

Esparto Elementary 2008-09
School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

Esparto Unified

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) Web site 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

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

This section provides information about the school, its programs and its goals.

Our MISSION is to... "Prepare all students to be life-long learners by providing an environment that motivates them to grow to the highest potential and become community-minded, responsible citizens."

About This School: Esparto Elementary is located in Esparto, near the California Coastal Range in the western part of Yolo County. Esparto is a rural community of about 1600 people. The Esparto Unified School District serves the communities of the beautiful Capay Valley, as well as Madison and Esparto. Esparto Elementary School, a middle school, a high school and a continuation high school are all located within the district boundaries. The community is about an hour from Sacramento and an hour and a half from the Bay Area. Our rural community is changing. Agriculture is the main economic focus of this area, and many of our parents work in this industry. Cache Creek Casino, located in the Capay Valley, is the other major employer of parents in our school. Our school is made up of: 64% Hispanic; 26% Caucasian; and 10% other ethnicities. Approximately 66% of our student body is on the Free and Reduced Lunch program. Fifty-five percent of our students are English Learners. New housing developments have brought in new students and families to our community and our school. Each year thirty to forty students who live in the Madison Migrant Camp are with us from April 15 to October 15. In 1999 the school's score on the API Report was 542. The goal of an API score of 800 seemed almost unattainable. New administration and a dedicated staff focused and took on the challenge of improving student achievement. In 2005 our API score was 742. In 2006 our API score was 748. In 2007 our API target was 754, but we dropped to 736. Our scores dropped to 728 in 2008. Our 2009 API is not yet available. An API goal of 800 is still attainable, but we must continue to sharpen the focus of our instruction. Many factors in our school make us confident that we will see increasing academic growth among our students. All teachers and instructional assistants are highly qualified professionals by NCLB standards. From 2000 until the present we have purchased and put in place core standards-based and State-approved curricular and supplemental material in the major subject areas that meet all students' needs. Teachers have been consistently trained in grade specific curricular material. Our main focus during this time has been to improve our reading scores. RESULTS assessments will be given four times a year. 2 years ago we renewed that training in RESULTS with the California Reading and Literature Project and included all teachers in our school, K - 5. We expect the renewed and school wide training of teachers in the use of these assessments will continue to drive our reading instruction and improve student outcomes. Staff collaboration at each grade level is strong and regularly scheduled. In 2009, we added a state run preschool to the campus, making our school a Pre-K to 5th grade site. Parents and community members take part in our school as volunteers and members of advisory committees. All staff members: teachers, aides, secretaries, food service workers, the librarian, other support staff and custodians work together for the good of students. The Character Counts Program actively helps students learn to develop positive character traits. A nurturing, exciting, academic, and safe environment is provided to our students daily. We are a positive caring school that stresses academic excellence, life skills, and supports all of our students as they grow toward reaching their full potential in becoming contributing members of society.

Opportunities for Parental Involvement (School Year 2008-09)

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

Parents are welcome at our school and can get involved in a variety of ways: Parents can contact teachers by phone, email or sending in a note. Teachers will and do respond in a timely manner.

- Parents can contact their children’s teachers to offer assistance in the classroom, for classroom parties, for field trips or in other ways that would be helpful to teachers.
- Parents can offer to help the school in school-wide events or projects by contacting our school office.

Such help could include helping in our school library, school beautification days, or even working as a paid yard duty supervisor.

- Parents can get involved in the in the local PTA, which sponsors events, fun family activities and an annual auction. The PTA is committed to supporting the students in our schools.
- Parents can get involved in school advisory councils, as School Site Council, GATE Advisory and English Learner Advisory Council.

Please contact the school office at (530) 787-3417, if you are interested in participating in any of the above

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	81
Grade 1	95
Grade 2	57
Grade 3	94
Grade 4	81
Grade 5	80
Total Enrollment	488

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	1.43 %	White (not Hispanic)	26.23 %
American Indian or Alaska Native	0.41 %	Multiple or No Response	10.86 %
Asian	0.61 %	Socioeconomically Disadvantaged	71.00 %
Filipino	0.82 %	English Learners	46.00 %
Hispanic or Latino	59.63 %	Students with Disabilities	9.00 %
Pacific Islander	0.00 %	N/A	N/A

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	16.5	4			19.7	6			21.7		3	
1	20.0	4	1		18.7	3			17.5	2	2	
2	16.8	4			18.8	4			16.3	3		
3	17.0	1	1		15.0	3			20.5	2	2	
4	25.0		3		26.0		3		26.7	1	2	
5	26.3		3		26.7		3		26.7	1	1	1
K-3	15.5	2			23.5	1	1		21.3		3	
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

The Comprehensive District Safety Plan will be reviewed and updated in fall of 2009 by the Administrative Leadership Team. Safety procedures at the site are published in the School Handbook and were reviewed by the staff in the fall of 2007. The administrator, staff, and School Site Council review procedures annually and make changes as needed. Fire and other hazard drills are performed and monitored regularly.

Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	3.5	4.2	7.6	22.5	20.1	14.1
Expulsions	0.0	0.0	0.0	1.1	0.5	0.3

IV. School Facilities

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

This section provides information about the condition of the school’s grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Routine maintenance and cleaning keep Esparto Elementary in very good condition. The grounds and parking lots are kept free of debris and our landscaping is well maintained. The kindergarten playground area has been increased in size. By moving the bicycle parking area, we were able to add space to that playground. A sandbox was added to the play area in August of 2008. In the winter of 2007 new perimeter fencing was added to the campus so that campus can now be fully secured. Only the front entrance to the school remains accessible during the day. Changes were made to the office of the speech therapist to enlarge the room, install new flooring, rewire the light switches and add a second telephone access. The increased space allows for more room to work with larger groups of students. The School Site Council has approved the use of funds to construct a storage space for PE equipment. This project was completed during summer 2008. The new parking lot was opened in the spring of 2007, and a sandbox area for student play was completed on the north end of the playground near the parking lot fence. Many of the classroom doors were painted and door stops replaced in conjunction with regular cleaning and maintenance. The district now uses SchoolDude, a web-based product, to schedule and monitor maintenance requests. This has greatly expedited work orders being completed in a more time-efficient manner. Summer 2009 saw 3 classrooms being painted. Within the next 1-2 years all classrooms will be repainted. Also room 3, a former kindergarten room, has been made compliant to house our state run preschool. During winter break of 2008, our front office was remodeled with ergonomically correct office furniture, new carpet and fresh paint. A marquee and display case have been added to the north parking lot. These additions help with parent communication.

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

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

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

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 at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	24	25	22	49
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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
All Schools in District	92.5	7.5
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		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/or Instructional Materials
Reading/Language Arts	Houghton Mifflin, 2002	0
Mathematics	Saxon, 2008	0
Science	Delta FOSS, 2007	0
History-Social Science	Harcourt, Reflections, 2006	0
Foreign Language	N/A	
Health	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	
Visual and Performing Arts	N/A	

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,405.00	\$480.00	\$3,925.00	\$50,576.00
District	N/A	N/A	\$6,880.00	\$50,575
Percent Difference - School Site and District	N/A	N/A	-42.95 %	0.00 %
State	N/A	N/A	\$5,512	\$56,376
Percent Difference - School Site and State	N/A	N/A	-28.79 %	-10.29 %

Types of Services Funded (Fiscal Year 2008-09)

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

The school offers the following supplemental services to our students:

- Title 1 program: serves all students K-5 who are not proficient in Reading/Language Arts. Determination for this is made by the STAR testing for grades 2-5. RESULTS assessments and teacher judgement are used to determine whether Kindergarten and 1st graders are eligible. Intervention, enrichment and ELD services are provided in the classrooms, as we have extended our instructional day by one-half hour in grades 1-5 to accommodate this instruction. Parents are informed about programs as they develop and implemented. They are also informed when their child is invited to an after school class(should those become available).
- 2 instructional aides provides support to those students who are identified as Title I.
- Resource Program: serves those students identified as needing special education services by an Individualized Education Plan (IEP). The services are in the classrooms and as pull-out programs, depending on the needs of the child.
- Speech Therapist: The District Speech Therapist is housed at the elementary school and serves those students identified with an IEP as needing support in speech. The therapist serves these students in small groups in a pull-out program.
- Bilingual aides provide support in the K-5 classrooms during the language arts block and during the ELD block.
- Art classes: a local artist provides opportunities to our school in grades 1-5 throughout the school year. Students in each class get a series of classes and create a clay figure that they paint and take home. Other art opportunities are given by individual teachers throughout the school year.

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
Beginning Teacher Salary	\$40,041	\$38,000
Mid-Range Teacher Salary	\$54,872	\$55,721
Highest Teacher Salary	\$74,343	\$71,548
Average Principal Salary (Elementary)	\$89,836	\$85,858
Average Principal Salary (Middle)	\$89,836	\$91,479
Average Principal Salary (High)	\$105,626	\$93,937
Superintendent Salary	\$139,595	\$115,980

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	35.00 %	34.80 %
Percent of Budget for Administrative Salaries	8.00 %	6.50 %

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 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. 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	34	36	40	37	39	40	43	46	50
Mathematics	45	48	48	33	36	35	40	43	46
Science	45	49	49	33	40	49	38	46	50
History-Social Science	0	0	0	31	26	31	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	28	40	26	
Pacific Islander				
White (not Hispanic)	61	61	76	
Male	33	46	47	
Female	48	50	50	
Economically Disadvantaged	35	42	33	
English Learners	23	35	4	
Students with Disabilities	11	11	*	
Students Receiving Migrant Education Services	24	36	*	

California Physical Fitness Test Results

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/pf/>. 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	26.6	17.7	10.1
7	0.0	0.0	0.0
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

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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 at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	5	4	3
Similar Schools	5	1	2

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

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-16	-8	N/A	N/A
African American			N/A	N/A
American Indian or Alaska Native			N/A	N/A
Asian			N/A	N/A
Filipino			N/A	N/A
Hispanic or Latino	-26	-1	N/A	N/A
Pacific Islander			N/A	N/A
White (not Hispanic)	2	3	N/A	N/A
Socioeconomically Disadvantaged	-35	2	N/A	N/A
English Learners	-29	-8	N/A	N/A
Students with Disabilities			N/A	N/A

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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

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

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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	

XII. Instructional Planning and Scheduling

Professional Development

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

2007-2008 Most staff development took place on Wednesdays. The focus for the year was RESULTS reading assessments, training in how to deliver instruction to English Language Learners, along with some math and science staff development. Well over 40 hours each were logged for staff development by the EES staff.

2008-09 District-wide minimum days are held on alternate Mondays, in order to provide a uniform delivery of staff development across the district. Staff development addressed many different issues. Some of the topics addressed were: Gang awareness, CEDLT training, RESULTS, and CST updates.

2009-2010 District-wide minimum days will again be held on alternate Mondays so that Professional Development can be presented either site-wide or district-wide. EES will focus on PE, the arts, and fully implementing Datawise to organize and archive data along with test generation to monitor mastery of the language and math standards. Alternate Wednesdays will be used for grade level articulation and cross grade articulation.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) 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 at <http://nces.ed.gov/nationsreportcard/>. 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 at <http://www.cde.ca.gov/ta/tg/nr/>.

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

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

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

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

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

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