

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Olivet Elementary School

Address: 1825 Willowside Rd. , Santa Rosa CA 95401-3923
Principal: Emily Davis

Phone: 707-522-3045
Grade Span: K - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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

Olivet Elementary School is a grade K-6 school that prides itself in providing high quality systematic instruction for all students. Teachers and parents are relentless in student mastery of state content standards. Teachers discuss and connect the standards to each area of instruction. Student learning is monitored by frequent assessments in reading, writing, mathematics and English language development. The results of these assessments, along with other state assessments, assist teachers in pinpointing student needs. Teachers begin with differentiating classroom instruction for all students. Layers of interventions are added to a student's instruction as soon as possible. Students receive support in their learning through one-on-one or small group instruction by the classroom teacher and instructional assistant, parent volunteers, peer and cross age tutors during and after school, extended day classes, a school wide-reading program, and kindergarten focus groups.

Students and teachers are encouraged to reach their highest potential and to be lifelong learners. Teachers and staff at Olivet School are constantly seeking new and better ways to reach their students and to empower them as learners. They willingly participate in innovative instructional trainings that improve student learning. Implementation of the Thinking Maps program at every grade level has given all students and staff a common language for communicating ideas and synthesizing knowledge. With these maps, students are taught how to organize their thinking about a given topic and to explore such areas as categorization, similarities and differences, sequencing, comparing and contrasting at the beginning of kindergarten continuing through sixth grade.

Not satisfied with this alone, staff members have also been trained in Write...From the Beginning which has allowed them to deliver a much needed writing and vocabulary component to ELD/ELA student instruction. Teachers meet at least monthly to share ideas with one another, engage in problem solving practices, address instructional practices and curriculum usage and develop appropriate interventions for all students. Thinking Maps and Write...From the Beginning writing program enhances the district curriculum and support the increasing population of second language learners.

Teachers and staff also offer a calm, united, discipline program that ensures a clear, safe, and fair application of our school rules and norms. Taking this plan a step further, all students are constantly reminded of the important of our general school rules: Be Respectful, Be Responsible, Be Safe, and the inner-focus of control that they themselves have with respect to behavior and ultimate outcomes.

Olivet parents are very active in student learning. They give generously of their time and resources. Parents volunteer in classrooms for both instructional and enrichment opportunities. They travel with classes on field trips to Lawrence Hall of Science, outdoor education camp, the theater, Angel Island, Petaluma Adobe, Bouverie, and/or art galleries. They assist teachers with campus project based learning days: Gold Rush Days, Colonial Days, Babble Day and paleotechnic day. With this support from parents, Olivet School has the much-needed and much-appreciated community support.

In addition to the opportunities for academic growth, here at Olivet we also offer our children opportunities for personal growth in many areas. Students are encouraged to participate in the life of the school through Student Council, and School Safety

Patrol. Each of these venues offers children a safe place to give back to their school community.

With a staff that works to know every child by name and keeps a firm focus on the best teaching for all students, a community of families that works to support their children in areas both academic and social, and involved students who work hard to achieve their best as learners and leaders, it is no wonder that, in the words of the school motto: Olivet Ospreys Soar!

Student Enrollment

Group	Percent
African American	4.60 %
American Indian or Alaska Native	1.23 %
Asian	3.68 %
Filipino	1.53 %
Hispanic or Latino	29.45 %
Pacific Islander	2.15 %
White (not Hispanic)	57.06 %
Multiple or No Response	0.31 %
Socioeconomically Disadvantaged	42.00 %
English Learners	22.00 %
Students with Disabilities	13.00 %
Total Number of Students	326

Teachers

Indicator	Teachers
Teachers with full credential	20
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 California Standards Tests
English-Language Arts	50.2 %
Mathematics	66.8 %
Science	56 %
History-Social Science	n/a

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	802
Statewide Rank (from 2008 Base API Report)	5
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

Safety, cleanliness and maintenance of facilities are a high priority at our school. Classrooms are cleaned every other day. They are vacuumed and mopped several times weekly. The multi-purpose room is cleaned every week. Picnic tables where students eat snack and lunch are cleaned at least 3 times per week. Heavy traffic areas and classrooms are cleaned as needed during school breaks. The site is maintained by 1.87 FTE custodians. One custodian is available throughout the school day to attend to emergency cleaning or repair issues. The other custodian also cleans rooms and assists with night security. Student restrooms are cleaned daily and monitored frequently to ensure they are well stocked and clean during the day. Common areas, such as the sidewalks are maintained regularly and the kindergarten play yard has bark swept and raked weekly. Outside pest control

companies are contracted when a problem with ants, mice, rats, etc., exists. Any and all actions taken by an outside company comply with all school safety requirements.

The maintenance of the school facility is under the jurisdiction of a business manager and site administrator. There are no gas leaks, all heating and air conditioning systems are functioning at present as well as fire sprinklers. Ventilation is available in classrooms by opening windows or using the heating/air conditioning system and fan. In the event of a power failure, the custodian and principal are trained on starting generators on the well to ensure the water supply is maintained during power outages. Periodic drills maintain these peoples' skills.

Repairs Needed

No repairs needed at this time.

Corrective Actions Taken or Planned

None needed.

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,166
District	\$6,166
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	n/a

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	n/a
Graduates Who Completed All Courses Required for University of California or California State University Admission	n/a

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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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 on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (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 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 2009-10)

This section provides the schools contact information.

School		District	
School Name	Olivet Elementary	District Name	Piner-Olivet Union Elementary
Street	1825 Willowside Rd.	Phone Number	707-522-3000
City, State, Zip	Santa Rosa , CA 95401-3923	Web Site	www.pousd.org
Phone Number	707-522-3045	Superintendent	Marion Guillen
Principal	Emily Davis	E-mail Address	mguillen@pousd.k12.ca.us
E-mail Address	edavis@pousd.k12.ca.us	CDS Code	49- 70870- 6066344

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

We believe...

- A. Children come first in all we do.
- B. Every individual is unique and has an inherent right to succeed.
- C. Excellence demands continuous improvement.

- D. Teamwork is critical to fulfilling our missions.
- E. Diversity of both people and ideas is a strength of our organization.
- F. A nurturing and safe environment is critical to student achievement.
- G. Individual accountability and responsibility are critical to learning.
- H. A thriving community embraces change.
- I. Respect for each other is the cornerstone of communities that work.
- J. Open, two-way communication fosters trust and encourages participation.
- K. High expectations yield high achievement

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Olivet Elementary School has a variety of opportunities for parental involvement. Olivet Families, an active “fun” raising group supports the school by hosting numerous social opportunities for children and their families. Activities include: Mary’s Pizza Night, Art and Science Faire, Stargazing, Dinners, Ice-Skating Nights, Movie Night, Student Talent Show, End of the Year Barbecue, etc. These activities build school spirit and bring parents, staff and students together. Olivet Families have also been instrumental in raising funds for picnic tables, a stage, a sound system, and to fund 6th grade outdoor education camp.

Parent volunteers are an integral part of the school community. Parents are encouraged to volunteer in a variety of ways tutoring small groups in classrooms, chaperoning field trips, assisting with class projects and many other ways.

Parents may also participate on School Site council, which collects and analyzes student data, and works with the staff to establish priorities for expenditures of Site block grant monies. The Site Council meets monthly and reviews programs and plans improvements. The Piner-Olivet Education Foundation is a district wide fundraising group that provides funding for technology motor skills program and the library.

Parents receive information periodically about their child’s school performance. Report cards are distributed three times a year and fall conferences provide a venue for formal conversations between teachers and parents. These conversations continue informally throughout the year as needed. District Benchmark results are reported to parents twice a year. Intermediate students use agendas to facilitate communication between home and school about academic work. Additionally, students at risk are provided intervention support through the Student Success Team (SST) meeting and the retention process.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	40
Grade 1	40
Grade 2	61
Grade 3	43
Grade 4	43
Grade 5	44
Grade 6	54
Grade 7	0

Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	325

Student Enrollment by Group (School Year 2008-09)

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
African American	4.60 %
American Indian or Alaska Native	1.23 %
Asian	3.68 %
Filipino	1.53 %
Hispanic or Latino	29.45 %
Pacific Islander	2.15 %
White (not Hispanic)	57.06 %
Multiple or No Response	0.31 %
Socioeconomically Disadvantaged	42.00 %
English Learners	22.00 %
Students with Disabilities	13.00 %

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	2006-07				2007-08				2008-09			
	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	18.3	4			20.0	3			20.0	3		
1	19.5	2			20.0	3			20.0	3		
2	20.0	2	1		18.7	3			20.0	4		
3	20.5	1	1		19.3	3			20.0	3		
4	28.0		2		26.0		2		28.0		2	
5	22.5	1	1		28.0		1		28.0		1	
6	21.0	1	1		26.0		1		25.0		2	
K-3												
3-4												
4-8					25.0		1		26.0		1	
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

Our school safety plan is designed to assure student safety during man made and natural emergencies. Frequent drills (emergency phone tree, fire and earthquake drills) keep students and staff skills sharp. It includes the ability to communicate with district office and outside agencies for ongoing support services through strong network of city, county, state and federal communication services.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	3.2	2.2	5.8	5.4	5.6	2.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

Olivet Elementary School is one of four K-6 elementary schools in the Piner-Olivet Union School District, located in Santa Rosa, California. It first opened its doors at the Willowside Road location in the fall of 1969, and this year it serves approximately 325 students in the general education program. A four-classroom pod was renovated and remodeled as a result of a fire in July 1999. The campus has 24 classrooms (two unused this year), three Sonoma County Office of Education Special Education classrooms, a library, a computer lab, a nurse's room, three small rooms for District special education support, a multipurpose room (MPR), an athletic field, and the school office.

Additionally, a District maintenance worker and gardener ensure that the school facilities are in good repair and are safe for students and staff. The maintenance of the school facility is under the jurisdiction of a business manager and site administrator. There are no gas leaks, all heating and air conditioning systems, as well as fire sprinklers, are functioning at present. Ventilation is available in classrooms by opening windows or using the heating/air conditioning system and fan. In the event of a power failure, the custodian and principal are trained on starting the well generators to ensure the water supply is maintained during power outages. Periodic drills maintain these skills. Outside pest control companies are contracted when a problem exists with ants, mice, and rats. Any and all actions taken by an outside company comply with all school safety requirements. The annual fire inspection was conducted in February 2010. All items of concern have been repaired and reported back to the inspector. A Food Facility Inspection report conducted in spring 2009 found no health code violations or directives. The District participates in the State's deferred maintenance program, which provides State-matching funds, to assist school districts with expenditures for major repair or replacement of existing school building components. Student supervision begins 30 minutes before the start of school. Students arrive either by car or by bus. Students arriving by car are personally escorted to the sidewalk. One teacher is on duty for the first fifteen minutes, and then two teachers are on duty for the remaining fifteen minutes. Three instructional assistants staff the morning and lunch recesses. At the end of the day, all students are accompanied by their teachers to the buses or for parent pick-up. Students are escorted to cars and put into cars.

Several facility improvements have been completed or are in process at Olivet:

- Summer 2007—the Olivet kitchen, staff room, and office were renovated/remodeled.
- Summer 2007—the Olivet athletic field was been re-seeded, and a walking path was added. In partnership with a community baseball and soccer league, soil was added to the baseball diamond; stripping for both the baseball and the soccer field will occur in spring 2008.
- Summer 2006—the playground was redesigned, an additional basketball hoop was added, tetherball poles were relocated, the asphalt was repainted and restriped, and rotted wooden wall ball walls were removed to be replaced in summer 2008.

School Facility Good Repair Status (School Year 2009-10)

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

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

V. 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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	16	18	20	93
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2007-08	2008-09	2009-10
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 No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	.5	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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, adopted 2002	0
Mathematics	Houghton-Mifflin, adopted 2009	0
Science	McMillan-McGraw Hill, adopted 2008	0
History-Social Science	Houghton-Mifflin, adopted 2007	0
Foreign Language	n/a	0
Health	n/a	0
Visual and Performing Arts	n/a	0
Science Laboratory Equipment (grades 9-12)	n/a	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,044	\$1,878	\$6,166	\$66,915
District	N/A	N/A	\$6,166	\$66,915
Percent Difference – School Site and District	N/A	N/A	0	0
State	N/A	N/A	\$5,512	\$63,421
Percent Difference – School Site and State	N/A	N/A	11.86%	5%

Types of Services Funded (Fiscal Year 2008-09)

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

The District provides programs and supplemental services that support and assist students including Title I, Title II, Title III, Title IV, Peer Assistance & Review, Gifted & Talented Program, Class Size Reduction, and English Language Acquisition Program.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,883	\$41,031
Mid-Range Teacher Salary	\$59,836	\$63,366
Highest Teacher Salary	\$84,036	\$80,596
Average Principal Salary (Elementary)	\$87,321	\$100,937
Average Principal Salary (Middle)	\$74,256	\$105,066
Average Principal Salary (High)	\$94,815	\$106,534
Superintendent Salary	\$135,092	\$147,438
Percent of Budget for Teacher Salaries	43.80 %	40.60%
Percent of Budget for Administrative Salaries	6.00 %	6.10%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two

through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	50	45	48	51	50	53	43	46	50
Mathematics	63	56	65	55	55	57	40	43	46
Science	47	41	52	37	50	52	38	46	50
History-Social Science	0	0	0	29	32	36	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	54	54	*	
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	26	44	*	
Pacific Islander	*	*	*	
White (not Hispanic)	58	76	66	
Male	43	63	38	
Female	53	66	65	
Economically Disadvantaged	32	47	25	
English Learners	25	43	*	
Students with Disabilities	17	23	*	

Students Receiving Migrant Education Services	*	*		
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Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.5	29.5	40.9
7	0.0	0.0	0.0
9	0.0	0.0	0.0

X. 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	7	5
Similar Schools	6	2	2

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-10	-29	39	802
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-31			710
Pacific Islander				
White (not Hispanic)	-11	-24	25	835
Socioeconomically Disadvantaged	-31	-35	67	713
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

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

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)					2.4	2.9	3.5	4.4	3.9
Graduation Rate							83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	n/a	n/a	N/A
African American	n/a	n/a	N/A
American Indian or Alaska Native	n/a	n/a	N/A
Asian	n/a	n/a	N/A
Filipino	n/a	n/a	N/A
Hispanic or Latino	n/a	n/a	N/A
Pacific Islander	n/a	n/a	N/A
White (not Hispanic)	n/a	n/a	N/A
Socioeconomically Disadvantaged	n/a	n/a	N/A
English Learners	n/a	n/a	N/A
Students with Disabilities	n/a	n/a	N/A

Career Technical Education Programs (School Year 2008-09)

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.

not applicable

Career Technical Education Participation (School Year 2008-09)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	n/a
Percent of the school's pupils completing a CTE program and earning a high school diploma	n/a

Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a
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Courses for University of California and/or California State University Admission (School Year 2007-08)

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 in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	n/a
Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

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.

<p>The district provides training based on identified goals for district staff which include:</p> <ul style="list-style-type: none"> • 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 and Write from the Beginning 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 <p>Other professional development opportunities are considered on an individual basis or related to school /district priorities and goals. For the previous three school years, we had more than three days each year dedicated to staff and professional development.</p>

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum

and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92