

School Accountability Report Card Reported for School Year 2005-06

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site <http://data1.cde.ca.gov/dataquest/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Jack London Elementary	District Name	Piner-Olivet Union Elementary
Principal	Diana Drew-Ingham	Superintendent	Marion Guillen
Street	2707 Francisco Ave.	Street	3450 Coffey Ln.
City, State, Zip	Santa Rosa, CA 95403	City, State, Zip	Santa Rosa, CA 95403-1919
Phone Number	707-522-3310	Phone Number	707-522-3000
FAX Number	707-522-3317	FAX Number	707-522-3007
Web Site	www.pousd.k12.ca.us	Web Site	www.pousd.k12.ca.us
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CDS Code	49-70870-0101253	SARC Contact	Marion Guillen

School Description and Mission Statement

This section provides information about the school's goals and programs.

Jack London Elementary School, the District's fourth school, opened in September 2003. It is located on the edge of a residential neighborhood with rural areas surrounding it. The school currently has 280 students in kindergarten through sixth grade. A YMCA childcare program is housed in one of the classrooms. The campus also houses a charter school for seventh and eighth graders with 150 students in six additional classrooms provided by the charter school.

All primary classes, grades kindergarten through 3rd grade, participate in the class-size reduction program and have no more than 20 students in each class. Our intermediate classes, grades 4th through 6th, have an average of 30 students per class. Instructional assistants offer instructional support to all students in each classroom as follows: Kindergarten – 2 hours per day, 1st and 2nd grades – 1 hour per day, 3rd grade – 1/2 hour per day, and 4th -6th grades – 1½ hours per day.

The staff includes a number of positions that are shared with other schools. A principal and office manager are both shared with the charter school; twelve regular classrooms teachers; and one resource specialist program teacher who is shared with the charter school and another site. Five classified staff members serve in combination as instructional assistants in regular classrooms, the resource specialist program, and the Title III ELL Assistant program as well as yard duty and food services. There is a part-time health technician who dispenses medications, updates records, and notifies staff of student medical information; counseling intern, speech, and nurse services one day per week; a PE technician who supports gross motor development; two library technicians share the week; and one day custodian and one part time afternoon custodian.

Special programs include Resource Specialist Program, ELL Assistant Program, GATE, Speech and Language Program, Adaptive Physical Education, School Counseling, and an Extended School Year

Intervention Program for students at risk of retention or not meeting grade level standards. Students in the Resource Specialist Program are seen both in push-in and pull-out programs as well as through collaboration with the regular education teacher in the classroom. The English Language Learner Assistant works with English Language Learners in the regular classroom to support English language development.

The school facility includes sixteen regular classrooms; an RSP classroom; small instructional rooms for reading, speech, and counseling; and two other instructional classrooms. There is a Media Services building which has a library, computer lab, project room, staff room and staff workroom. Each class is scheduled to visit the library once a week. Classes may sign up for to use the computer lab for word processing and research. The facility also includes a full gymnasium with kitchen attached to heat prepared meals.

It is the mission of Jack London Elementary School to be a caring community of students, educators, and families dedicated to the common goal of providing all students with the knowledge and abilities necessary to succeed academically, socially, and emotionally now and for the rest of their lives.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents volunteer in classrooms, the library, and on field trips, and they serve on the School Site Council. Jack London Families, the parent organization, is an active group that meets monthly and is involved in fundraising to sponsoring family activities throughout the year such as ice cream socials, ice skate nights, and sock hops. The Bilingual Parent Group also meets monthly. This group serves as a way to inform these parents about school and events, and it also serves as the English Language Advisory Council. Parents are also involved in Piner-Olivet Educational Foundation which fundraises for field trips and school programs.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	40	Grade 8	0
Grade 1	40	Ungraded Elementary	0
Grade 2	38	Grade 9	0
Grade 3	41	Grade 10	0
Grade 4	38	Grade 11	0
Grade 5	45	Grade 12	0
Grade 6	28	Ungraded Secondary	0
Grade 7	0	Total Enrollment	270

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.1	White (not Hispanic)	56.3

American Indian or Alaska Native	2.6	Multiple or No Response	0.0
Asian	8.5	Socioeconomically Disadvantaged	30.6
Filipino	2.2	English Learners	27.0
Hispanic or Latino	25.2	Students with Disabilities	8.0
Pacific Islander	1.1	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	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+
K	18.5	2			17.5	2			20.0	2		
1	20.0	2			20.0	2			20.0	2		
2	19.0	2			20.0	2			19.3	2		
3	15.5	2			19.7	2			17.0	2		
4	30.0		1		27.0		1		29.5		2	
5	28.0		1		30.0		1		27.5		2	
6	28.0		1		30.0		2		28.3		1	
K-3												
3-4												
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

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).

No data are available for this section

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Jack London has a Comprehensive School Safety Plan in place in coordination with Piner-Olivet Charter School. The plan includes elements that address general procedures and emergency situations. It

assures the safety of students and staff in case of any routine or disaster emergency situation. It includes a communication plan with the district office and other district schools.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The staff and community of Jack London Elementary value a school where students learn and plan in an environment that is safe, supportive, and free from outside interference and harm. We emphasize the development of safety, respect, and responsibility. The school community models and reinforces positive and courteous behavior.

During our first year, a school team participated in training in the BEST program to develop schoolwide support systems for a positive learning environment. The staff continues to refine and implement systematic approaches to support and recognize positive, responsible behavior. The following strategies are used to both encourage and recognize cooperative and positive behavior both in the classroom and on the playground:

- Development of schoolwide rules and expectations: Be Safe, Be Respectful, Be Responsible
- Training and support of playground supervisors
- Gold Tickets with drawings
- Trimester Outstanding Citizen Awards Assemblies
- Class meetings and discussions
- Classroom incentive programs

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	7%	1%	3.7%	7%	6%	3.7%
Expulsions	0	0	0	.13%	.14%	.14%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school was opened in September 2004 in newly constructed buildings. All buildings are in excellent condition. All bathrooms are clean and in good repair. Most of the grounds have been landscaped and are in excellent condition. There are areas waiting for development once enrollment expands. These unfinished areas are not used by students.

Schedules and protocols are in place to ensure that all buildings are maintained so that they are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner with emergency repairs given high priority. Some minor items are on warranty lists being handled by the construction project manager. Twice a year the campus is carefully surveyed for needed repairs and maintenance. Custodians have cleaning schedules to ensure a clean and safe school. Bathrooms are cleaned daily, classrooms are cleaned twice a week, and other common areas are cleaned weekly. More thorough cleaning is completed on a weekly rotating basis and during winter, spring, and summer recesses.

School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		The school is treated regularly for yellow jackets and wasps.
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

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/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	13	17	17	89
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (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 Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0%	0%	0%
Total Teacher Misassignments	0%	0%	0%
Vacant Teacher Positions	0%	0%	0%

Core Academic Classes Taught by NCLB Compliant Teachers

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 <http://www.cde.ca.gov/nclb/sr/tq/>.

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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The district maintains an automated system with a list of credentialed teachers and the areas in which they are qualified to teach. There are sufficient substitute teachers to maintain the continuity of instruction.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Tenured teachers are evaluated every other year. Tenured teachers who have 10 years in the district and a satisfactory evaluation at their last evaluation may be evaluated on a five year schedule. Scheduled observations are done twice during the evaluation year. Probationary teachers are evaluated twice each year with two scheduled observations per evaluation. Unscheduled observations for both tenured and probationary teachers are done as time is available.

V. Support Staff

Academic Counselors and Other Support Staff

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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)	0.6	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0.1	---
Social Worker	0.0	---
Nurse	0.1	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist (non-teaching)	0.4	---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton-Mifflin - June 2002	0%
Mathematics	Saxon – June 2001	0%
Science	Houghton-Mifflin Discovery Works – June 2001	0%
History-Social Science	Houghton-Mifflin - June 2002	0%
Foreign Language	NA	
Health	NA	
Science Laboratory Equipment (grades 9-12)	NA	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,324	0	\$5,324	\$57,325
District	---	---	\$5,324	\$57,325
Percent Difference - School Site and District	---	---	0	0
State	---	---	\$4,743	\$56,471
Percent Difference - School Site and State	---	---	+12%	+1.5%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Jack London provides students with the following services to support and enhance classroom instruction: Psychologist; Speech and Language; Resource Specialist Program; Instructional Assistants; Librarian; Motor Skills; GATE; Counselor; and English Language Learner Assistant.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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>.

Category	District Amount	State Average For Districts
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		In Same Category
Beginning Teacher Salary	\$37,811	\$37,797
Mid-Range Teacher Salary	\$52,759	\$57,601
Highest Teacher Salary	\$76,866	\$71,233
Average Principal Salary (Elementary)	\$77,602	\$77,016
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	\$126,086	\$127,179
Percent of Budget for Teacher Salaries	43.7	42.1
Percent of Budget for Administrative Salaries	5.8	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

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

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	42	53	55	48	50	52	36	40	42
Mathematics	48	55	56	54	55	58	34	38	40
Science	21	38	40	27	30	40	25	27	35
History-Social Science				37	41	35	29	32	33

CST Results by Student Group - Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	50	58	*	
Filipino	*	*	*	
Hispanic or Latino	40	49	*	
Pacific Islander	*	*	*	
White (Not Hispanic)	64	60	50	
Male	51	54	57	
Female	59	58	25	

Economically Disadvantaged	39	44	12	
English Learners	38	49	*	
Students with Disabilities	29	36	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	51	46	44	56	53	51	43	41	42
Mathematics	62	69	53	70	62	63	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian		
Filipino	*	*
Hispanic or Latino	31	44
Pacific Islander		
White (not Hispanic)	52	57
Male	41	45
Female	45	60
Economically Disadvantaged	25	44
English Learners	36	57
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	86	94	89	82	86	92	89	81	90

1	83	78	90	64	40	82	88	97	95
2	95	83	70	70	70	73	97	95	89
3	62	55	58	80	76	63	83	85	63
4	60	30	59	57	60	51	77	65	73
5	53	55	51	73	59	79	32	41	55
6	20	13	23	67	60	73	67	50	30
7									
8									
9									
10									
11									
12									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	25%
7	--
9	--

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide		7	7
Similar Schools		9	7

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three

years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School		37	4	806
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)		28	6	835
Socioeconomically Disadvantaged		52	18	738
English Learners	--	--	8	756
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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Adequate Yearly Progress

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next

level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	---	---
First Year of Program Improvement Implementation	---	---
Year in Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

No data are available for this section

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

<i>Not applicable.</i>

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

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

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

This table displays for the most recent year two measures related to the school's courses that are

required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

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SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

District adopted standards-based curriculum and texts are used in all classrooms for all core subjects.
English / Language Arts: The curriculum is an integrated approach with students reading selections and learning grammar, spelling, and English usage through leveled and differentiated instruction. Classroom instructional assistants, the reading teacher, and reading assistant support differentiation in the classroom.
Math: Students work as a whole class or in leveled groups as they progress through the appropriate level of math instruction. The curriculum continually reviews and supports past instruction with students learning math through small progressive steps.
Social Studies and Science: State adopted texts are used for instruction, research, and projects.
Physical Education: Grade level appropriate instruction is provided by a Physical Education Technician and classroom teachers.
Music: Students through grade 4 receive classroom music instruction once per week by music teachers. Instruction in musical instruments and choral music are offered at one of the district schools with students from each of the other schools bussed to those classes in the afternoons.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

The district provides training based on identified goals for district staff which include:

- TESA (Teacher Expectation and Student Achievement)
- Differentiated Instruction and Universal Access
- Training to support adopted instructional materials
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- A group of teachers is participating in Thinking Maps training
- Teachers participate in regular district and grade level meetings
- New teachers participate in the BTSA program through Sonoma County Office of Education
- All staff regularly take courses in First Aid and CPR

Other professional development opportunities are considered on an individual basis or related to school / district priorities and goals.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	49,490	36,000
1	54,375	50,400
2	54,375	50,400
3	54,375	50,400
4	54,225	54,000
5	54,225	54,000
6	54,225	54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Kindergarten: 8
Grades 1-3: 7
Grades 4-6: 9

Minimum days are provided to grades K-3 for District meetings, parent conferences, and as teacher work days to prepare report cards at the end of trimesters. Kindergarten has an additional minimum day on the first day of school for a parent orientation. Per contract, grades 4-6 have 2 additional minimum days because they have more families for parent conferences and more report cards to prepare.