

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



Arroyo Vista Elementary School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest and Internet Access

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

Internet access 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	
School Name	Arroyo Vista Elementary	District Name	South Pasadena Unified
Street	335 El Centro St.	Phone Number	626-441-5810
City, State, Zip	South Pasadena, CA 91030-3006	Web Site	www.spusd.net
Phone Number	626-441-5840	Superintendent	Joel Shapiro
Principal	Brent Noyes	E-mail Address	jshapiro@fc.spusd.net
E-mail Address	bnoyes@fc.spusd.net	CDS Code	19-65029-6022768

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

Arroyo Vista Elementary School is located in the City of South Pasadena, a community of approximately 25,824. The school serves approximately 610 students in kindergarten through fifth grade. The student population reflects the ethnic and cultural diversity of Southern California. The school was honored as a California Distinguished School in 2004 and was named a NCLB National Blue Ribbon School in 2005.

Arroyo Vista is a unique mix of cultures. We are widely supported by our greater community, resulting in a dedicated team bound together by our core values of respect, integrity, and diversity. The intense value we place on educating our children is the driving force behind it all.

- Core Value: Respect – Each individual is worthy of respect.
- Integrity - Personal and institutional integrity is the foundation of all we do.
- Diversity –Diversity and commonality both enrich the human experience.



Our core values are integrated into our monthly awards program, lessons within the classroom, our school-wide core values reading program, writing assessments, the blue slip program of positive incentives, and our discipline program. Core values are discussed and modeled by all staff, students, and parents.

For the past several years, the Arroyo Vista student population includes a significant number of students that have severe and life-threatening allergies to peanuts and peanut products. Some of these students are affected by trace amounts of peanuts in our breath, in the air or oil left on a table. Because of the high number of students throughout all grade levels with this health issue and because we, the school, are required by law, to ensure a safe environment for all students, Arroyo Vista became a Peanut Free Zone in 2005. For the 2008-09 school year, this policy will continue. Each classroom teacher who has such a student within his or her class will share more specifics of this issue and how it directly impacts the classroom and the food items that are donated to classroom parties. The staff is also trained on a regular basis on the signs and symptoms of allergic reactions as well as how to administer an epi-pen. Other safeguards have also been put in place throughout the campus to ensure that all staff members can assist these students.

The Arroyo Vista certificated staff includes 26 classroom teachers, 1 RSP teacher, and 1 site principal. Itinerant and part-time staff includes a nurse, 1 part time counselor, a speech teacher, a South Pasadena Educational Foundation funded music/drama/art teacher, an adaptive PE teacher, and a school psychologist.

Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of each individual student. Arroyo Vista Elementary School is dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. The main objective of this report card is to inform the community about conditions and progress being made at Arroyo Vista Elementary School. Within the following pages, you will acquire a better understanding of our school and our progress for the 2008-09 school year. We also believe that you will find that what emerges is a picture of a school with a strong academic foundation, a parent community that is interested and actively involved, a faculty professionally skilled and personally committed to meeting the needs of students and a student body motivated to perform well.

As you read our mission statement, you will see that our programs and policies are aligned to our mission. As a member of our community, you know that we place a strong emphasis on our core values as well. By emphasizing these values and embracing our differences as well as commonalities, we have joined together as a community to ensure the success of all our students. Through a strong partnership with our parents and community, we have been able to successfully develop a comprehensive educational program that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social growth. We strive to provide students with not only the stimulation and encouragement to accomplish amazing feats, but the means to do so as well. We applaud all of the accomplishments of our students – no matter how big or how small.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue our effectiveness in educating our students and preparing them for the challenges of their future. As always we welcome any suggestions, ideas, and comments you may have.

Together, we have strived toward excellence and earned the honor of becoming a California Distinguished School. Once again, I think you for your commitment to your child's educational progress as well as your support of Arroyo Vista Elementary School. Together we can achieve!

Mission Statement

To provide a nurturing and stimulating environment for children of many backgrounds so that each child becomes a literate and productive citizen in our multicultural society.

- We believe that every child can succeed.
- We believe a positive and caring learning environment promotes creativity, risk-taking, and intellectual curiosity.
- We believe that the school, parents, and community are mutually inter-dependent and accountable for student success.
- We believe it is important that students are recognized for their citizenship and academic achievements.
- We believe a meaningful and student-centered curriculum reflects the diversity of the children within the school.
- We believe empowering people to take part in the decision-making process contributes to a responsive educational system.
- We believe learning is a lifelong experience.
- We believe that teachers do make a difference in the lives of children.

Opportunities for Parental Involvement (School Year 2008-09)

Arroyo Vista Elementary School benefits from outstanding home and community partnerships. Each year Parent Teacher Association members generously volunteer of 25,000 hours of their time at the school. The PTA sponsors a Community Service Program for Arroyo Vista Elementary School students who are encouraged to give back to the community through service and volunteerism. Students and their families support numerous charities through activities such as food and clothing drives, Adopt-a-Family, and many fund-raisers.

Parents are also involved in the following activities and committees: room parents, art docent, classroom volunteers, library and computer lab helpers, School Site Council, Community Outreach, disaster preparedness, ESL Liaison, Fifth Grade Promotion, hospitality and membership, Wish Night, Book Fair, All City Track Meet, Art Fair and South Pasadena Council Fun Fair.

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

Grade Level	Number of Students
Kindergarten	81
Grade 1	98
Grade 2	100
Grade 3	119
Grade 4	102
Grade 5	94
Total Enrollment	594

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	1.52 %
American Indian or Alaska Native	0.17 %
Asian	22.73 %
Filipino	1.52 %
Hispanic or Latino	15.32 %
Pacific Islander	0
White (not Hispanic)	38.38 %
Multiple or No Response	20.37 %
Socioeconomically Disadvantaged	9.00 %
English Learners	16.00 %
Students with Disabilities	7.00 %

Average Class Size and Class Size Distribution (Elementary)

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	20.0	4			20.0	4			20.3	3	1	
1	19.5	6			20.0	5			19.6	5		
2	19.4	5			20.0	6			20.0	5		
3	20.0	6			19.8	6			19.8	6		
4	32.0		2	1	32.0		3		34.0			3
5	33.0		1	2	33.3			3	31.7		2	1

III. School Climate

School Safety Plan (School Year 2008-09)

The safety of students and staff is a primary concern at Arroyo Vista Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year and earthquake drills are held once a year. Monitoring of school grounds is performed by assigned staff before, during, and after school. All visitors must report to the front office, sign in, obtain a visitor's pass before entering the campus, and sign out upon leaving the campus.

In 1997, the Comprehensive Safety Plan was developed by the school administration and School Site Council in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Arroyo Vista Elementary reviews the plan annually and updates it as needed. The plan was last updated in May 2008. The plan is also reviewed with school staff at the beginning of each school year. An updated copy of the plan is available to the public at the school office.

Suspensions and Expulsions

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.5	3.2	1.0	5.4	4.3	4.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

IV. School Facilities

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

Built in 1939 and situated on 3.7 acres, Arroyo Vista Elementary provides a safe and clean environment for students, staff, and volunteers. All original structures have been fully modernized and currently include a library, multipurpose room, computer lab, two staff rooms, 23 permanent classrooms, one portable classroom, and two playgrounds.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and the district office. The principal works daily with two part time custodians to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year the district allocated \$175,000 for its deferred maintenance program. This represents 0.5% of the district's general fund budget.

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

School Facility Conditions				
Date of Last Inspection: 11/23/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			None needed
Mechanical Systems	X			
Windows/Doors/Gates/Fences	X			
Interior Surfaces (floors, walls, ceilings, etc.)	X			
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (exterior/interior)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	28	27	28	194
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

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

One FTE equals one staff member working full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0	N/A
Psychologist	0.50	N/A
Social Worker	0	N/A
Nurse	0.20 (1 District-wide for 5 schools)	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0.20 Adaptive P.E. Teacher (1 District-wide)	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

(School Year 2009-10)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	↑	0
Mathematics		0
Science		0
History-Social Science	Sufficient textbooks/instructional materials	0
Foreign Language	↓	0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		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	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$73,095
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded (Fiscal Year 2008-09)

In addition to general state funding, South Pasadena Unified School District receives federal and state aid for the following categorical, special education, and support programs		
<ul style="list-style-type: none"> • Class Size Reduction Program • School Improvement Program • Gifted and Talented Education • Economic Impact Aid 	<ul style="list-style-type: none"> • Special Education • Special Education Transportation • Instructional Materials • Home-to-School Transportation 	<ul style="list-style-type: none"> • Economic Impact Aid • Peer Assistance and Review • Federal, Special Education, Entitlement by UDC • Safe and Drug Free Schools Program

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,976	\$38,941
Mid-Range Teacher Salary	\$69,749	\$59,686
Highest Teacher Salary	\$90,800	\$77,828
Average Principal Salary (Elementary)	\$99,769	\$94,258
Average Principal Salary (Middle)	\$109,035	\$98,271
Average Principal Salary (High)	\$117,232	\$104,869
Superintendent Salary	\$171,831	\$142,247
Percent of Budget for Teacher Salaries	46.00 %	38.20 %
Percent of Budget for Administrative Salaries	5.30 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the

CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	80	76	83	77	78	81	43	46	50
Mathematics	82	79	88	74	74	75	40	43	46
Science	62	73	89	71	76	81	38	46	50
History-Social Science	0	0	0	62	65	70	33	36	41

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	↑
American Indian or Alaska Native	*	*	*	
Asian	86	95	90	
Filipino	83	83	*	
Hispanic or Latino	71	81	65	
Pacific Islander				N/A
White (not Hispanic)	85	89	95	↓
Male	81	88	89	
Female	85	88	88	
Economically Disadvantaged	79	88	*	
English Learners	72	91	*	
Students with Disabilities	56	78	*	
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 fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.6	35.8	42.1

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	10	10	9
Similar Schools	5	5	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	3	-21	40	931
African American				
American Indian or Alaska Native				
Asian	23	-41	33	961
Filipino				
Hispanic or Latino	-6	-47	95	874
Pacific Islander				
White (not Hispanic)	-1	2	17	940
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

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

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

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	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](#).

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

XI. Instructional Planning and Scheduling

Teacher Evaluation and Professional Development

South Pasadena Unified School District's constructive teacher evaluation process promotes quality instruction and provides a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and comply with the state's evaluation criteria. In accordance with district policy, new teachers are evaluated annually and tenured teachers every other year.

Evaluations are conducted by the principal at the elementary level; the principal and assistant principal conduct evaluations at the middle school and high school levels. These administrators have been certified for competency to perform evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective

environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

Professional development within the district addresses the individual needs of teachers as well as broader school concerns. Staff development at each school site is directed by each school's Single Plan for Student Achievement. Single Plans for Student Achievement are based on an analysis of student achievement data. Three buy-back staff development days are available annually. After school workshops, in-services, summer institutes, and professional conferences with guest speakers and consultants are some of the methods by which professional development is delivered. Some of the staff development topics covered during the 2007-08 school year included: Marzano's Classroom Instruction that Works, differentiation training, and new science adoption training.

The district participates in the state-sponsored Beginning Teachers Support and Assessment Program (BTSA). The goals of the BTSA Program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students.

In addition to the BTSA Program, the California Peer Assistance and Review Program (PAR) is designed to improve the education of students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers.

XII. 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

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

**National Assessment of Educational Progress Reading and Mathematics Results for
Students with Disabilities and/or**

English Language Learners by Grade Level – Aggregated

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