Petaluma Junior High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Petaluma Junior High School
Street	700 Bantam Way
City, State, Zip	Petaluma, CA 94952
Phone Number	707.778.4724
Principal	Ray McClintock
Email Address	rmcclintock@petk12.org
School Website	www.petalumacityschools.org/petalumajuniorhigh
Grade Span	7-8
County-District-School (CDS) Code	49708626060230

2025-26 District Contact Information

District Name	Petaluma Joint Union High District
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

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, primarily on the West side of Petaluma. 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 Math in seventh grade, and continue on to similarly advanced levels in eighth grade, including Integrated Math 1. Students also have the opportunity to enroll in advanced English Language Arts in both seventh and eighth grade. 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.
*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 partners in establishing a positive culture and climate at school.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	227
Grade 8	227
Total Enrollment	454

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	49.6
Non-Binary	0.4
American Indian or Alaska Native	1.1
Asian	1.8
Black or African American	0.2
Filipino	0.4
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.2
White	56.2
English Learners	5.7
Homeless	0.2
Socioeconomically Disadvantaged	45.4
Students with Disabilities	20.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.9	78.91	208.2	84.93	234405.2	84
Intern Credential Holders Properly Assigned	1.3	5.15	3.3	1.37	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	2.29	5.5	2.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	3.76	17.5	7.16	11953.1	4.28
Unknown/Incomplete/NA	2.6	9.81	10.4	4.25	15831.9	5.67
Total Teaching Positions	26.6	100	245.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	79.08	199.8	85.18	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.72	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.7	7.66	11.1	4.77	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	4.35	14.1	6.05	11746.9	4.23
Unknown/Incomplete/NA	2	8.87	7.6	3.27	14303.8	5.15
Total Teaching Positions	22.9	100	234.6	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.1	72.46	198.6	84.39	230039.4	100
Intern Credential Holders Properly Assigned	0.2	1.1	2.4	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.4	14.66	9	3.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	5.04	12.2	5.2	12112.8	4.34
Unknown/Incomplete/NA	1.5	6.61	12.9	5.49	13705.8	4.91
Total Teaching Positions	23.6	100	235.3	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	0.60	0.7	2.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.60	1.7	3.4

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.00	1	1.1
Total Out-of-Field Teachers	1.00	1	1.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	1.4	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The quantities and types of textbooks and instructional materials used within each department are reviewed throughout the year in department meetings and in collaboration with our district's Educational Services department.

Year and month in which the data were collected	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, Grades 7 and 8; includes ELD component; adopted in 2017 Renaissance STAR Reading and Star 360 Read 180; adopted 2020 Lexia; adopted 2021-24 NoRedInk (supplemental) NewsELA (supplemental)	0.0%
Mathematics	College Preparatory Mathematics (CPM)	0.0%
Science	TCI Bring Science Alive; adopted 2020-27	0.0%
History-Social Science	TCI History Alive	0.0%
Foreign Language	Modern Languages - Avancemos A and Avancemos B (Spanish); adopted 2017	0.0%
Health	Teen Talk Middle School; adopted Fall 2022	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)	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.

Year and month of the most recent FIT report	August 2025

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	52	54	56	47	48
Mathematics (grades 3-8 and 11)	32	35	37	40	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	457	452	98.91	1.09	51.77
Female	227	226	99.56	0.44	58.41
Male	228	224	98.25	1.75	45.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	162	160	98.77	1.23	35.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	57.14
White	256	253	98.83	1.17	62.06
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	69.23
Socioeconomically Disadvantaged	208	206	99.04	0.96	35.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	95	96.94	3.06	12.63

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	457	451	98.69	1.31	34.81
Female	227	226	99.56	0.44	32.74
Male	228	223	97.81	2.19	37.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	162	160	98.77	1.23	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	28.57
White	256	252	98.44	1.56	44.84
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	208	205	98.56	1.44	21.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	95	96.94	3.06	6.32

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.73	24.89	33.71	34.71	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	226	99.12	0.88	24.78
Female	113	112	99.12	0.88	25.89
Male	115	114	99.13	0.87	23.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	94	92	97.87	2.13	15.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	33.33
White	112	112	100.00	0.00	33.04
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	112	99.12	0.88	10.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	6.25

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	227	232	231	225	232

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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

Opportunities for involvement include:

The Parent Teacher Student Association (PTSA) holds quarterly 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. PJHS also have as an active Leadership class with a student officers group. PTSA members along with the school's administration and Leadership staff work with those involved to coordinate events.

The School Site Council (SSC) also holds monthly meetings. The School Site Council is comprised of parents, teachers, staff, and students. The main discussions center around the Single Plan for Student Achievement (SPSA) and the focus is on continuous improvement of PJHS in order to benefit all students.

The English Learner Advisory Committee (ELAC) holds quarterly meetings. These meetings are an opportunities to educate EL parents about school programming, the reclassification process, high school and higher education programming, and parenting and language classes that are offered in the district. In addition, the ELAC also reviews and provides input for the SPSA. Two of the ELAC parents also are chosen to sit on the District English Learner Advisory Committee (DELAC).

PJHS also solicits parent feedback through monthly Coffee with the Principal meetings, and other community events.

PJHS's Back to School Night and Open House are two large events that parents are invited to 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 review their classroom 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.

Parents are also invited to participate in the district wide Local Control and Accountability Plan (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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	470	82	17.4
Female	236	233	43	18.5
Male	237	234	38	16.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	170	167	40	24.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	2	10.5
White	266	263	36	13.7
English Learners	28	27	5	18.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	223	220	61	27.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	105	103	27	26.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.96	5.65	2.73	4.33	3.21	2.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.18	0.16	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.73	0.00
Female	1.69	0.00
Male	3.80	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	0.00
White	1.50	0.00
English Learners	7.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.67	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan is reviewed and practiced each year as part of an on going effort to update and evaluate our procedures and to introduce new staff to our protocols. The safety plan is reviewed each August prior to the start of the school year before school 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 annually with the School Site Council and the Petaluma Police Department. In collaboration with a district level safety committee, PJHS rotates through the following drills, practicing one each month: fire, earthquake, lockdown, active shooter, bomb threat, and sudden cardiac arrest. Drills 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. Each classroom has a safety supply bag which is inventoried and replenished at the end of the school year. CSSP was last reviewed on 8/9/25, it was updated as of 11/4/25, and is discussed with faculty at every monthly staff meeting.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	15	13	1
Mathematics	24	6	12	2
Science	26	2	14	1
Social Science	29	2	10	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	18	12	
Mathematics	21	9	12	
Science	26	2	14	
Social Science	28		13	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	14	14	
Mathematics	22	9	13	
Science	26	3	14	
Social Science	28	2	13	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	428

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10118.16	3275.28	6842.87	83121
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-11.5	-3.7
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	-47.8	

Fiscal Year 2024-25 Types of Services Funded

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, special day class program, full inclusion program, speech and language program, occupational therapy program, english language development program and/or bilingual assistance in general education classes.
*After school tutoring for English Language Learners
*Mental health & wellness - counseling and therapy services
*Zero period Math Workshop support classes

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	46	
Percent of Budget for Administrative Salaries	6	

Professional Development

5 professional development days have been built into the work year calendar for 2025-2026 These PD days are a combination of district-wide, secondary and site-specific PD. Two PD days held prior to the start of the school year were dedicated to an overall theme of equity. Staff participated in a series of district-wide, secondary-only, site-specific and workshop sessions focused on: empowering students and teachers; equity in the math classroom; Universal Design for Learning; Project Based Learning; redesigning student assessments to empower students to self-assess; using site improvement data for continuous improvement; Title VI training: and LGBTQ+ rights.

Petaluma City Schools continues to prioritize Positive Behavioral Interventions and Support (PBIS), and Welcoming Schools (LGBTQ+) training for secondary staff. In addition, trainings have been scheduled throughout the school year to support a core team at each school site dedicated to enhancing a positive school climate. At PJHS, this team is the PBIS Committee, comprised of seven staff members, including; administrators, counselors, classified and certificated staff. Two of our Be Bantam Climate Committee members also participated in two days of PD on facilitating restorative circles presented by the International Institute of Restorative Practices (IIRP).

Teachers also are provided time on early-release Wednesdays to participate in collaboration, professional development, and staff meetings. In 2024-25, our math department has an added focused on analyzing the results of common math assessment data provided by Math Anex through a Math Protocol and our English department has an added focus on implementing CAASPP interim assessments and analyzing student test results in order to inform teaching practices. Lastly, there are community of practice meetings schedule for sites to reflect on learnings after PD.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5