

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Fletcher Walker Elementary School	District Name	Westwood Unified School District
Street	Fifth and Delwood Streets	Phone Number	(530) 256-2311
City, State, Zip	Westwood, CA 96137	Web Site	http://westwoodusd.org
Phone Number	(530) 256-3295	Superintendent	Adele Emershaw
Principal	Adele Emershaw	E-mail Address	aemershaw@westwoodusd.org
E-mail Address	aemershaw@westwoodusd.org	CDS Code	18-64204-6010847

School Description and Mission Statement (School Year 2010-11)

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

The School Accountability Report Card (SARC) is designed to provide you with a variety of information pertaining to Fletcher Walker Elementary School—our resources, successes, and areas of continuing growth. We appreciate and build on the unique contributions of all members of the school community, and we are dedicated to working together to enhance learning. The staff joins me in expressing our commitment and willingness to provide the best learning environment possible for children. Fletcher Walker Elementary School is very proud of the tradition and heritage that has been passed on for well over seventy-five years. Our school places special emphasis upon Character Education. We continually teach the six core values: responsibility, citizenship, respect, fairness, trustworthiness, and caring. The mission of Fletcher Walker Elementary School is to create and provide an environment of safety for students and staff, as well as providing an atmosphere conducive to learning for all. This setting will encourage and validate a child as an individual developing knowledge, skills, and attitudes needed to become a capable and effective citizen.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Fletcher Walker Elementary appreciates parent involvement in their child's education. We offer many opportunities to participate and become involved, including:

- Parent volunteers in the classroom
- Parent Teachers Association (PTA)
- PTA monthly meetings and/or fundraisers
- District Advisory Council/ School Advisory Council (DAC/SAC)
- Parent chaperones on field trips

Please call Adele Emershaw, Principal, at (530) 256-2311 for details on how to offer your time.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	18
Grade 1	22
Grade 2	17
Grade 3	15
Grade 4	20
Grade 5	17
Grade 6	16
Grade 7	19
Grade 8	0
Total Enrollment	131

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.8	White	80.2
American Indian or Alaska Native	3.8	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	72.5
Filipino	0	English Learners	5.3
Hispanic or Latino	14.5	Students with Disabilities	9.2
Native Hawaiian/Pacific Islander	0.8		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	21	0	1	0					18	1	0	0
1	17	1	0	0					8.5	2	0	0
2	18	1	0	0					15	1	0	0
3	23	0	1	0					18	1	0	0
4	20	1	0	0					7.5	2	0	0
5	5	1	0	0					17	1	0	0
6	9	1	0	0					20	1	0	0
Other	0	0	0	0	25	0	5	0				

- Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Westwood Unified School District has a comprehensive School Safety Plan in place, and it became effective in the 2006-07 school year.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October 2009. The Plan is updated every three years and includes drills for earthquakes, fire, and lockdown. CPR and first aid trainings are available to all staff.

Visitors to our schools must sign in and out, and wear a visitor's badge while on campus.

We are a small, unified school district, located in a rural area, with no history of violence in our schools, and few incidences of tobacco and alcohol use on campus. No student has been expelled for violence, drug, alcohol, or tobacco-related use in the District for the past three years.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	40.52	27.67	32.82	16.22	12.2	13.02
Expulsions	0	0	0	0	0	0

- The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January, 2012

The school is made up of a kindergarten wing that contains two rooms, four wings that contain a computer center, library, reading resource room, science room, art and band rooms, three resource rooms, a faculty room, office, and six classrooms. The multi-purpose room contains the kitchen and an indoor stage. The District Office is also part of the facilities.

We have one full-time equivalent (FTE) custodian during the day , and one FTE during the evening.

Fletcher Elementary School's building was completed in 1952, and underwent modernization in 1987. Our modernization project includes updating bathroom facilities and installing retrofit lighting in the multipurpose room.

From 1996 to 1998, the heating and electrical systems, as well as technology wiring, were updated. A new communications system was installed, and the food services department equipment was added. The exterior of the building was painted in the summer of 1999. A new boiler/heating system was installed December, 2011.

The District developed a Health and Safety Plan and a Hazard Waste Management Plan to ensure our staff is properly trained in these areas. Regular inspections occur on a monthly basis, supporting student and staff safety. Instructional aides provide monitoring for bus loading and unloading, and playground supervision.

The District, through its Deferred Maintenance Program, has been able to provide its students with facilities that are safe and meet all public health standards. In addition to the monthly inspections of our buildings and playgrounds, we go through an intensive yearly inspection preferred your insurance carrier to verify that all facilities meet the safety standards and avoid exposing the District to any hazardous conditions.

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. For the 2009-10 school year, the District did not budget any funds for the Deferred Maintenance Program, due to the State designating the Deferred Maintenance Apportionment as part of the Tier III Flexibility Resources. The State did not require a District contribution and the 5-year Deferred Maintenance Plan is not required. The fund has a carryover balance but no projects have been budgeted at this time.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	8	6	6	13
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	00	0	0
Vacant Teacher Positions	0	0	1

- "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/st/tq/>

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

- High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

- One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2011

Westwood Unified School District endeavors to ensure that our classrooms have adequate teaching materials, including textbooks, for every student to use in class and to take home. Textbooks are replaced—using site, District, and State monies—on a recurring cycle. All textbooks are on the Board's adopted list, and as far as possible, they align with local and State Standards.

Teachers have a discretionary budget for their classrooms. Most paper products and writing instruments are available in the school office, thus the teacher's budget focuses on curricular needs.

The Administration also holds a small budget aside for unexpected needs as they arise.

New textbook adoptions in academic subjects have included Content Standards area software used by teachers in math, science, and English. Recently, new English, math, and social studies textbooks were purchased to meet students' needs.

This District, through the Williams Settlement procedures, has established, by both public input and School Board action, that all students at this site have the educational materials necessary for them to succeed and meet the State adopted goals. Certain materials are dated, but will be updated as soon as the State adopts a new series of textbooks, particularly in the areas of science and social studies. The Westwood Unified School District Board of Trustees annually reviews all textbook resources.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts, Houghton Mifflin (K-6)	Yes	0
Mathematics	Math, Saxon (K-7)	Yes	0
Science	Science, Harcourt Brace (4-6)	Yes	0
History-Social Science	Focus on Life Science, Prentice Hall (7)	Yes	0
Foreign Language	Social Studies, Houghton Mifflin (K-6)	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,843	\$1,952	\$5,891	\$53,686
District	---	---	\$10,282	\$52,604
Percent Difference: School Site and District	---	---	-74.5%	+4.7%
State	---	---	\$5,455	\$57,163
Percent Difference: School Site and State	---	---	+6.4%	-5%

- **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Title I classroom aides, Class Size Reduction (CSR) are used at Fletcher Walker Elementary School. Response to Intervention (RTI) resources Gateways for Tier III English Language Arts and IPASS from I Learn supplemental intervention for Mathematics are used both at the elementary and high school level. Fletcher Walker receives student mentoring support throughout the day with high school students working with students in a small group setting. English Language Learners (ELL) support services, and Gifted and Talented Education (GATE) are incorporated within the classrooms to meet the diverse needs of our student populations both the elementary and high school levels.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,512	\$37,978
Mid-Range Teacher Salary	\$51,259	\$55,252
Highest Teacher Salary	\$63,937	\$71,674
Average Principal Salary (Elementary)	\$0	\$87,651
Average Principal Salary (Middle)	\$0	\$92,196
Average Principal Salary (High)	\$0	\$93,352
Superintendent Salary	\$90,985	\$116,851
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	5%	7%

- For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	36	42	25	29	28	29	49	52	54
Mathematics	45	43	29	19	25	22	46	48	50
Science	0	19	29	25	20	37	50	54	57
History-Social Science	0	0	0	14	13	22	41	44	48

- 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	29	22	37	22
All Student at the School	25	29	29	0
Male	24	33	0	0
Female	27	24	0	0
Black or African American				
American Indian or Alaska Native	0	0	0	0
Asian				
Filipino				
Hispanic or Latino	25	25	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
White	25	29	27	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	25	32	0	0
English Learners	0	0	0	0
Students with Disabilities	36	25	0	0
Students Receiving Migrant Education Services				

- 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.3	33.3	26.7
7	0	20	30

- 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	5	3	2
Similar Schools	2	1	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-33	12	-73
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-40	-5	-60
Two or More Races	N/D		
Socioeconomically Disadvantaged	-20	17	-58
English Learners			
Students with Disabilities			

- "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	69	669	141	674	4,683,676	778
Black or African American	0		1		317,856	696
American Indian or Alaska Native	3		6		33,774	733
Asian	0		0		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	11	662	23	725	2,406,749	729
Native Hawaiian/Pacific Islander	1		1		26,953	764
White	53	668	109	666	1,258,831	845
Two or More Races	1		1		76,766	836
Socioeconomically Disadvantaged	50	671	78	674	2,731,843	726
English Learners	5		11	695	1,521,844	707
Students with Disabilities	12	564	31	508	521,815	595

Adequate Yearly Progress

The federal ESEA 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) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	66.7

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teaching is a vocation, and our teachers are experienced, competent, and committed to the profession. Our teachers satisfy the California Credential requirements.

The Westwood Unified School District provides opportunities for and encourages staff to participate in and attend workshops and meetings for professional enhancement. By contract, teachers take three staff development days per year.

School and District professional development goals assist our staff in moving toward proficiency of standards for all students. The criterion for student progress is based on and in relation to California Content and State Standards for academic achievement.

Professional development activities are designed and selected based on staff strengths and needs, and in relation to student achievement results. Staff development days focus on core research-based practices, used in Standards-based materials, for the subject areas needing the greatest improvement. Collaboration time is spent on coordinating the teaching and selection of benchmarks; assessing the key/essential standards; jointly reviewing student work; and planning and revising the subject areas in need of the greatest improvement.

The principals participate in professional development that combines leaders' roles in supporting Standards-based implementations, and the organization and management needed for continuous improvement to occur. Principals also address diverse student needs, particularly the needs of those in the lowest-performing groups of the District.