentialed teachers, one librarian, two counselors, one principal, one half time assistant principal, one part-time nurse, one part-time psychologist, one speech and language therapist, two bilingual assistants, three special education instructional assistants, and 25 classified support personnel. Our school has School Site Council (SSC), an active Parent Teacher Student Association (PTSA), Gifted and Talented Education (GATE) class offerings, 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, Math and Algebra at seventh grade and continue on to similarly advanced levels in eighth grade, including geometry. Our school is proud of the fact that over 66 and 52 % of the 2009-10 7th and 8th grade students were on the academic honor roll each year with a grade point average of over 3.0. Our 2010 Academic Performance Index (API) score of 825 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 out to be eligible for participation in the promotion exercise at the end of their eighth grade year. In 2010, 94% of our students achieved the required number of credits to promote.

Student Enrollment

Group	Enrollment
Number of students	647
Black or African American	0.9%
American Indian or Alaska Native	0.5%
Asian	0.9%

Filipino	0.8%
Hispanic or Latino	29.2%
Native Hawaiian or Pacific Islander	0.5%
White	65.4%
Two or More Races	1.7%
Socioeconomically Disadvantaged	35.5%
English Learners	22.7%
Students with Disabilities	17.6%

Teachers

Indicator	Teachers
Teachers with full credential	35
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	68%
Mathematics	52%
Science	76%
History-Social Science	62%

* Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	822
Statewide Rank (from 2011 Base API Report)	8
Met All 2012 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 12 of 21

2012–13 Program Improvement Status (PI Year)

Not Available

* The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Per the December 2012 Deferred Maintenance walk through, the site facility, overall, was in good condition with the exception of corrective actions as noted in Section IV (below).

Repairs Needed

See Section IV (below).

Corrective Actions Taken or Planned

Roof resurfacing done in June 2011. Several large dry-rotted beams in various wings have been replaced. Construction of new Science wing (1998-99). Modernization, which included replacement of HVAC and electrical upgrades, was done on all wings that had not undergone previous modernization. 2009-10 – Admin Building modernization and Library and Media Center construction. Upper and lower parking lots repaved.

Complete construction of 3 softball fields. Construction of SCOE (Sonoma County Office of Education) building/classroom.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
-------	--

School Site	LEA Provided
District	LEA Provided
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	NA

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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.

I. Data and Access

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., state Academic Performance Index [API],

federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Petaluma Junior High	District Name	Petaluma Joint Union High
Street	700 Bantam Way	Phone Number	(707) 778-4795
City, State, Zip	Petaluma, CA, 94952-1709	Web Site	www.petalumacityschoools.org
Phone Number	(707) 778-4724	Superintendent	Steve Bolman
Principal	John Lehmann, Principal	E-mail Address	sbolman@petk12.org
E-mail Address	jlehmann@petk12.org	CDS Code	49708626060230

School Description and Mission Statement (School Year 2011–12)

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 2010-11 student enrollment of approximately 647 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 to Petaluma High School, which is located one half mile away. Our school staff includes 35 credentialed teachers, one librarian, two counselors, one principal, one half time assistant principal, one part-time nurse, one part-time psychologist, one speech and language therapist, two bilingual assistants, three special education instructional assistants, and 25 classified support personnel. Our school has School Site Council (SSC), an active Parent Teacher Student Association (PTSA), Gifted and Talented Education (GATE) class offerings, 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, Math and Algebra at seventh grade and continue on to similarly advanced levels in eighth grade, including geometry. Our school is proud of the fact that over 66 and 52 % of the 2009-10 7th and 8th grade students were on the academic honor roll each year with a grade point average of over 3.0. Our 2010 Academic Performance Index (API) score of 825 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 out to be eligible for participation in the promotion exercise at the end of their eighth grade year. In 2010, 94% of our students achieved the required number of credits to promote.

MISSION STATEMENT

Petaluma Junior High School (PJHS) is committed to excellence in education. Student learning in a safe, well-maintained and resource-rich environment is the highest priority. PJHS provides 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.

Opportunities for Parental Involvement (School Year 2011–12)

- PJHS Volunteer program increased participation three fold from the previous year with a paid full time parent coordinator position that will continue next year thanks to a generous grant from a local family.
- The PTSA sponsored a Parent education series with Dr. Susan Victor with a focus on adolescent development. The series was offered at the site ELAC (English Learner Advisory Committee) meetings as well as in English.
- Three Challenge Days were offered and attended by our entire 7th grade classes and utilized parent volunteers.
- Numerous opportunities are advertized and many parents volunteer their time in direct class support and auxiliary capacities. .
- In cooperation with the Sonoma Superior Court Judge Gary Nadler presented the Courage To Live Program to our 8th graders and to parents

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	303
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	344	Total Enrollment	647

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	0.5%
Asian	0.9%
Filipino	0.8%
Hispanic or Latino	29.2%

Native Hawaiian or Pacific Islander	0.5%
White	65.4%
Two or More Races	1.7%
Socioeconomically Disadvantaged	35.5%
English Learners	22.7%
Students with Disabilities	17.6%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	NA – This is a Secondary School only											
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.4	8	19	0	26.1	8	18	0	26.4	5	21	0
Mathematics	26.8	5	20	0	28.2	2	20	1	26.8	4	20	1
Science	30.0	1	20	0	29.6	0	20	0	30.4	0	20	0

Social Science	29.4	0	19	0	29.1	2	18	0	28.2	1	20	0
-----------------------	------	---	----	---	------	---	----	---	------	---	----	---

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

The school Safety Plan is reviewed and practiced each year as part of an on going effort to update our procedures and introduce new staff to the protocol. In collaboration with a district level safety grant, PJHS practiced each quarter a Fire, Earthquake, and Code Red drill involving the entire staff and student body. The Site Council reviews the plan and provides opportunities for parent review and input. District and local emergency agencies are invited each drill to attend, monitor and provide feedback on the effectiveness of the drills.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	11.9%	10.4%	16.2%	10.2%	8.9%	10.3%
Expulsions	0.5%	0.6%	0.6%	0.7%	0.6%	1.05%

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Re-roof kitchen staff area and storage. Replace large dry-rotted beam in front entrance of school. Abate transite panels on multi west wall. Remove several trees by tennis courts. Repave asphalt patch in front half circle.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/ HVAC, Sewer		X			NA
Interior: Interior Surfaces		X			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			NA
Electrical: Electrical		X			NA

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			NA
Safety: Fire Safety, Hazardous Materials		X			NA
Structural: Structural Damage, Roofs		X			NA
External: Playground/School Grounds, Windows/ Doors/Gates/ Fences		X			NA
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	33	32	35	302
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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 2011–12)

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

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	100.0%	0.0%
All Schools in District	94.085%	5.915%
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	100.0%	0.0%

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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	323.5
Counselor (Social/Behavioral or Career Development)	.40	
Library Media Teacher (librarian)	1.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	.30	
Social Worker	0.0	
Nurse	.30	
Speech/Language/Hearing Specialist	.80	
Resource Specialist (non-teaching)	0.0	
Other	.30	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Reinhart Holt Literature & Language Arts, Gr 7 CA Ed.; Holt Handbook, Course One and Course Two © 2003 McDougal-Littell Language of Literature, Gr 8 CA Ed. © 2002 Above adopted 2003 Sopris West Language! 4th Ed © 2009 (Intervention) Adopted 2008-09	No, except intervention materials	0%
Mathematics	Prentice Hall CA Algebra Readiness © 2009 Prentice Hall CA Pre-Algebra © 2009 Prentice Hall CA Algebra 1 © 2009 All adopted 2008-09	Yes	0%
Science	Pearson Focus on Life Science – CA © 2008 Adopted 2008-9 Pearson Focus on Physical Science – CA © 2008 Adopted 2008-09	Yes	0%
History-Social Science	TCI History Alive: The Mideival World and Beyond; The US Through Industrialism © 2005 Adopted 2006-07	2006-07	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	\$59,031.85
District			LEA Provided	\$59,725.98
Percent Difference – School Site and District			LEA Provided	LEA Provided
State			\$5,455	
Percent Difference – School Site and State			LEA Provided	LEA Provided

Note: Cells shaded in black do not require data.

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>.

Types of Services Funded (Fiscal Year 2011–12)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,497.00	\$39,972.00
Mid-Range Teacher Salary	\$53,537.00	\$59,193.00
Highest Teacher Salary	\$73,858.00	\$78,413.00
Average Principal Salary (Elementary)	\$96,632.13	
Average Principal Salary (Middle)	\$98,531.00	
Average Principal Salary (High)	\$101,371.00	

English-Language Arts	70%	74%	68%	62%	64%	65%	52%	54%	56%
Mathematics	56%	58%	52%	44%	45%	44%	48%	50%	51%
Science	70%	88%	76%	65%	67%	68%	54%	57%	60%
History-Social Science	58%	69%	62%	51%	55%	53%	44%	48%	49%

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65%	44%	68%	53%
All Students at the School	68%	52%	76%	62%
Male	63%	52%	78%	67%
Female	73%	52%	74%	57%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	44%	36%	59%	42%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	79%	59%	84%	71%
Two or More Races	67%	50%	0%	0%
Socioeconomically Disadvantaged	47%	37%	67%	43%
English Learners	21%	17%	30%	11%
Students with Disabilities	39%	31%	63%	22%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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.

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	NA	NA	NA	69%	71%	64%	54%	59%	56%
Mathematics	NA	NA	NA	64%	68%	61%	54%	56%	58%

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	36%	24%	41%	39%	41%	20%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						

Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 2011–12)

The California Physical Fitness Test (PFT) 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, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	20.60%	23.90%	18.90%
9	0.00%	0.00%	0.00%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	7	8	8
Similar Schools	6	7	8

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	19	17	-21
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	59	18	-14
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	8	21	-11
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	34	19	-15
English Learners	50	-3	-18
Students with Disabilities	-16	41	N/D

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 – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State

All Students at the School					4,664,264	788
Black or African American					313,201	710
American Indian or Alaska Native					31,606	742
Asian					404,670	905
Filipino					124,824	869
Hispanic or Latino					2,425,230	740
Native Hawaiian or Pacific Islander					26,563	775
White					1,221,860	853
Two or More Races					88,428	849
Socioeconomically Disadvantaged					2,779,680	737
English Learners					1,530,297	716
Students with Disabilities					530,935	607

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 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 2011–12)

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	No	No

Met API Criteria	Yes	Yes
Met Graduation Rate	NA	Yes

Federal Intervention Program (School Year 2012–13)

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 (ELA 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: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	NA	NA
First Year of Program Improvement	NA	NA
Year in Program Improvement	NA	NA
Number of Schools Currently in Program Improvement		NA
Percent of Schools Currently in Program Improvement		NA

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local

admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>.

(Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		NA	NA		6.7	4.7		16.6	14.4
Graduation Rate		NA	NA		92.6	90.1		80.5	76.3

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/D	N/D	N/D
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

NA

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	NA
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

Courses for University of California and/or California State University Admission

UC/ CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	3.9%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	NA	
English	NA	
Fine and Performing Arts	NA	
Foreign Language	NA	
Mathematics	NA	
Science	NA	
Social Science	NA	
All courses	NA	

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Due to budgetary constraints, professional development days were not provided during the 2011-12 school year.

Petaluma Junior High

Petaluma Joint Union High

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org