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Petaluma Junior High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Petaluma Junior High School
Street	700 Bantam Way
City, State, Zip	Petaluma, CA 94952
Phone Number	707.778.4724
Principal	Kelly O'Neil Kriss
Email Address	kkriss@petk12.org
Website	https://www.petalumacityschools.org/petalumajuniorhigh
County-District-School (CDS) Code	49708626060230

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Petaluma Joint Union High District
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

School Description and Mission Statement (School Year 2020-2021)

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 that serves students in grades 7 and 8. Petaluma Junior High School serves 14 small elementary schools representing 10 different school districts. PJHS prepares students for entry to Petaluma High School, which is located a half mile away. PJHS has a School Site Council (SSC), a Parent Teacher Student Association (PTSA), and English Learner Advisory Committee (ELAC).

All students take a core program of six academic classes including physical education and one period of elective. Based on assessments, students may enroll in accelerated/advanced classes in English and/or Math in seventh grade, and continue on to similarly advanced levels in eighth grade, including Integrated Math 1. 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.

Mission & Vision:
*We believe our primary purpose is to provide the best educational program possible for the early adolescent student.
*We believe every student is capable of learning and succeeding.
*We believe students and teachers have the right to learn and teach in a safe and supportive environment.
*We strive to involve every student so that learning is satisfying and school is enjoyable.
*We constantly monitor our students' progress, adjusting classroom strategies, class level placements, and school-wide programs. Our goal is to provide students with the skills to achieve academic and physical excellence, and social and emotional well-being.
*We encourage students' pride in their school through classroom and extra-curricular activities that reward participation, service, and achievement.

*Our students know we care about them and this is reflected in the friendly, personal, and enthusiastic climate at our school.

*We encourage and value the involvement of parents and community members as key elements for enhancing the educational opportunities at our school.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	254
Grade 8	304
Total Enrollment	558

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.5
Asian	1.3
Filipino	0.9
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	0.2
White	59.9
Two or More Races	5
Socioeconomically Disadvantaged	40.3
English Learners	9.1
Students with Disabilities	14
Foster Youth	1.1
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	36	31	31	274
Without Full Credential	1	1	1	6
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, Gr 7 and 8, adopted 2017 Renaissance STAR 360, NewsELA	Yes	0.0%
Mathematics	College Preparatory Mathematics (CPM)	Yes	0.0%
Science	TCI	Yes	0.0%
History-Social Science	TCI History Alive: The Mideival World and Beyond; The US Through Industrialism, adopted 2007	Yes	0.0%
Foreign Language	Modern Languages - Avancemos A and Avancemos B (Spanish), adopted 2017	Yes	0.0%
Health	N/A	Yes	0.0%
Visual and Performing Arts	Standard Of Excellence by Bruce Pearson, adopted 2000 (Music) Warm-ups and Beyond by Timothy Loest, adopted 2006 (Music)	Yes	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Overall, the school is in good repair.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	56	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	40	N/A	44	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	35	N/A	40	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are welcome and encouraged to participate in the school and classroom activities at PJHS.

Here are some ways for involvement:

• The PTSA holds monthly meetings and works to support the students and the school with events and fundraisers. Parents are given the opportunity to complete a survey of what they would like to be involved in at the beginning of the year. Parents of the Leadership students are also very involved. PTSA Board members along with the school's administration and Leadership staff, work with those involved to coordinate events.

• Site Council also hold monthly meetings. The School Site Council is comprised of parents, teachers, and staff. The main discussions center around the SPSA and how to support students.

• ELAC (English Learner Advisory Committee) meetings are held 3-4 times a year. These meetings are an opportunities to educate EL parents about school programming, high school and higher education programming, and parenting and language classes that are offered in the district. Two of the ELAC parents also are chosen to sit on the District English Learner Advisory Committee (DELAC).

- Numerous opportunities are advertised and many parents volunteer their time in direct class support and auxiliary capacities like working in our garden, working in the staff workroom, participating in reading circles, chaperoning field trips, etc. when students are on campus.

- PJHS's Back to School Night and Open House are two big events that parents attend each year. Back to School Night is in the beginning of the year and allows teachers to meet parents, share about their classes, and reiterate their expectations. Open House is in the spring and showcases students' work over the course of the school year. Future seventh grade students and parents are also invited to attend. This year these events will be held virtually.

- Parents are also invited to participate in the district wide LCAP committee to help create and support the district's local control accountability plan and provide important feedback for students at the junior high level.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.1	5.0	8.7	8.5	3.6	3.5
Expulsions	0.0	0.2	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	15.49	9.85	NA
Expulsions	0	0.18	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. The safety plan is reviewed each July and/or August before school begins and is then reviewed by the Principal's Advisory Committee and the faculty to provide opportunities for feedback and input. This plan is also shared with the School Site Council and PTSA. In collaboration with a district level safety grant, PJHS practices each quarter a fire, earthquake, lockdown, and active shooter drill involving the entire staff and student body. District and local emergency agencies are invited to attend each drill, monitor and provide feedback on the effectiveness of the drills.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	26	6	20		25	7	18		25	6	17	1
Mathematics	28	3	19	2	27	3	19		30	2	16	2
Science	28	2	20		30	1	18		32	1	15	3
Social Science	28	3	16		29	2	15		28		16	

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	372

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,095.96	$2,018.49	$6,077.47	$75,653
District	N/A	N/A	$5,615	$73,153
Percent Difference - School Site and District	N/A	N/A	7.9	3.4
State	N/A	N/A	$7,750	$83,059
Percent Difference - School Site and State	N/A	N/A	-24.2	-9.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

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

*English Language Development supports
*School and Library Improvement Block Grant program funds (Measure K)
*Identified students receive support through the resource specialist program, speech and language program, full inclusion program, and/or bilingual assistant
*After school credit recovery for English and History

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,479	$49,782
Mid-Range Teacher Salary	$60,056	$76,851
Highest Teacher Salary	$86,277	$97,722
Average Principal Salary (Elementary)	$103,961	$121,304
Average Principal Salary (Middle)	$109,099	$128,629
Average Principal Salary (High)	$117,833	$141,235
Superintendent Salary	$212,364	$233,396
Percent of Budget for Teacher Salaries	32.61%	33.48%
Percent of Budget for Administrative Salaries	4.22%	5.57%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Four professional development days have been built into the work year calendar. For the 2020-21 school year, the biggest need for professional development was providing support for teachers to move to Distance Learning. This included Zoom training, Google Classroom, FlipGrid, Ed Puzzle, etc. For the 2019-20 school year, district staff were surveyed to collect teacher professional development interest/need. The area of highest interest/need were selected as topics for the professional development days. The professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included, math implementation, site-level collaboration, technology support, Maker/3-D printing, inquiry and project-based learning, effective influences on student learning, classroom management, accessing/discerning reliable information, and environmental literacy. All years, teachers also attend workshops, trainings, and conferences provided by the Sonoma County Office of Education, among other outside providers. To support implementation, several committees have been formed and meet regularly to plan for continued teacher support. The K-12 Curriculum/Staff Development committee met and planned the four professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaborative work. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.