Oceanside
Unified School District
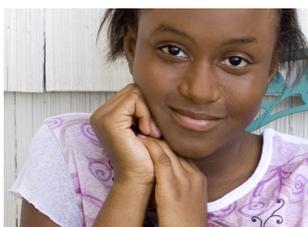"Guiding Our Students to Bright Futures"

Jefferson Middle School

School Accountability Report Card, 2008–2009
Oceanside Unified School District

》 **An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.**

Jefferson Middle School

School Accountability Report Card, 2008–2009
Oceanside Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2008–2009 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/ links_2009_en.html

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

823 Acacia St.
Oceanside, CA 92054
Principal: Eileen Frazier
Phone: (760) 757-6060

How to Contact Our District

2111 Mission Ave.
Oceanside, CA 92054
Phone: (760) 966-4000
http://www.oside.us

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Jefferson Middle School

School Accountability Report Card, 2008–2009
Oceanside Unified School District

» Principal's Message

Jefferson Middle School is one of four middle schools in the district. The student body includes the adjacent Camp Pendleton Marine Base and the town's dominant Hispanic population. We have a large Advancement Via Individual Determination (AVID) program that is designed to provide access to the curricula that will ensure four-year college eligibility for the majority of students enrolled in it.

In addition to providing a standards-based curriculum focused on student academic achievement, Jefferson is a school of choice for students from all over Oceanside, because we are a fine and performing arts school. We encourage creative expression, which culminates in dramatic and musical performances throughout the year. As part of our program, we offer students the opportunity to take classes such as mariachi band, drum line, drama, dance, show choir, art, set design, drafting technology, journalism/yearbook, band, and orchestra. Our Spanish and computer applications classes allow our students the chance to gain skills that will help them beyond their secondary education.

A major focus for Jefferson staff and students this year has been on respect, responsibility, and safety schoolwide. We also began an exciting program this year called the Jefferson Way that recognizes and rewards students and staff for showing pride in themselves, their school, and their work. Students and staff fill out forms to recognize individuals who exemplify key characteristics that are essential to a positive school climate. Additionally, teachers can write short essays to nominate students for Falcon of the Month. Each month the principal takes the five student finalists to a local restaurant that sponsors the lunch.

Eileen Frazier, PRINCIPAL

Grade range and calendar
6–8
TRADITIONAL

Academic Performance Index
757
County Average: 782
State Average: 760

Student enrollment
1,269
County Average: 718
State Average: 605

Teachers
53
County Average: 33
State Average: 28

Students per teacher
24
County Average: 22
State Average: 22

Major Achievements

- All of our students take assessments in both math and language arts to help us determine their progress toward meeting curriculum grade-level standards.

- Students in mathematics and history were offered an opportunity to attend an afterschool/weekend academy where credentialed teachers offered enrichment and helped prepare students for the California Standards Tests in math and history.

- Our intervention team provides a well-coordinated system of support for students who need academic, social, or emotional help.

- We offer many programs to help create a positive school climate where students feel safe and have a sense of belonging. Among these are our Attitude When Angry and Resolving Emotional Issues nonviolently (AWARE); Jefferson Academy for Student Success and Intervention; Peer Mediator Program; Why Try program, which encourages students to develop positive social and decision-making skills; as well as several Associated Student Body activities.

- Four of our students had the once-in-a-lifetime honor of attending the presidential inauguration activities for President Barack Obama in Washington, D.C.! Through a number of different programs in which these students were involved, they were able to travel to the capitol in January to attend this history-making event!

- Several of our drafting students were honored for their outstanding work this year by the San Diego County Fair. Nine student drawings were submitted at the County Fair this year; several first and second place awards were received. One student also received the Best in Class award!

- One of our teachers, Maria Dean, was nominated and became a finalist for the Region 9 California League of Middle Schools Teacher of the Year.

Focus for Improvement

- Help students stay organized for school by instituting a schoolwide weekly organization check of each student's binder and planner. Students who do not pass the inspection will be given five days to correct the problem. Students who do not correct the issue in that amount of time will be required to attend an afterschool class on organization.

- Focus staff development on improving teachers' classroom management and instructional strategies.

- Continue to have all teachers participate in a schoolwide walk-through process, which allows us to target areas of needed improvement such as instructional strategies, campus climate, and campus safety, and to find ways to address these needs.

- Use the Advancement Via Individual Determination (AVID) college preparatory program to motivate students to attend college and to offer them support in their efforts. We use notebooks, planners, and the Cornell note-taking system schoolwide.

- Use the Read 180 program in our special education classes to support students who are reading below grade level.

- Continue staff development on Edusoft, a data analysis system, to help monitor student progress and achievement as well as to study assessment results. These results help guide instruction, inform teachers of what standards and topics students are learning well, and which standards and topics need to be retaught.

- Begin using Web-based School Loop program during second semester. This program allows parents and students to access information about Jefferson, upcoming school activities, and classroom assignments and grades. With more staff training on School Loop, it is our hope that all teachers will be fully using this wonderful tool so that all parents and students can access information during the 2009–2010 school year.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Jefferson's API was 757 (out of 1000). This is an increase of 31 points compared with last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2007–2008 test results, we started the 2008–2009 school year with a base API of 726. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all middle schools in California, our school ranked 4 out of 10.
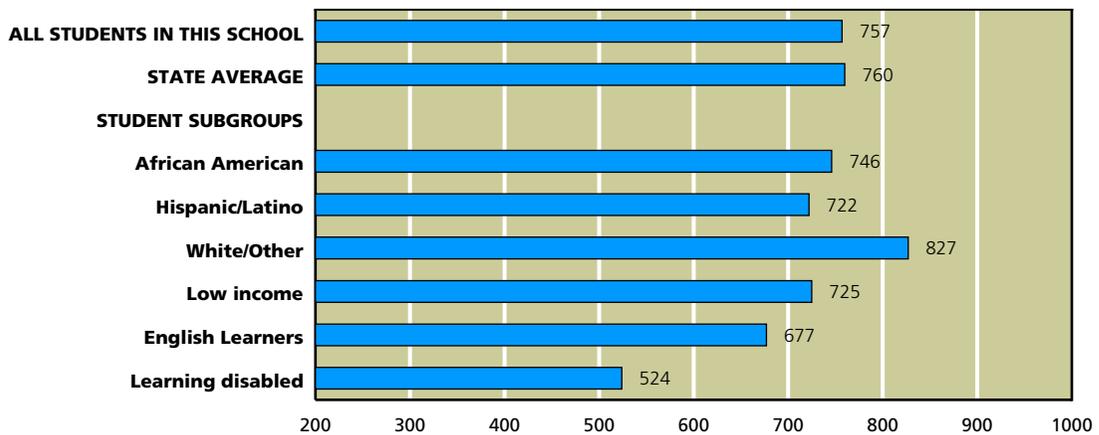
SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 7 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2008–2009 school year. Just for reference, 50 percent of middle schools statewide met their growth targets.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**No**
API score	**757**
Growth attained from prior year	**+31**
Met subgroup* growth targets	**No**

SOURCE: API based on spring 2009 test cycle. Growth scores alone are displayed and are current as of December 2009.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2009

	API
ALL STUDENTS IN THIS SCHOOL	757
STATE AVERAGE	760
STUDENT SUBGROUPS	
African American	746
Hispanic/Latino	722
White/Other	827
Low income	725
English Learners	677
Learning disabled	524

SOURCE: API based on spring 2009 test cycle. State average represents middle schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 29 criteria for yearly progress. As a result, we succeeded at making AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 46 percent on the English/language arts test and 47.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2009	**Yes**

SOURCE: AYP is based on the Accountability Progress Report of December 2009. A school can be in Program Improvement based on students' test results in the 2008–2009 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

🟢 MET GOAL   🔴 DID NOT MEET GOAL   ▬ NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 46% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 47.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	🟢	🟢	🟢	🟢
SUBGROUPS OF STUDENTS				
Low income	🟢	🟢	🟢	🟢
Students with disabilities	🟢	🟢	🟢	🟢
Students learning English	🟢	🟢	🟢	🟢
STUDENTS BY ETHNICITY				
African American	🟢	🟢	🟢	🟢
Hispanic/Latino	🟢	🟢	🟢	🟢
White/Other	🟢	🟢	🟢	🟢

SOURCE: AYP release of September 2009, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2008–2009 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

Program Improvement, a Federal Intervention Program

A BRIEF HISTORY OF OUR SCHOOL'S PLACEMENT IN PROGRAM IMPROVEMENT: Jefferson has been in Program Improvement (PI) since 2007. In 2009, the school met all of its goals, so it remained at stage (year) 2. There are five stages in total. In California, 81 middle schools were in stage 2 of PI as of December 2009.

THE STAGES OF PROGRAM IMPROVEMENT: Program Improvement is a five–stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

FEDERAL INTERVENTION PROGRAM
PI
PROGRAM IMPROVEMENT

In PI since	2007
Stage of PI	2 of 5
Change in 2009	No change (made AYP)

SOURCE: PI status is based on the Accountability Progress Report of September 2009. A school can be in Program Improvement based on students' test results in the 2008–2009 school year or earlier.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET ■ AYP GOALS MET ■
2006	Not in PI	Jefferson met 27 of the 29 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	
2007	1	We met 25 of the 29 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	
2008	2	We met 21 of the 29 criteria for Adequate Yearly Progress. As a result, the school moved to stage 2 of Program Improvement.	
2009	2	Our school met all of its criteria for progress. This good news enabled the school to reach the halfway mark on the road to exiting Program Improvement. In order to exit PI, a school has to meet its Adequate Yearly Progress targets two years in a row.	

SOURCE: PI status is based on the Accountability Progress Report of September 2009. A school can be in Program Improvement based on students' test results in the 2008–2009 school year or earlier. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

CONSEQUENCES

PARENTS: Because Jefferson is in stage (year) 2 of PI, parents of students have two options. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff. Their children are also entitled to free tutoring. Details about the district's list of approved tutoring providers are available from the district office. More information about both options is available on the **US Department of Education Web site**.

SCHOOL: The school staff is hard at work improving classroom teaching. The school may set aside ten percent of its Title I (federal) funding to help teachers improve.

DISTRICT: The district is providing coaching to teachers and helping the school's staff revise its improvement plan.
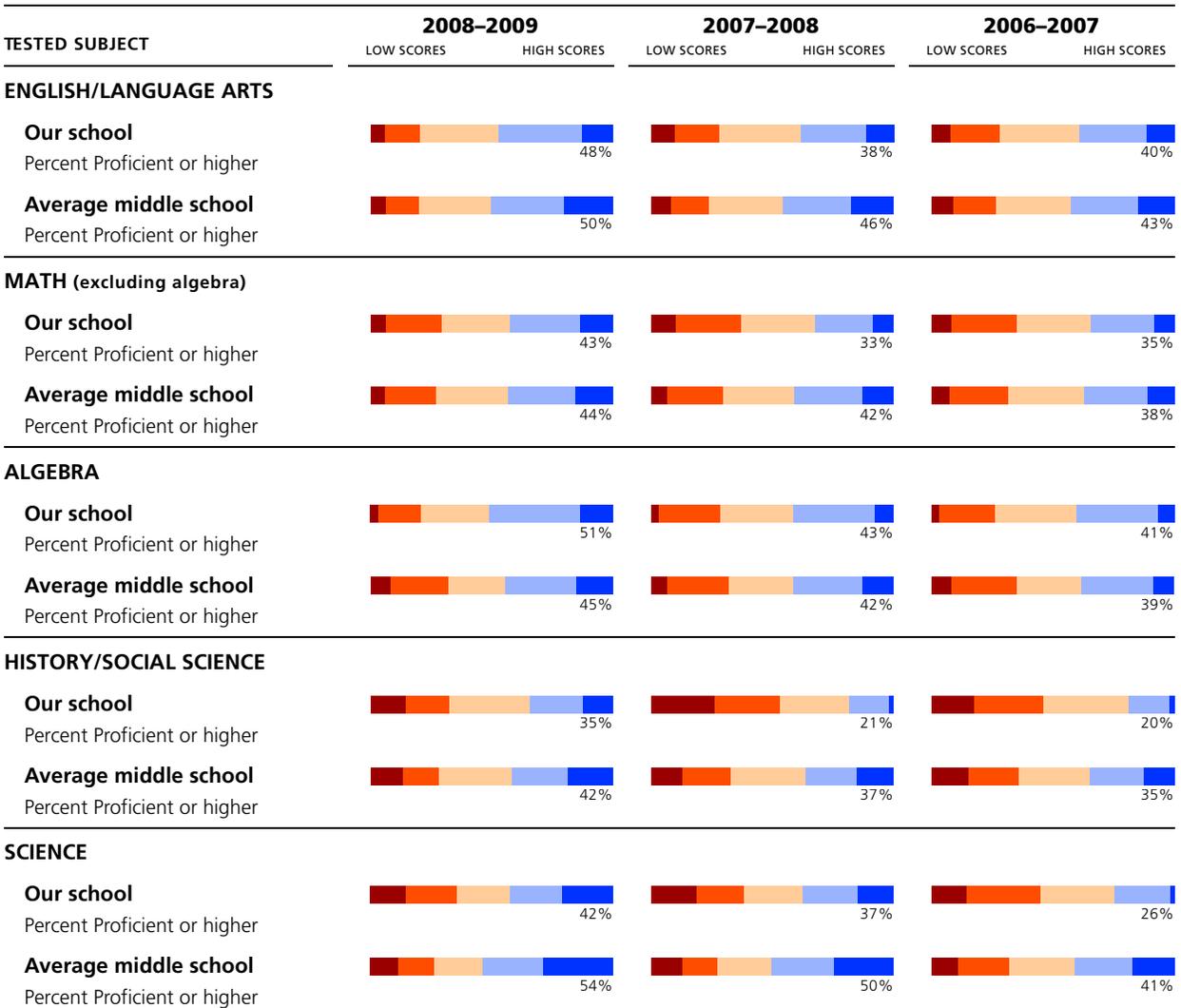
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2008–2009 LOW SCORES / HIGH SCORES	2007–2008 LOW SCORES / HIGH SCORES	2006–2007 LOW SCORES / HIGH SCORES
ENGLISH/LANGUAGE ARTS			
Our school Percent Proficient or higher	48%	38%	40%
Average middle school Percent Proficient or higher	50%	46%	43%
MATH (excluding algebra)			
Our school Percent Proficient or higher	43%	33%	35%
Average middle school Percent Proficient or higher	44%	42%	38%
ALGEBRA			
Our school Percent Proficient or higher	51%	43%	41%
Average middle school Percent Proficient or higher	45%	42%	39%
HISTORY/SOCIAL SCIENCE			
Our school Percent Proficient or higher	35%	21%	20%
Average middle school Percent Proficient or higher	42%	37%	35%
SCIENCE			
Our school Percent Proficient or higher	42%	37%	26%
Average middle school Percent Proficient or higher	54%	50%	41%

SOURCE: The scores for the CST are from the spring 2009 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 53 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 59 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			48%	94%	**SCHOOLWIDE AVERAGE:** About two percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			56%	95%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			50%	96%	

Subgroup Test Scores

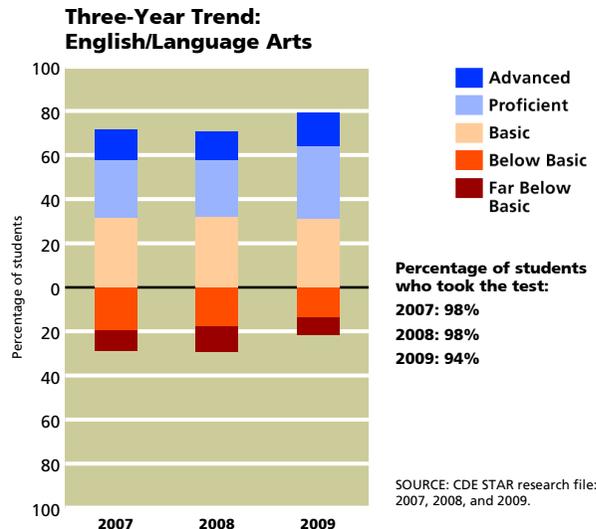**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			44%	567	**GENDER:** About seven percent more girls than boys at our school scored Proficient or Advanced.
Girls			51%	578	
English proficient			56%	942	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			7%	202	
Low income			42%	730	**INCOME:** About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			59%	415	
Learning disabled			12%	90	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			51%	1,055	
African American			48%	129	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			63%	35	
Hispanic/Latino			41%	680	
Pacific Islander			42%	32	
White/Other			62%	233	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2007: 98%
2008: 98%
2009: 94%

SOURCE: CDE STAR research file: 2007, 2008, and 2009.

Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		43%	64%	**SCHOOLWIDE AVERAGE:** About one percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY		50%	74%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA		44%	75%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

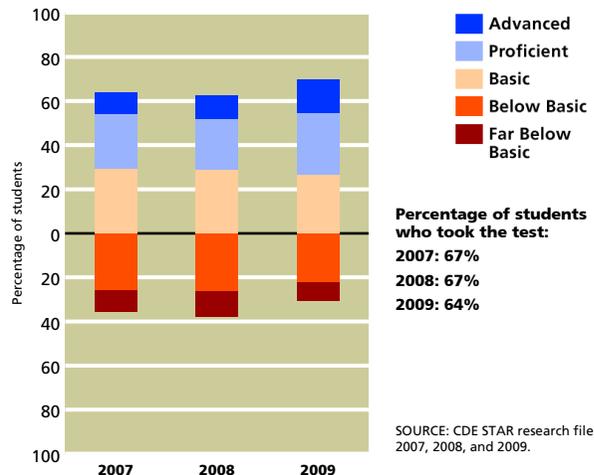| GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		49%	389	**GENDER:** About ten percent more boys than girls at our school scored Proficient or Advanced.
Girls		39%	394	
English proficient		51%	637	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		10%	145	
Low income		38%	512	**INCOME:** About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		54%	271	
Learning disabled		9%	78	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		47%	705	
African American		40%	86	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	24	
Hispanic/Latino		38%	487	
Pacific Islander	DATA STATISTICALLY UNRELIABLE	N/S	17	
White/Other		54%	146	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2007: 67%
2008: 67%
2009: 64%

SOURCE: CDE STAR research file: 2007, 2008, and 2009.

Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC**   ■ **BELOW BASIC**   ■ **BASIC**   ■ **PROFICIENT**   ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		51%	46%	**SCHOOLWIDE AVERAGE:** About six percent more students at our school scored Proficient or Advanced than at the average middle school in California. However, about 16 percent more students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY		52%	30%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA		45%	30%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC**   ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		44%	180	**GENDER:** About 14 percent more girls than boys at our school scored Proficient or Advanced.
Girls		58%	184	
English proficient		59%	297	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		18%	67	
Low income		46%	226	**INCOME:** About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		60%	138	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	25	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		54%	339	
African American		39%	44	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino		48%	205	
Pacific Islander	DATA STATISTICALLY UNRELIABLE	N/S	14	
White/Other		59%	81	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
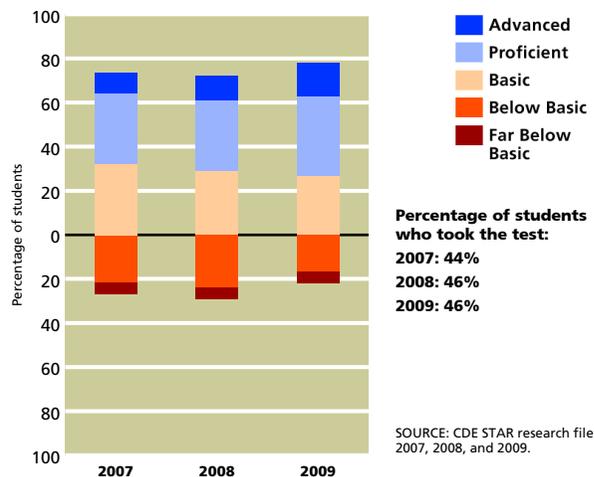N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our students' algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 46 percent of our seventh and eighth grade students took the algebra CST, compared with 30 percent of all middle school students statewide. You can review the **math** standards on the CDE's Web site.

Three-Year Trend: Algebra I

■ **Advanced**
■ **Proficient**
■ **Basic**
■ **Below Basic**
■ **Far Below Basic**

Percentage of students who took the test:
2007: 44%
2008: 46%
2009: 46%

SOURCE: CDE STAR research file: 2007, 2008, and 2009.

History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES　　HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		35%	96%	**SCHOOLWIDE AVERAGE:** About seven percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY		47%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA		42%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

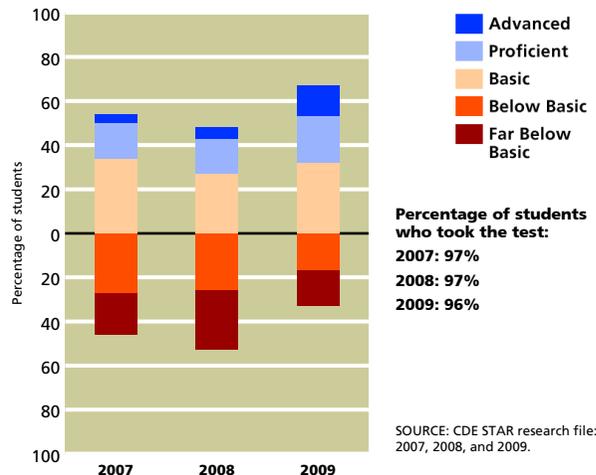■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES　　HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		34%	184	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		35%	189	
English proficient		43%	300	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		0%	73	
Low income		26%	237	**INCOME:** About 24 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		50%	136	
Learning disabled		5%	38	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		38%	335	
African American		35%	43	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	13	
Hispanic/Latino		25%	208	
Pacific Islander	DATA STATISTICALLY UNRELIABLE	N/S	15	
White/Other		49%	81	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **history/social science standards** on the CDE's Web site.

Three-Year Trend: History/Social Science

■ **Advanced**
■ **Proficient**
■ **Basic**
■ **Below Basic**
■ **Far Below Basic**

Percentage of students who took the test:
2007: 97%
2008: 97%
2009: 96%

SOURCE: CDE STAR research file: 2007, 2008, and 2009.

Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		42%	92%	**SCHOOLWIDE AVERAGE:** About 12 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY		56%	95%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA		54%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

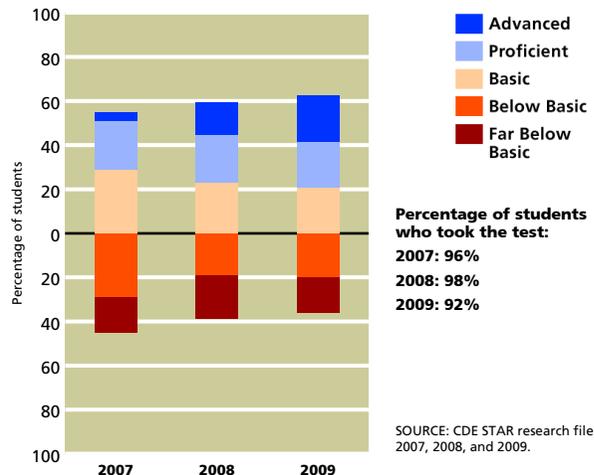■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		43%	178	**GENDER:** The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		43%	181	
English proficient		51%	294	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		5%	65	
Low income		38%	225	**INCOME:** About 13 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		51%	134	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	24	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		44%	335	
African American		36%	42	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	12	
Hispanic/Latino		33%	197	
Pacific Islander	DATA STATISTICALLY UNRELIABLE	N/S	15	
White/Other		59%	80	

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the **science standards** on the CDE's Web site.

Three-Year Trend: Science

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2007: 96%
2008: 98%
2009: 92%

SOURCE: CDE STAR research file: 2007, 2008, and 2009.

Other Measures of Student Achievement

We assess our students every six weeks in language arts and math so teachers can evaluate both student learning and instructional practices. Students who need extra help participate in programs during lunch and after school. We use the California English Language Development Test (CELDT) to evaluate English Learners in order to determine their proficiency and placement.

Progress reports are mailed home to parents every six weeks. Parents can request a conference at any time. If a student is having difficulty, a parent, teacher, or administrator can put the student on a weekly grade check to monitor progress.

STUDENTS

Students' English Language Skills

At Jefferson, 82 percent of students were considered to be proficient in English, compared with 81 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	82%	80%	81%
English Learners	18%	20%	19%

SOURCE: Language Census for school year 2008–2009. County and state averages represent middle schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 231 students classified as English Learners. At Jefferson, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	97%	87%	86%
Vietnamese	0%	1%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	2%	2%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	1%
All other	1%	10%	7%

SOURCE: Language Census for school year 2008–2009. County and state averages represent middle schools only.

Ethnicity

Most students at Jefferson identify themselves as Hispanic/Latino. In fact, there are about three times as many Hispanic/Latino students as White/European American/Other students, the second-largest ethnic group at Jefferson. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	12%	8%	8%
Asian American/ Pacific Islander	8%	10%	11%
Hispanic/Latino	58%	43%	48%
White/European American/ Other	22%	39%	34%

SOURCE: CBEDS census of October 2008. County and state averages represent middle schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $39,220 a year (based on a family of four) in the 2008–2009 school year. At Jefferson, 62 percent of the students qualified for this program, compared with 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	62%	50%	55%
Parents with some college	51%	63%	55%
Parents with college degree	18%	38%	31%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2008–2009 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 51 percent of the students at Jefferson have attended college and 18 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 80 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. The average class size of all courses at Jefferson varies from a low of 28 students to a high of 37. Our average class size schoolwide is 32 students. The average class size for middle schools in the state is 27 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	28	26	25
History	37	29	28
Math	31	27	27
Science	36	29	28

SOURCE: CBEDS census, October 2008. County and state averages represent middle schools only.

Safety

Safety for students and staff is one of our highest priorities. Our comprehensive Safe School Action Plan addresses our school climate and physical environment. We conduct annual safety training procedures for faculty and regular emergency drills schoolwide. We review disaster plans annually. Once a year we have a lockdown simulation with the Oceanside Police Department. All of our campus buildings have telephones.

We have six campus supervisors who monitor the campus and address student safety needs before, during, and after school. Jefferson provides security and supervision at all school events. We maintain a closed campus and require all visitors to register with the office. We also have an Oceanside police officer assigned to work with our campus four days a week.

Discipline

Students are expected to behave properly at all times at school. On the first day of school, students receive the OUSD Standards for Student Behavior handbook and the Jefferson Discipline Guide, which outlines infractions of school rules and consequences. School administrators review the rules and consequences during our school rules assembly during the first month of school. Consequences for breaking the rules include lunch detention, afterschool study hall, Wednesday school, Saturday school, suspension, and expulsion. The OUSD school board supports a zero-tolerance

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2008–2009	62	36	19
2007–2008	81	41	20
2006–2007	128	50	19
Expulsions per 100 students			
2008–2009	2	1	0
2007–2008	1	1	0
2006–2007	3	1	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent middle schools only.

approach to serious offenses. We acknowledge students who display positive behavior in many ways, including through our Student of the Month and Jefferson Way programs.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2008–2009 school year, we had 786 suspension incidents. We had 20 incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

Jefferson follows the district homework policy. Homework is a chance for students to learn responsibility and practice the concepts they've learned in class. Students may have homework Monday through Friday, and they are expected to read for at least 30 minutes each night. We provide planners to all students and require that they use them to keep track of assignments.

Schedule

Our school year runs from late August through mid-June. Office hours are from 6:45 a.m. to 3:15 p.m. Students attend class from 7:30 a.m. to 2:15 p.m., Tuesday through Friday. On Mondays students attend school from 7:30 a.m. to 1:15 p.m. Students are released an hour earlier to provide weekly staff development time through our professional learning communities. We have an eight-period day where all students are enrolled in two periods of math and two periods of language arts. Some students stay for a ninth period to take an additional elective class. We offer a breakfast program before school and an afterschool program that runs until 6 p.m. daily.

Parent Involvement

We recognize the importance of the home-school-community relationship. Parents are committed to involvement in our school and participate in a variety of ways. They provide advice and direction and are encouraged to volunteer in classrooms and at school events and activities. Our School Site Council, which includes parents, helps develop our school's plan for student achievement and review the site's spending of state and federal funding. Our PTSO meets monthly and organizes various fund-raising events and our eighth grade dance in June. For more information on how you can become involved here at Jefferson, please call the main office at (760) 757-6060.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Eileen Frazier has been our principal since August 2007. She was previously a high school administrator for three years, a district program specialist for two years, and a teacher for nine years. As an OUSD graduate, she works hard to maintain the district's strong traditions and focus on academic excellence.

Our administrative team includes a principal, two assistant principals, and a dean of students. The staff brings issues about staff climate to the Relationship by Objectives Team, which works together to resolve any concerns that have been brought forward. Our entire staff is also encouraged to give input through their weekly professional learning community meetings and monthly department collaboration meetings. Our School Site Council includes the principal, parents, students, and faculty. It makes decisions about school goals and visions, and it helps allocate resources to ensure that those goals are achieved. We also hold a monthly PTSO meeting to gather parent, teacher, and student input.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	15	13	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	9%	12%
Teachers holding an MA degree or higher	Percentage of teachers with an MA or higher from a graduate school	28%	51%	36%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a BA degree from a four-year college	72%	49%	64%

SOURCE: Professional Assignment Information Form (PAIF), October 2008, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

None of our teachers has fewer than three years of teaching experience, which is below the average for new teachers in other middle schools in California. Our teachers have, on average, 15 years of experience. About 72 percent of our teachers hold only a bachelor's degree from a four–year college or university. About 28 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	94%	95%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	4%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	1%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	5%	1%

SOURCE: PAIF, October 2008. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Jefferson hold a full credential. This number is higher than the average for all middle schools in the state. None of the faculty at Jefferson holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, four percent of middle school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few middle school teachers hold this authorization statewide (just two percent). About 70 percent of the faculty at Jefferson hold the secondary (single-subject) credential. This number is below the average for middle schools in California, which is 82 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	5%	N/A	0%
Out-of-field teaching	Percentage of algebra and science courses taught by a teacher who lacks the appropriate credential for the course	74%	31%	30%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	6%	5%

SOURCE: Professional Assignment Information Form (PAIF) of October 2008. Data on NCLB standards is from the California Department of Education, SARC research file.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as **out-of-field**. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail for algebra and science in the Out-of-Field Teaching table. About 74 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared with 30 percent of core courses taught by such middle school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared with five percent of teachers in middle schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Algebra	Percentage of algebra courses taught by a teacher lacking the appropriate subject area authorization	82%	26%	25%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	63%	34%	33%

SOURCE: PAIF, October 2008. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

In this more detailed analysis, you'll find the percentage of algebra courses taught by teachers who lack subject–area authorization in math. While algebra teachers in some middle schools might not formally be required to hold this math subject-area authorization, it is better if they do. We have applied the same criteria to science courses taught at all middle school grade levels. Note that school board policy determines which grade levels are secondary grade levels and require teachers to hold a secondary (single–subject) credential, and which are primary grade levels requiring an elementary (multiple–subject) credential.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2009–2010 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low–income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	3%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	0%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

The average percentage of courses in our district not taught by a "highly qualified" teacher is three percent, compared with one percent statewide. For schools with the highest percentage of low-income students, this factor is zero percent, compared with zero percent statewide. For schools with the lowest percentage of low–income students, this factor is zero percent, compared with zero percent statewide.

Staff Development

Our leadership team helps identify and prioritize staff development activities that focus on improving student achievement. Each Monday one hour is devoted to teacher collaboration based on the ideals of the professional learning communities. This year we continued our work on aligning our curriculum with the California Content Standards and developing assessments to determine how well students are meeting the standards. We also provide release time for staff to attend workshops and conferences.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2008–2009	2.0
2007–2008	2.0
2006–2007	2.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

The teacher evaluation process is an integral part of enhancing student learning through ongoing efforts to improve instruction. Our teachers set goals each year. A site administrator evaluates each tenured teacher every other year and each beginning teacher annually, as outlined in the district's collective bargaining agreement. We provide assistance for tenured teachers who need improvement through the Peer Assistance Review program, which also provides mentoring. Teachers are assigned in their credential area(s) in compliance with state regulations.

Substitute Teachers

Our district provides a pool of trained substitute teachers. Some are retired teachers or teachers who want to work part time; others are young, enthusiastic, talented teachers who do not yet have a contract. If no substitute is available, a school administrator or another teacher may step in to teach.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: Our school has three full-time equivalent academic counselors, which is equivalent to one counselor for every 423 students. Just for reference, California districts employed about one academic counselor for every 608 middle school students in the state. More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	3.0
Librarians	0.0
Psychologists	0.9
Social workers	0.0
Nurses	1.0
Speech/language/ hearing specialists	0.6
Resource specialists	0.0

SOURCE: CBEDS census, October 2008.

Oceanside Unified School District

Specialized Programs and Staff

We have three counselors, a part-time nurse, one full-time psychologist and two part-time psychologists, and a speech therapist. All of these professionals provide auxiliary services and support to our students. We also have a health clerk and a library/media aide.

Community Solutions Ideas, Inc. (CSI) is a school partner that provides a daily afterschool program of academic support and enrichment opportunities on campus for our students. Our afterschool sports program includes cross-country, track, soccer, baseball, volleyball, football, and surfing.

GIFTED AND TALENTED EDUCATION (GATE): Students are identified for the GATE program through a portfolio assessment. We offer specialized instruction to gifted and talented students throughout their regular school day in general education classes with teachers who are part of the school's trained GATE team. This enables the students to work together and teachers to oversee their accelerated and expanded instruction. The team meets throughout the year to help identify new GATE students and discuss instructional practices. Gifted students in the performing and visual arts can enroll in orchestra, band, show choir, drum line, jazz band, mariachi band, drama, dance, and art classes.

SPECIAL EDUCATION PROGRAM: Four Resource Specialist Program teachers and their instructional aides work with general education teachers to develop Individualized Education Programs (IEPs) to help students with special needs. Four special education teachers support their students in classes that include only special education students. A speech therapist and two school psychologists provide support for our students. Students in three regional programs (emotionally disturbed, life-centered education, and severely handicapped) also attend some general education classes. IEP case managers monitor students' progress. All IEPs are developed collaboratively with the student, the family, and staff members.

ENGLISH LEARNER PROGRAM: English Learners are tested upon enrollment to assess their literacy and language development levels in English and their native language to determine their classroom placement. We offer four levels of English Language Development (ELD), depending on proficiency. Three teachers support these students at their learning level to move students toward mastery of ELD standards and grade-level subject standards.

All of our teachers who work with English Learners have been trained and fully credentialed. We have a School Community Advisor who serves as a liaison to our Spanish-speaking community. Our English Language Appraisal Team meets regularly to monitor student progress and provide necessary support for students who are not making progress.

RESOURCES

Buildings

Our nearly 55-year-old campus shows that the community values its students and their education. Approximately half of the school buildings have been modernized. Students and onsite custodial staff keep the campus tidy, and the district diligently maintains grounds and buildings. We remove graffiti immediately.

Oceanside residents showed that they are a community that supports education by overwhelmingly supporting Proposition H, the OUSD's $195 million school bond measure. With the passage of Proposition H, Jefferson will be able to complete the modernization of the remaining buildings on campus.

Last year, Jefferson opened a student fitness lab with $50,000 in special funding from the state. The fitness lab is designed to reach all target areas of physical fitness and provide students with highly engaging activities. It includes cardio stations, such as stationary bikes, game bikes, and Dance Dance Revolution; computer stations where students will develop an understanding of the five components of health-related fitness; and youth-sized weight machines.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **Facilities Inspection Tool** used for the assessment on the Web site of the OPSC.

Library

A full-time library aide staffs and maintains the library. Students can use the library before school, between classes, during lunch, and after school. Teachers also reserve the library for their classes.

Computers

Jefferson has three Read 180 computer labs that provide help for struggling readers and a general computer lab for elective classes that provide instruction in keyboarding, word processing, spreadsheets, and database construction. Each teacher has a computer workstation with Internet access. Every year more teachers develop lesson plans and provide lessons using PowerPoint and LCD projectors.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2009–2010 school year and whether those **textbooks** covered the California Content Standards.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Jefferson Middle School qualifies for federal and state funds for academic improvement as a Title I school. Our PTSO and Associated Student Body continually raise money through fund-raising activities and membership dues. Community members, local philanthropic organizations, and local businesses donate money and items for student recognition programs. School funding pays for the Read 180 program, the Edusoft data management system, support personnel, classroom sets of extra textbooks, school computer servers, and additional classroom computers.

Spending per Student (2007–2008)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 1,131 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$4,725	$6,344	-26%	$5,495	-14%
Restricted funds ($/student)	$579	$3,030	-81%	$3,099	-81%
TOTAL ($/student)	$5,305	$9,374	-43%	$8,594	-38%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2007–2008)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$3,872,078	$167,161	$4,039,239	67%
Other staff salaries	$415,908	$128,834	$544,742	9%
Benefits	$997,874	$76,624	$1,074,498	18%
Books and supplies	$43,903	$214,574	$258,477	4%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	$16,853	$68,079	$84,932	1%
TOTAL	$5,346,616	$655,272	$6,001,888	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2007–2008)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 44 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$77,530	$72,177	7%	$69,840	11%
Retirement benefits	$7,444	$7,184	4%	$6,876	8%
Health and medical benefits	$8,783	$8,308	6%	$10,978	-20%
Other benefits	$2,918	$2,803	4%	$453	544%
TOTAL	$96,676	$90,472	7%	$88,147	10%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2007–2008)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$3,396,601	80%
Retirement benefits	$326,124	8%
Health and medical benefits	$384,787	9%
Other benefits	$127,847	3%
TOTAL	$4,235,359	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2009. The CDE may release additional or revised data for the 2008–2009 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2008 census); Language Census (March 2009); California Achievement Test and California Standards Tests (spring 2009 test cycle); Academic Performance Index (September 2009 growth score release); Adequate Yearly Progress (September 2009).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» **Adequacy of Key Resources**

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2009–2010. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2007–2008	2008–2009	2009–2010
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	387	280	290
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	1	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	14	1	0
Number of those classes where you replaced the absent teacher with a single new teacher	14	1	0

NOTES: This report was completed on Wednesday, January 27, 2010.

Teacher Misassignments

A "misassigned" teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2007–2008	2008–2009	2009–2010
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	19	9	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	19	9	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Wednesday, January 27, 2010.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
SUBJECT	**STANDARDS ALIGNED?**	**OFFICIALLY ADOPTED?**	**FOR USE IN CLASS?**	**PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?**
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	No	No	No	N/A
Visual and Performing Arts	No	No	No	N/A

NOTES: This report was completed on Friday, January 15, 2010. This information was collected on Friday, January 15, 2010.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	**Good**	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
A. SYSTEMS	**Good**	
Gas Leaks	**Good**	No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)	**Good**	office H-3: Heater not working; office H-5, H-6, H-7: Heater not working properly, trips breaker; C-bldg. Girls restroom: Fan very noisy;
Sewer System	**Good**	No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	**Fair**	Principal's office: Reset ceiling tiles; Community Advisor Room: Carpet damp on back wall, check for wall leaks; Dean of Students: Stained ceiling tiles; Community Room: Missing ceiling tiles; Health Center: Corner trim loose, stained ceiling tiles; office A-1: Carpet dirty; office A-2: Carpet wet @ southeast corner office, leaking through wall; office F-1: Laminate counters chipped, loose ceiling tiles; office F-2: Loose ceiling tiles; office F-3: Trim around lights falling down, floor cracking @ NE corner; Storage Room: Some ceiling tiles loose or missing;
C. CLEANLINESS	**Good**	
Overall Cleanliness	**Good**	Storage L-26: Floor needs to be picked up and organized; IDF L-22: Keys and loose ethernet cables on floor;
Pest or Vermin Infestation	**Good**	office F-2: Floor dirty;
D. ELECTRICAL		
Electrical Systems and Lighting	**Poor**	Admin: Bulbs out; Dean of Students: Data cover on box loose; Community Room: Open junction box; Health Center: Bulb out above desk; Security Room: Fridge plugged into chained surge protectors; Conference Room: Bulbs out, open electrical, data outlet on gutter system; Lounge: Fridge plugged into extension cord, open data outlet behind computers, vending machine plugged into surge protector; office A-1: Bulbs out, TV needs to plug directly into wall; office A-2: Bulbs out; office F-1: Lighting is weak; office F-2: Bulbs out; Storage: Discontinue use of extension cords; So. Gate Panel Room: Bulbs out; Handicap restroom by office E-2: Bulbs out; Library: Surge protector plugged into extension cord @ desk, bulbs out; Attendance room: Electrical panels blocked; office D-1: Plug fridge into wall, not into surge protector; office D-2: Diffuser and frame missing; office D-3: Bulbs out, discontinue use of extension cords; office B-1: Discontinue use of extension cords; office D-4: Bulbs out; office B-2: Discontinue use of extension cords; office T-12: Light out; office C-4: Light out; office C-2: Light out; office T-14: Light

AREA	RATING	DESCRIPTION
		out; Kitchen: Lights don't work in storage room; L-5: 4 Electrical cords in walk way; office L-14: 2 Ethernet cables across walk way and too many things in surge, daisy chained; Boiler Room in C-bldg.: Electrical panels blocked;
E. RESTROOMS/FOUNTAINS	**Good**	
Bathrooms	**Good**	No apparent problems.
Drinking Fountains (Inside and Out)	**Good**	office F-1: 3 sinks don't work; Kitchen: Sink leaks onto floor; G-Bldg Boys restroom: Sink faucet leaking;
F. SAFETY	**Fair**	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	**Fair**	Community Room: Items blocking panels, keep 3' clearance; Health Center: Remove plug-in air freshener; Lounge: Remove Upholstered couch & chairs; office F-1: Paper on windows and doors; office F-2: Paper on windows and doors; office F-3: Paper on windows; Storage: Close attic access and keep storage 16" below ceiling; So.Gate panel room: Storage not allowed near panels, and one door is blocked; office T-18: Access to electrical breaker panel is blocked, and poster on exit door; office T-19: Access to electrical breaker panel is blocked, and no chairs are fire-rated; office T-20: Access to electrical breaker panel is blocked; office T-12: Access to electrical breaker panel is blocked; office C-5: Poster on exit door and chained surge protector; office C-2: Chained extension cords; office C-1: Chained extension cord and poster on exit door; office I-2: Breaker panel blocked in storage room; office T-15: Poster on exit door; office G-4: Plug-In Air Freshener;
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	**Fair**	office F-1: Eye wash station inaccessible; office D-4: Cleaning chemicals under sink;
G. STRUCTURAL	**Good**	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	**Good**	office B-1: Water leaks through east wall;
Roofs	**Good**	No apparent problems.
H. EXTERNAL	**Good**	
Playground/School Grounds	**Good**	office F-1: Outside gutters leak between offices F-1 & F-2; Lunch Area MPR: Tables on uneven dirt surface;
Windows, Doors, Gates, Fences (Interior and Exterior)	**Good**	office F-2: Back door sticks;
OTHER DEFICIENCIES	**N/A**	Science Rooms F-1 and F-2 need major renovation and all repairs will be made during modernization; Storage rm N-22: Converted into Weight Training Rm; Elevator near L-1: Should be turned off when not needed;

INSPECTORS AND ADVISORS: This report was completed on Wednesday, January 27, 2010 by Terry Decker (Director of Assessment). The facilities inspection occurred on Tuesday, February 02, 2010. We employed the following staff or businesses in completing this report: G. Andrews, Lead Maint.; H. Torrence, Lead Grounds; B. Myers, Painter-Energy The Facilities Inspection Tool was completed on Tuesday, February 02, 2010.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	1,269
African American	12%
American Indian or Alaska Native	1%
Asian	2%
Filipino	3%
Hispanic or Latino	58%
Pacific Islander	2%
White (not Hispanic)	20%
Multiple or no response	1%
Socioeconomically disadvantaged	61%
English Learners	19%
Students with disabilities	13%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2008. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	428
Grade 7	438
Grade 8	403
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2008.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2006–2007	2007–2008	2008–2009
English	25	27	28
History	26	27	37
Math	29	29	31
Science	28	30	36

SOURCE: CBEDS, October 2008.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2006–2007			2007–2008			2008–2009		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	27	64	10	20	61	26	16	56	24
History	7	32	3	5	37	2	0	4	27
Math	5	60	14	4	58	16	9	31	37
Science	4	33	4	1	27	12	0	6	26

SOURCE: CBEDS, October 2008.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential,
for both our school and the district. We also present three years' of data about the number of teachers who lacked the
appropriate subject-area authorization for one or more classes they taught.

	SCHOOL			DISTRICT
TEACHERS	**2006–2007**	**2007–2008**	**2008–2009**	**2008–2009**
With Full Credential	59	61	54	1,028
Without Full Credential	1	1	0	2
Teaching out of field	9	11	10	N/A

SOURCE: CBEDS, October 2008, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
GRADE LEVEL	**FOUR OF SIX STANDARDS**	**FIVE OF SIX STANDARDS**	**SIX OF SIX STANDARDS**
Grade 5	N/A	N/A	N/A
Grade 7	19%	25%	34%
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
English/ language arts	40%	38%	46%	44%	45%	49%	43%	46%	50%
History/social science	20%	21%	35%	36%	36%	42%	33%	36%	41%
Mathematics	37%	37%	45%	45%	46%	48%	40%	43%	46%
Science	26%	37%	41%	38%	45%	48%	38%	46%	50%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most recent testing period.

	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT SUBGROUP	**ENGLISH/ LANGUAGE ARTS 2008–2009**	**HISTORY/ SOCIAL SCIENCE 2008–2009**	**MATHEMATICS 2008–2009**	**SCIENCE 2008–2009**
African American	47%	35%	39%	36%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	68%	N/A	82%	N/A
Filipino	58%	69%	63%	64%
Hispanic or Latino	39%	25%	40%	31%
Pacific Islander	47%	33%	53%	50%
White (not Hispanic)	60%	49%	55%	57%
Boys	42%	34%	46%	41%
Girls	49%	35%	44%	40%
Economically disadvantaged	41%	26%	39%	36%
English Learners	7%	0%	12%	4%
Students with disabilities	12%	5%	12%	14%
Students receiving migrant education services	22%	N/A	26%	N/A

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

NAEP: California's 4th and 8th Graders Compared to Students Nationally

Federal education officials want parents to understand how their state's students compare to students nationally. For this purpose, they created the test called the National Assessment of Educational Progress (NAEP). It is sometimes called the Nation's Report Card. Students in grades four, eight, and twelve take this test in nine subject areas. The NAEP test results are not valid for schools or districts. For that reason, you only see results below for students statewide.

Reading and Math Results

This table shows the average NAEP score (scores range from zero to 500) for the state and the nation, and the percentage of California students grouped into each of three achievement levels (Basic, Proficient, and Advanced). We compare our state's fourth and eighth graders with their peers in the U.S. in reading and math.

	AVERAGE SCALE SCORE		PERCENTAGE OF CA STUDENTS AT EACH ACHIEVEMENT LEVEL		
SUBJECT AND GRADE 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 2007, Grade 4	232	239	41%	25%	5%
Mathematics 2007, Grade 8	270	282	36%	18%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

Participation Rates for Students with Disabilities and English Learners

This table shows the percentage of the nation's and California's students with disabilities and English Learners who took the test called the National Assessment of Educational Progress (NAEP).

	STATE PARTICIPATION RATE		NATIONAL PARTICIPATION RATE	
SUBJECT AND GRADE LEVEL	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS
Reading 2007, Grade 4	74%	93%	65%	80%
Reading 2007, Grade 8	78%	92%	66%	77%
Mathematics 2007, Grade 4	79%	96%	84%	94%
Mathematics 2007, Grade 8	85%	96%	78%	92%

SOURCE: School Accountability Report Card unit of the California Department of Education.

For further information, you can read what the California Department of Education says about the **differences between the California Standards Tests and the National Assessment of Educational Progress**. The NAEP Web site includes background information for parents about the **Nation's Report Card**. Educators can learn more by going to the **NAEP Web site**.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at **http://www.cde.ca.gov/ta/ac/ap/**.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all middle schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all middle schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2006–2007	2007–2008	2008–2009
Statewide rank	5	5	4
Similar-schools rank	10	8	7

SOURCE: The API Base Report from August 2009.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

	ACTUAL API CHANGE			API
SUBGROUP	2006–2007	2007–2008	2008–2009	2008–2009
All students at the school	-2	-1	+31	757
African American	-12	-11	+7	746
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+7	+0	+35	722
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-17	-9	+25	827
Economically disadvantaged	+8	-21	+37	725
English Learners	+6	-8	+43	677
Students with disabilities	-1	-30	+1	524

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2009.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):
(a) a 95-percent participation rate on the state's tests
(b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
(c) an API of at least 590 or growth of at least one point

AYP for the District

Whether the district met the federal requirement for AYP overall,
and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	No
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2009.

Intervention Program: District Program Improvement (PI)

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)
 and for each grade span or on the same indicator (API or graduation rate). After entering PI,
districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	3 of 3
The year the district entered PI	2006
Number of schools currently in PI	10
Percentage of schools currently in PI	37%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in
September 2009.

<div style="background:blue;color:white;text-align:center">**DISTRICT EXPENDITURES**</div>

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2008–09 data in most cases. Therefore, 2007–08 data are used for report cards prepared during 2009–10."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2007–2008			
Total expenses	$170,180,172	N/A	N/A
Expenses per student	$8,764	$8,680	$8,594
FISCAL YEAR 2006–2007			
Total expenses	$161,499,655	N/A	N/A
Expenses per student	$8,310	$8,193	$8,117

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2007–2008

This table reports the salaries of teachers and administrators in our district for the 2007–2008 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$40,216	$40,786
Midrange teacher's salary	$68,084	$65,726
Highest-paid teacher's salary	$89,745	$85,230
Average principal's salary (middle school)	$120,147	$112,237
Superintendent's salary	$223,000	$191,155
Percentage of budget for teachers' salaries	44%	41%
Percentage of budget for administrators' salaries	4%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Prentice Hall Middle School Series	History/Social Science	2006	2006
Holt Literature and Language Arts	Language Arts	2003	2004
Holt California Mathematics (courses 1 & 2)	Math	2008	2008
Prentice Hall Algebra 1	Math	2009	2008
Prentice Hall Focus on Science	Science	2007	2007