

# Peabody Charter School

## School Accountability Report Card

### Reported for School Year 2008-09

*Published During 2009-10*

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#### Peabody Charter School

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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) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

#### 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.

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## About This School

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

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

Peabody Charter School, built in 1927, is situated on Santa Barbara's north side. From the original six classrooms, the school has steadily expanded to its current 34-classroom campus plus an auditorium and cafeteria/kitchen. The school has an Exploration Center, completed in 2005, that consists of a science lab, library, technology lab, and outdoor patio and amphitheatre. Thirty-five credentialed classroom teachers, a curriculum coordinator, one resource specialist, a special day class teacher, a speech and language specialist, a physical education teacher, and a librarian comprise Peabody's full-time certificated staff. On a part time basis, additional staff supports the educational program and serves the students. This includes five art instructors, a drama teacher, a music teacher, an instrumental music teacher, and p.e. assistants. The administration includes a principal, assistant principal, and curriculum coordinator. There is a director of fiscal services and school business coordinator. Classified staff includes instructional assistants, cafeteria staff, custodians, maintenance and operations personnel, office staff, an accounts manager, and a health assistant.

#### The Charter

The staff, parents, and students of Peabody believe that our charter school allows the ability, flexibility, and latitude to provide innovative curriculum development and an outstanding instructional program. Peabody's

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charter was first granted by the Santa Barbara Elementary School District in 1993 and renewed in 1998 and 2003; the charter reflects the thoughts and ideas of parents, staff, and community, with the intent to structure school programs to provide an opportunity for all students to be successful life-long learners in the 21<sup>st</sup> century. As of March 2007, Peabody Charter School is almost completely autonomous and responsible for all matters related to the governance of the school, including its administration, budget and fiscal operations, maintenance of the facility, food services, professional growth opportunities for staff, curriculum development, and the methodology and delivery of instruction to our ethnically and socio-economically diverse student population of 740.

While remaining academically and financially strong for the past 14 years, Peabody has provided its students, community, and district with innovative and effective elementary instruction tailored to its constituents and its vision. The following are examples of how this partnership of educators, parents, and community members has worked together for the betterment of the students:

- **Educational Excellence.** In 2007, the school met or exceeded the state targets in English language arts and mathematics for almost every group. Also three out of four Academic Performance Index (API) growth goals were met again in 2007. Also, the performance gap on the API has steadily declined since 2003.
- **Recognition.** Peabody received the Title 1 Academic Achievement Award in 2006-07 and is only one of four schools in Santa Barbara County that earned this recognition.
- **The student community of 740 reflects a rich ethnic and socio-economic diversity:**
  - 43 percent of our students are Hispanic; 43 percent are white.
  - 35 percent of our students speak Spanish as their first language.
  - 38 percent of our students come from families that live at or below the poverty level.
- **Teacher Competence.** All classroom teachers have met or exceed the credential requirements of No Child Left Behind. No teacher is assigned to a position out of their credentialed area.
- **Enrollment-** The school has increased its enrollment every year, with a student population of 740 this year, which is very near the school's capacity of 750. We had an extensive waiting list for 2007-2008.
- **Enrichment.** Students have many enrichment opportunities to enhance their educational experience. All K-6 students receive specialized instruction in physical education, multimedia visual arts, music, drama, Spanish, science, technology, and library.
- **Parent Involvement.** All parents are required to volunteer in the classroom and at various school activities and fundraisers for a minimum of three hours per month.
- **Fundraising.** The Peabody Foundation board, comprised of parents, staff, administration, and community members, was established in 1995 to facilitate fundraising for the school's needs. It has raised funds of over \$3 million to date. The balance left on the Exploration Center is less than \$300,000 due to outstanding 2006-07 efforts (almost \$100,000) which included a golf tournament, auction evening, and grant writing.
- **School Facility Improvements.** Widespread support and hard work by the community led to the building of the state-of-the-art Exploration Center, a modern, beautiful three learning environment which houses a science lab, a library (with fireplace and small amphitheatre), and computer lab. Recent additional enhancements to the campus include privacy walls in the main building, ADA modernizations, field re-siding, and new carpets for ten classrooms.
- **Partnerships.** Close, mutually beneficial relationships have been built with the Santa Barbara Museum of Natural History, the University of California Santa Barbara Education Department, and local businesses.

This is merely an overview of the remarkable accomplishments at Peabody Charter School since 1993. In 1997 and again in 2000, Peabody Charter School was recognized as a California Distinguished School. Being

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an independent charter school has allowed the staff to use its expertise, energy, and resources to best serve the community and build an outstanding educational program.

### **Vision**

The school community of staff, parents, and K-6 students will work collaboratively to create a safe, caring, supportive, innovative, and academically challenging educational environment which ensures that all students are self motivated, competent, lifelong learners in the 21<sup>st</sup> century.

### **Educational Philosophy**

We believe that learning best occurs when:

- students have responsibility for their choices, actions, and learning;
- The instructional program is rich in authentic, hands-on educational experiences that include laboratory science, multimedia art education, environmental studies, community partnerships, and technology;
- there is acceptance of different learning styles and an emphasis on the many ways that students learn, such as in flexible groupings, diverse modalities, cooperatively, through multiple intelligences, and with personal choice;
- specialists enhance the program and serve as teaching resources for performing and visual arts, science, physical education, GATE, Special Education, and technology;
- the staff collaborates and meets regularly to plan, reflect, analyze, and facilitate student-centered learning and assessment;
- the school supports teacher professionalism with appropriate budget allocations and time for planning, staff development, and instructional materials;
- parents are expected and required to be actively involved in their children's education *and* volunteer in the classroom and other school activities; and
- teachers create instruction, curriculum, assessments, and requirements to meet the needs of all learners, including those who require remediation and those who require acceleration.

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

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

Research indicates that parent involvement in school is positively related to the academic success of their students. To this end, parent participation in school programs and activities is a requirement at Peabody. Parents are encouraged to serve as members of the board of directors, on the Foundation, English Learner Advisory Committee, Parent Teacher Organization, etc., and are welcomed in the classroom and school as volunteers.

Parents can be participants in the following groups:

- Foundation. The foundation oversees the school capital fundraising, such as the state of the art Exploration Center and the field/track renovation.
- ELAC. English Language Advisory Committee (P.O.D.E.R.); parent and teacher group that addresses the needs of the English Learners; liaison to the principal.
- PTSO. Parent, teacher, staff organization dedicated to increased family activities, communication and staff appreciation; all parents are encouraged to participate.
- Board of Directors. Three parent representatives are selected for our governing board.

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In addition, parents may fulfill the volunteer requirement in a variety of ways that may include but are not limited to the following:

- Attendance at specific school events for which volunteer hours are awarded.
- Volunteer and assist teachers, office staff, library, maintenance crews, etc.
- Aid in after hour events such as Saturday work days, performance events, school registration/preparation, and extra curricular activities such as dances, athletic events, etc.
- Share expertise.

Parents also are responsible for honoring the Enrollment Contract including overseeing their students' progress, work, attendance and behavior. Parents are encouraged to express their concerns, to visit the school, and to meet with the staff.

### 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	94
Grade 1	110
Grade 2	103
Grade 3	101
Grade 4	112
Grade 5	113
Grade 6	113
<b>Total Enrollment</b>	<b>746</b>

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

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

Group	Percent of Total Enrollment
African American	1.7 %
American Indian or Alaska Native	1.2 %
Asian	2.6 %
Filipino	0.5 %
Hispanic or Latino	42.8 %
Pacific Islander	0.3 %
White (not Hispanic)	50.1 %
Multiple or No Response	0.1 %
Socioeconomically Disadvantaged	41 %
English Learners	33 %
Students with Disabilities	10 %

### **Average Class Size and Class Size Distribution**

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+
<b>K</b>	20.0	5			19.8	5			19.8	4		
<b>1</b>	20.0	5			19.4	5			20.2	4	1	
<b>2</b>	19.9	7			18.4	5			20.0	5		
<b>3</b>	20.0	5			19.2	6			19.8	5		
<b>4</b>	26.2		5		26.2		5		31.6		4	1
<b>5</b>	29.5		4		25.8		4		27.8		4	
<b>6</b>	27.0		4		26.5		4		27.8		4	

## **School Climate**

### **School Safety Plan (School Year 2008-09)**

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

**Date of Last Review/Update:** March 2009

**Date Last Discussed with Staff:** March 2009

Student safety is an important concern at Peabody Charter School. Our school safety plan is updated annually before the beginning of each school year and is available in the school office. The plan includes evacuation routes and procedures, job tasks for each team, including safety, utilities shut-off, triage, building security as well as fire drills, evacuation instructions and lock-down procedures. Staff members receive regular training in CPR and first aid. Periodic emergency/disaster drills are conducted throughout the school year. Using documented safety plans and procedures; actual emergency situations are reenacted to keep us prepared.

Peabody Charter School has adopted an Integrated Pest Management Plan using no pesticides or harmful chemicals on the campus.

## **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.

Peabody Charter School, built in 1927, is conveniently situated on Santa Barbara's north side in the San Roque neighborhood. From the original six classroom buildings, Peabody Charter School has steadily expanded to its current 34 classroom campus. The school, surrounded by beautiful and lush grounds, has a large library, an auditorium, a preschool, and a cafeteria. Six rooms were modernized in 2002. The original building was modernized during the 2004-06 school years. Restroom facilities (29 toilets) include four for the kindergartens, ten for the primary grades and ten for the upper grades, two in the auditorium, one in the cafeteria and two in the

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main building. In January 2005, Peabody opened an 8,000 square foot building called the Exploration Center, which consists of a state of the art library, technology center and science learning laboratory.

Our on-site full-time maintenance person along with three full-time custodians maintain the yards and buildings in excellent condition. All restrooms are in working order.

Students are supervised beginning at 7:30 a.m. each morning until the last bus leaves after our homework centers at 4:00 p.m.

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

Current facilities inspection reports are available at <http://www.sbsdk12.org/facilities/inspections>.

## 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
<b>With Full Credential</b>	40	38	36	302
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	N/A	N/A	N/A
<b>Total Teacher Misassignments</b>	N/A	N/A	N/A
<b>Vacant Teacher Positions</b>	0	0	0

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

### 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
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (paraprofessional)	0.4
Psychologist	0.6
Health Assistant	1.0
Nurse	0.1
Speech/Language/Hearing Specialist	1.0

### School Finances

#### 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.

Peabody Charter School offers enrichment programs for students during the regular school day. Peabody has a strong visual and performing arts program offering vocal and instrumental music, ceramics, drama, fine arts, digital arts, and storytelling. Peabody also has a K-6 physical education program and staff offering three 45 minute p.e. periods weekly during which the classroom teachers have release time. The physical education program also organizes a track meet for grades 4-6, a sports day for grades K-3, and a jog-a-thon that raises over \$100,000 yearly. The p.e. staff also brings in community high school and college teams to introduce sports (soccer, basketball, tennis, football, and baseball). Peabody has a healthy on-site café that serves delicious

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nutritious meals and utilizes the produce from the school garden which is overseen and tended to by the sixth grade.

School services include a psychologist/counselor three days per week, one fulltime speech therapist, a full time librarian, and two full time special education teachers. We offer an early intervention in literacy program that provides individual tutors 30 minutes daily to students who need additional support in reading for grades K-3.

The curriculum coordinator and assistant principal are integrally involved in helping teachers prepare lessons, provide training, and instructional support. All instruction is standards based and is also aligned with state technology standards.

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

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$42,705	\$40,786
<b>Mid-Range Teacher Salary</b>	\$64,731	\$65,726
<b>Highest Teacher Salary</b>	\$76,556	\$85,230
<b>Average Principal Salary (Elementary)</b>	\$106,815	\$106,548
<b>Average Principal Salary (Middle)</b>	\$113,858	\$112,237
<b>Average Principal Salary (High)</b>	\$118,274	\$121,617
<b>Superintendent Salary</b>	\$181,725	\$191,155
<b>Percent of Budget for Teacher Salaries</b>	37.9%	40.6%
<b>Percent of Budget for Administrative Salaries</b>	4.7%	5.3%

## Student Performance

### California Standards Tests

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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the

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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 10 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	58	61	71	43	45	51	43	46	50
Mathematics	61	63	75	50	52	56	40	43	46
Science	47	56	76	37	49	49	38	46	50

### Standardized Testing and Reporting Results by Student Group – Three Year Comparison

#### English-Language Arts

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

Group	English-Language Arts		
	2006-07	2007-08	2008-09
African American	54	45	50
Asian	79	56	100
Hispanic or Latino	36	32	47
White (Not Hispanic)	76	85	91
Male	52	56	69
Female	64	61	74
Economically Disadvantaged	33	31	48
English Learners	30	21	37
Students with Disabilities	20	27	33

#### Mathematics

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

Group	Mathematics		
	2006-07	2007-08	2008-09
African American	46	67	55
Asian	74	78	92
Hispanic or Latino	41	40	61
White (Not Hispanic)	79	80	87
Male	60	63	75
Female	63	62	75
Economically Disadvantaged	38	39	58
English Learners	35	33	55
Students with Disabilities	23	31	43

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### Science

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

Group	Science		
	2006-07	2007-08	2008-09
Hispanic or Latino	17	40	48
White (Not Hispanic)	73	75	95
Male	47	67	73
Female	47	44	81
Economically Disadvantaged	17	32	46
English Learners	16	29	35
Students with Disabilities	*	*	82

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

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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	12.7	19.1	60.9

## 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 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 10 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	8	8	8
Similar Schools	7	6	6

### Academic Performance Index Changes 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	-1	14	41	874
Hispanic or Latino	-4	4	53	785
White (not Hispanic)	-6	21	25	944
Socioeconomically Disadvantaged	2	20	47	780
English Learners	-1	1	45	752

### Adequate Yearly Progress

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

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

### 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 (English-language arts 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	In PI
First Year of Program Improvement Implementation		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	6
Percent of Schools Currently in Program Improvement	---	42.9

## 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.

	2006-07	2007-08	2008-09
School days dedicated to school-wide professional development	0	0	0

## 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 – Aggregated**

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

Subject and Grade Level	Average Scale Score		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**

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