

**El Camino Elementary School  
School Accountability Report Card  
Reported for School Year 2008-09  
Published During 2009-10**

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are primarily reported for the 2007-08 school year with portions relying upon data from 2008-2009 as well as 2009-2010.

More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the District Office.

**I. Data and Access**

**DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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

**II. About This School**

**Contact Information (School Year 2009-10)**

School		District	
<b>School Name</b>	El Camino Elementary	<b>District Name</b>	Goleta Union Elementary
<b>Street</b>	5020 San Simeon	<b>Phone Number</b>	805/681-1200, x201
<b>City, State, Zip</b>	Santa Barbara, CA 93111	<b>Web Site</b>	<a href="http://www.goleta.k12.ca.us">www.goleta.k12.ca.us</a>
<b>Phone Number</b>	805/692-5574, x111	<b>Superintendent</b>	Dr. Kathleen Boomer, Ed.D.
<b>Principal</b>	Kim Bruzzese	<b>E-mail Address</b>	<a href="mailto:kboomer@goleta.k12.ca.us">kboomer@goleta.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:kbuzzese@goleta.k12.ca.us">kbuzzese@goleta.k12.ca.us</a>	<b>CDS Code</b>	42 69195 6045405

## School Description and Mission Statement

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

El Camino School is one of the nine elementary schools of the Goleta Union School District. The Goleta Union School District (GUSD) serves the Goleta Valley, a suburban community of 80,000 people that includes the newly formed City of Goleta and a large unincorporated area. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate.

The District serves 3610 students in Kindergarten through Grade 6. Class size is at or under 20 in Grades K-3, and averages 24 in Grades 4-6. The District has a diverse student population and professional staff. Approximately 28% of students are English-Language Learners.

The District has a stimulating and challenging atmosphere with a capable and articulate professional staff. Many teachers, classified employees, and administrators have enjoyed long careers with GUSD. The staff is skilled at working to develop individual student potential by providing basic skills and problem solving strategies. Every GUSD school offers programs in technology, music, art, and physical education. Gifted and Talented Education (GATE) offers a specialized program during the school day to students in Grades 4-6. Every GUSD school has a computer center, and all classrooms and offices are wired for high-speed communications.

The Board of Trustees has defined the educational mission for the District's schools: To help all students reach their highest potential.

The Board has established that we accomplish our mission through application of the following core values:

1. Each child is important.
2. Each child can learn.
3. Learning flows from desire, effort, and responsibility.
4. Educating the whole person requires honesty, respect, truth, and compassion.

## Opportunities for Parental Involvement (School Year 2008-09)

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

Parents are partners in the education of our students. Parents can be involved as members of the Parent-Teacher Association, school or classroom volunteers, or as representatives to school governance organizations such as School Site Council, the English Learner Advisory Committee, Preschool Parent Advisory Committee, District GATE Advisory Committee, or District Advisory Council.

Parent-teacher conferences are held in the fall and spring of each school year to discuss individual student progress. Additional school site activities help parents understand school programs and to learn about support services for parents and children.

School newsletters, classroom newsletters, and general announcements provide parents/guardians with information about their school. These are sent home on a regular basis.

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

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

Grade Level	Number of Students
Kindergarten	38
Grade 1	32
Grade 2	52
Grade 3	46
Grade 4	35
Grade 5	35
Grade 6	41
<b>Total Enrollment</b>	<b>279</b>

### Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.79	White (not Hispanic)	17.56
American Indian or Alaska Native	0	Multiple or No Response	0
Asian	3.94	Socioeconomically Disadvantaged	66.00
Filipino	1.43	English Learners	38.00
Hispanic or Latino	75.27	Students with Disabilities	11.00
Pacific Islander	0		

### Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.5	4			18.7	3			19.0	2		
1	19.5	2			19.0	2			16.0	2		
2	20.0	1			18.5	2			19.5	2		
3	15.7	3			19.0	1			18.0	2		
4	23.0		1		25.0		1		24.0		1	
5	27.0		1		25.0		1		22.0		1	
6	23.0		2		25.0		1		19.5	2		
K-3	20.0	1			18.5	2			19.0	1		
3-4					18.0	2						
4-8	28.0		1		25.0		1		23.0		1	

### III. School Climate

#### [School Safety Plan \(School Year 2008-09\)](#)

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

The following information on emergency preparedness and supervision of students is current with respect to student safety. The section on student conduct outlines the responsibilities of students for their own behavior and learning.

#### **Security**

The school posts required public signs to communicate rules prohibiting smoking, skateboarding, horses, and alcoholic beverages. Signs are also posted to inform visitors that the school grounds close at dusk. Alarm systems, fencing, and lighting are periodically tested to ensure a safe environment.

#### **Emergency Preparedness**

The school updates its emergency plan annually. The plan is on file in the school office. Emergency preparedness drills are conducted regularly to provide for students and staff safety in the event of fire, earthquake, or other disaster.

#### **Supervision of Students**

Classroom teachers are responsible for maintaining a safe learning environment. Students are carefully supervised within classrooms and on the playground. Yard duty supervisors are employed at recess and lunchtime to ensure a safe environment for students.

#### **Badge Identification System for Employees, Volunteers, and Visitors**

To systematically identify persons who have a legitimate presence on our campus, all employees, volunteers, or visitors are required to wear a pocket or lanyard identification badge. Visitor and volunteer badges are obtainable in the school office.

### Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Suspensions</b>	0.4	3.1	4.7	1.1	1.1	1.4
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

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

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

#### **Description of the condition and cleanliness of the school grounds, buildings, and restrooms**

The school has sufficient space to house its classrooms, mandated special programs, and site-developed programs. Renovations have been performed to modernize classrooms and upgrade the building infrastructure. Infrastructure projects included installation of new electrical, plumbing and gas utilities. New carpets, paint, flooring, wall fixtures, counters, and sinks were among the modernization projects.

#### **School Cleanliness**

Two custodians work at the site. One custodian works during the day, the other works at night. The two custodians are responsible for general cleaning and upkeep of the site, classrooms, offices, walkways, and restrooms.

During the summer, classrooms, offices and common areas are thoroughly cleaned. To a lesser degree, thorough cleaning is undertaken during winter and spring recesses. The custodial supervisor inspects site maintenance and cleanliness on a regularly scheduled basis.

District grounds keepers work at the school one full day per week. They perform general gardening duties necessary to maintain a safe and attractive school site.

District maintenance staff ensures that the repairs necessary to keep the school in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

The District's governing board has approved a five-year deferred maintenance plan that includes repair and maintenance of all sites.

Copies of this plan are available in the Fiscal Services Office at 401 North Fairview Avenue.

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

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

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

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	18	18	16	214
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### [Core Academic Classes Taught by No Child Left Behind Compliant Teachers \(School Year 2008-09\)](#)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	n/a	n/a
<b>Low-Poverty Schools in District</b>	100	0

## VI. Support Staff

### [Academic Counselors and Other Support Staff \(School Year 2008-09\)](#)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Library Media Teacher (Librarian)</b>		n/a
<b>Library Media Services Staff (paraprofessional)</b>	0.75	n/a
<b>Psychologist</b>	0.60	n/a
<b>Social Worker</b>		n/a
<b>Nurse</b>	0.20	n/a
<b>Speech/Language/Hearing Specialist</b>	0.40	n/a
<b>Resource Specialist (non-teaching)</b>		n/a

## VII. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SRA/McGraw Hill Open Court Reading, K-3, 2002; Houghton-Mifflin, A Legacy of Reading, 2002 (4-6)	0%
Mathematics	Macmillan/McGraw-Hill School Division, <a href="#">California Mathematics Program</a> 2009 (K-6)	0%
Science	Delta Education Full Option Science Systems 2008 (K-5); Holt, Rinehart & Winston Holt California Science: Earth Science (6)	0%
History-Social Science	Harcourt Reflections, 2007	0%

## VIII. School Finances

### [Expenditures Per Pupil and School Site Teacher Salaries \(Fiscal Year 2007-08\)](#)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10,171	\$2,728	\$7,443	\$65,748
District	n/a	n/a	\$7,443	\$71,146
State	n/a	n/a	\$5,512	\$63,421
Percent Difference - School Site and State	n/a	n/a	35%	7%

### [Types of Services Funded \(Fiscal Year 2008-09\)](#)

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

In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide certificated tutors, instructional assistants, instructional supplies, and translations of school newsletters and meetings.

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$42,042	\$41,031
<b>Mid-Range Teacher Salary</b>	\$73,346	\$63,366
<b>Highest Teacher Salary</b>	\$86,180	\$80,596
<b>Average Principal Salary (Elementary)</b>	\$110,935	\$100,937
<b>Superintendent Salary</b>	\$151,200	\$147,438
<b>Percent of Budget for Teacher Salaries</b>	42.10%	40.60%
<b>Percent of Budget for Administrative Salaries</b>	4.80%	6.10%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>English-Language Arts</b>	44	42	50	56	57	61	43	46	50
<b>Mathematics</b>	50	46	57	58	59	62	40	43	46
<b>Science</b>	32	38	48	54	56	63	38	46	49

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

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

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	*	*	*
American Indian or Alaska Native			
Asian	*	*	*
Filipino	*	*	
Hispanic or Latino	38	49	39
Pacific Islander			
White (not Hispanic)	73	73	*
Male	43	57	*
Female	54	55	43
Economically Disadvantaged	36	49	32
English Learners	20	43	*
Students with Disabilities	9	23	*
Students Receiving Migrant Education Services			

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.3	15.2	45.5

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

### API Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
<b>Statewide</b>	4	5	4
<b>Similar Schools</b>	4	6	4

<b>"N/A"</b>	means a number is not applicable or not available due to missing data.
<b>"**"</b>	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
<b>"A"</b>	means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
<b>"B"</b>	6067110
<b>"C"</b>	means the school had significant demographic changes and will not have any growth or target information.

### API Growth by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
<b>All Students at the School</b>	26	-7	39	785
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	21	-3	27	746
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>				
<b>Socioeconomically Disadvantaged</b>	11	-5	34	744
<b>English Learners</b>			7	741
<b>Students with Disabilities</b>				

<b>"N/A"</b>	means a number is not applicable or not available due to missing data.
<b>"**"</b>	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

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

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

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

## [AYP Overall and by Criteria \(School Year 2008-09\)](#)

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

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## [Federal Intervention Program \(School Year 2009-10\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First year of Program Improvement</b>		2009-2010
<b>Year In Program Improvement</b>		Year 1
<b>Number of Schools Currently in Program Improvement</b>	n/a	
<b>Percent of Schools Currently in Program Improvement</b>	n/a	

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The District provides in-service to certificated staff through three days of professional development prior to the first school day for children. In the 2008-2009 school year, these days focused upon strategies for differentiated instruction to meet the varied learning needs of students. These strategies employ current educational research to maximize effectiveness and to assure that all children are provided with challenging grade-level content. Additional topics have included Explicit Direct Instruction, Differentiated Instruction and English Learners, a Technology Fair, Workshops in Writing and Mathematics, Full Inclusion Strategies for children with special needs, grade-level discussions on standards-based curriculum for students in combination grade classrooms, and the teaching and assessment of student writing. District-wide grade level meetings have focused upon the use of assessment data to diagnose learning needs and to plan instruction.

Other in-service opportunities are provided at each school. These trainings include the use of educational technology, assessment methods, and the instruction of reading comprehension, phonemic awareness and phonics.

The County Education Office (CEO) supplements professional development opportunities. Each year, the CEO distributes a catalog of workshops conducted by teachers and professional speakers. These workshops include topics as varied as data-driven instruction, meeting the needs of English Learners, and inclusion of children with special needs within the mainstream classroom.

Professional development has also included methods to teach acceptance and mutual respect among staff and students for their unique attributes. These include ethnic and cultural background, social expectations, health concerns, and life experiences. Staff development also addresses issues of identity, self-esteem, emotional development, anger management, student responsibility, bullying prevention, social expectations, decision-making, career choices, goal setting, and effective communications and relationships. These methods reflect the strategies of programs such as Responsive Classroom and Character Counts.

Including the 2008-2009 school year, the District has provided nine total days of staff development since 2006-2007.

## X. National Assessment of Educational Progress

### National Assessment of Educational Progress

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

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

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

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

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
<b>Reading 2007, Grade 4</b>	209	220	30	18	5
<b>Mathematics 2009, Grade 4</b>	232	239	41	25	5

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

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
<b>Reading 2007, Grade 4</b>	74	93	65	80
<b>Mathematics 2009, Grade 4</b>	79	96	84	94