



## **Bernard Eldredge Elementary School**

**School Accountability Report Card, 2006–2007**  
Old Adobe Union School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

# Bernard Eldredge Elementary School

School Accountability Report Card, 2006–2007  
Old Adobe Union School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2007\\_en.html](http://www.schoolwisepress.com/sarc/links_2007_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

## How to Contact Our School

207 Maria Dr.  
Petaluma, CA 94954  
Principal: Andrea Stubbs  
Phone: (707) 765-4302

## How to Contact Our District

845 Crinella Dr.  
Petaluma, CA 94954  
Phone: (707) 765-4321  
<http://www.oldadobe.org>



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Published by  
**SCHOOL WISE PRESS**  
385 Ashton Ave., Ste. 200  
San Francisco, CA 94112  
Phone: (415) 337-7971  
[www.schoolwisepress.com](http://www.schoolwisepress.com)

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# Bernard Eldredge Elementary School

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## » Principal's Message

Welcome to Bernard Eldredge Elementary School, where we currently serve almost 300 students in the wonderful community of Petaluma, California. Our objectives are to find success for every child, provide focused and targeted literacy instruction, and provide equal access to the curriculum for all students. In addition, we aim to involve parents and the community in growing successful and happy students and provide “something extra” through enrichment activities in order to promote social and emotional well-being. These goals provide a platform for students to achieve high academic standards, physical well being, and emotional security. As a result, our students are well equipped to participate in society as ethically and socially responsible citizens.

To expand our capacity to meet each child's individual needs, the Bernard Eldredge Learning Academy (BEELA) for students in grades four through six was implemented during the 2006–2007 school year. It features flexible student grouping based on needs, skills, and interests, with extensive staff collaboration to maximize instructional delivery. Student progress is monitored through frequent assessment, and families report that they enjoy the individualized approach and middle school scheduling system.

Programs that reinforce our school's academic focus include: 1) support for struggling learners through Title I Reading Teacher and an extended kindergarten day for English learners; 2) individually paced instruction using Accelerated Reader and Accelerated Math; 3) regular ongoing assessments using the Scholastic Reading Inventory, STAR reading, a computer-adaptive reading test and database; and 4) computer literacy in our new computer lab.

Each staff member also strives to provide something extra to all of our students, through individual staff interests in Spanish language and culture and expertise in computer animation, gardening, art, and music.

Although we have a Boys and Girls Club across the street that offers afterschool programs, we are implementing our own preschool and comprehensive afterschool program for school-age children. We also have an Adult Education program on campus, providing classes in language development for adult English learners.

Bernard Eldredge has served the community since 1961. We are proud of our service to the community and are thankful for the strong support from our active PTA and School Site Council (SSC). We look forward to showcasing our programs to the public and encourage you to call today for an appointment to tour our outstanding school.

Andrea Stubbs, PRINCIPAL

### Grade range and calendar

**K-6**

TRADITIONAL

### Academic Performance Index

**713**

County Average: 795  
State Average: 763

### Student enrollment

**286**

County Average: 348  
State Average: 531

### Teachers

**15**

County Average: 18  
State Average: 26

### Students per teacher

**19**

County Average: 19  
State Average: 20

### Students per computer

**3**

County Average: 5  
State Average: 5

## Major Achievements

- We met the federal accountability criteria for Adequate Yearly Progress (AYP) during the 2006–2007 school year, exceeding the schoolwide proficiency target in both English/language arts and mathematics.
- We continued our progress toward full implementation of the district's Writing by Design and Handwriting without Tears programs, which have served to improve our students' achievement in these areas and across subjects.
- Our new principal supported the staff in extensive goal-setting for the 2007–2008 school year, in the spirit of continuous improvement across all school programs and services.
- Our upper-grade learning academy, individual and small-group instruction through our Title I reading program, and afterschool tutorials have resulted in progress toward and beyond grade-level standards and increased test scores, while our enrichment offerings serve to educate the whole child. All of these programs combine to provide a high-quality, well-rounded education.
- Students at Bernard Eldredge Elementary School enjoy a variety of enrichment activities from arts and crafts to music, computers, gardening, band, and Spanish. A performing arts group called Young Imaginations provides weekly lessons in dance, drumming, recorders, and general music.

## Focus for Improvement

- Among the improvements planned for the 2007–2008 school year is the installation of a special amplification system in each classroom, designed to enhance learning by helping all students hear instruction and vocalization more clearly. Student Review Team meetings, which are designed to help teachers develop individualized plans to help all students meet and exceed grade-level standards, will be expanded to provide more time for teachers to collaborate. In addition, a three-year parent involvement action plan will be developed that will include an emphasis on improving school grounds and landscaping.
- We will implement Best Practices, a comprehensive schoolwide discipline and life skills education program next year, which is designed to promote a positive, safe, respectful learning environment for all students. To further enhance the social and emotional well being of our students, a mental health counselor will be hired to work three days per week, offering both individual and group counseling. The counselor will also oversee a Conflict Managers program, in which students learn to assist each other in resolving minor problems. Additional schoolwide activities are planned, such as Morning Announcements and monthly Student Award Assemblies, designed to promote a positive, fun learning environment in which effort, citizenship, and academic excellence are regularly rewarded.
- Our leadership team will be joining the Sonoma County Leadership Network during the 2007–2008 school year, which was developed to help school staff implement a powerful method of collaboration designed to improve learning for all students. In addition, a Community Read program is planned for the 2007–2008 school year, during which the entire school community reads the same book with the intent of promoting a love of reading and literature.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>No</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>713</b>
<b>Growth attained from prior year</b>	<b>-9</b>
<b>Met subgroup* growth targets</b>	<b>No</b>
<b>Underperforming school</b>	<b>No</b>

BE’s API was 713 (out of 1000). This is a decline of 9 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 722. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 4 out of 10.

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

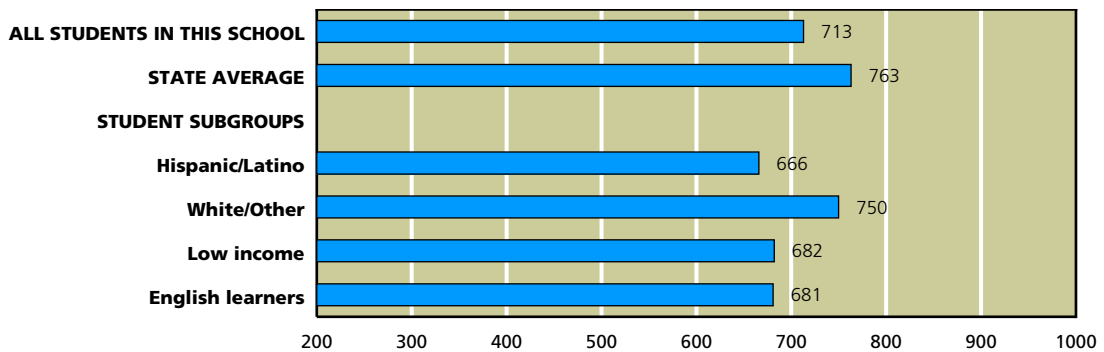
\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 1 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

**API, Spring 2007**



SOURCE: API based on spring 2007 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 21 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School in 2007</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>	●	●	●	●
<b>White/Other</b>	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

SOURCE: AYP release of March 2008, CDE.

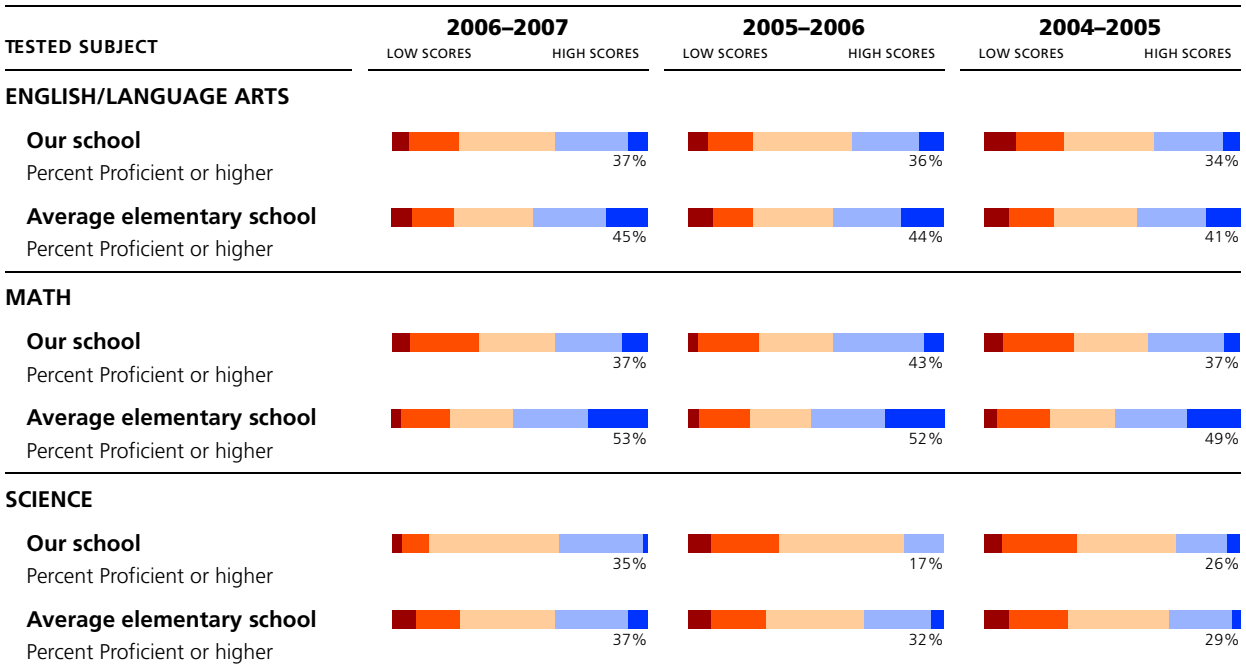
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?** When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

**English/Language Arts (Reading and Writing)**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			37%	99%	<b>SCHOOLWIDE AVERAGE:</b> About eight percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			50%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

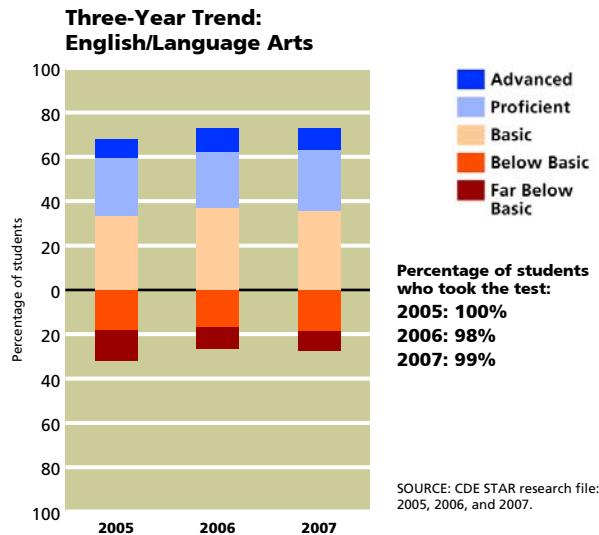
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			28%	109	<b>GENDER:</b> About 18 percent more girls than boys at our school scored Proficient or Advanced.
Girls			46%	113	
English proficient			49%	125	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			22%	97	
Low income			31%	130	<b>INCOME:</b> About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			45%	92	
Learning disabled			17%	30	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			40%	192	
Hispanic/Latino			25%	115	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			50%	92	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



**Math**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			37%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 16 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			51%	96%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			53%	96%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

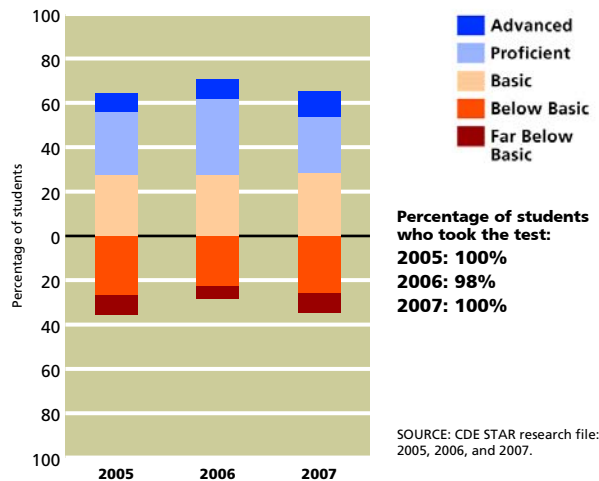
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			38%	110	<b>GENDER:</b> About two percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			36%	113	
<b>English proficient</b>			44%	125	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			29%	98	
<b>Low income</b>			29%	131	<b>INCOME:</b> About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			45%	92	
<b>Learning disabled</b>			33%	30	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			39%	193	
<b>Hispanic/Latino</b>			28%	116	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			45%	92	

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You can read the **math standards** on the CDE’s Web site.

**Three-Year Trend: Math**



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			35%	100%	<b>SCHOOLWIDE AVERAGE:</b> About two percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			43%	99%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			37%	99%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

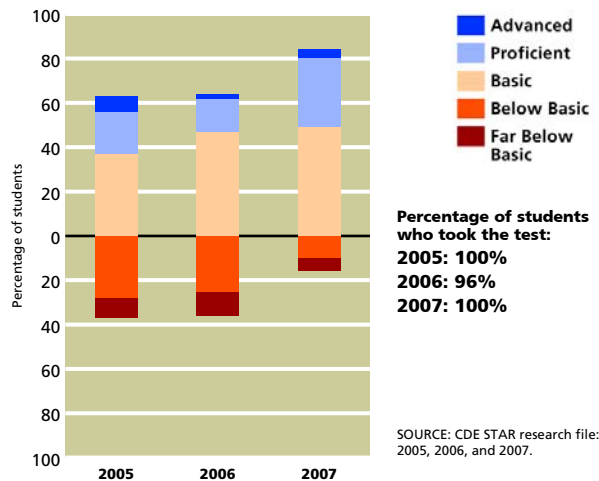
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
<b>Girls</b>	DATA STATISTICALLY UNRELIABLE		N/S	24	
<b>English proficient</b>	DATA STATISTICALLY UNRELIABLE		N/S	23	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
<b>English learners</b>	DATA STATISTICALLY UNRELIABLE		N/S	28	
<b>Low income</b>			32%	31	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
<b>Not low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	20	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	6	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			36%	45	
<b>Hispanic/Latino</b>			23%	30	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	16	

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE’s Web site.

**Three-Year Trend: Science**



### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	13%	22%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	41%	47%	39%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	13%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	54%	52%	46%
<b>MATH</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	21%	32%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	51%	60%	56%

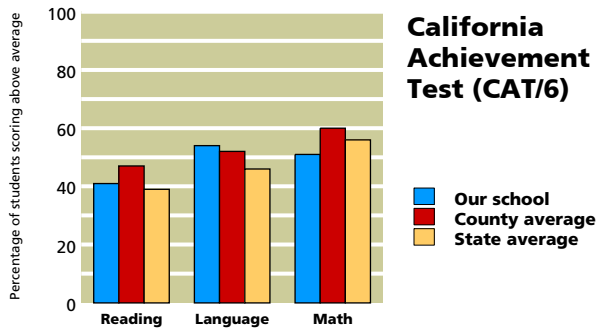
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At BE, 41 percent of students scored at or above average in reading (compared to 39 percent statewide); 54 percent scored at or above average in language (compared to 46 percent statewide); and 51 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was language.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At BE, 13 percent of students scored at the top in reading (compared to 15 percent statewide); 13 percent scored at the top in language (compared to 19 percent statewide); and 21 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

### Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

**Other Measures of Student Achievement**

Every year during August/September, the principal interprets the results of the previous year's CST data with the staff, using powerful online data analysis tools. At least twice each year, students also take district tests in language arts to determine the degree to which they are progressing towards grade level standards. We also use informal classroom observations, homework, class work, quizzes, and end-of-unit tests to assess student growth. Teachers meet with the principal and Reading Specialist at least once each trimester in Student Review Team meetings to look at the results of all these assessments and identify strategies to meet the individual needs of our students. Our English learners also take the California English Language Development Test every year. Some learning-disabled students take the California Alternative Performance Assessment instead of the CST and CAT/6.

We send home progress reports in the middle of each trimester and report cards at the end of each trimester. We hold parent conferences every fall and more frequently for students who are struggling at school.

**STUDENTS**

**Students’ English Language Skills**

At BE, 51 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	51%	68%	68%
English learners	49%	32%	32%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 140 students classified as English learners. At BE, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	91%	93%	85%
Vietnamese	1%	1%	2%
Cantonese	1%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	1%	0%
All other	7%	5%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Ethnicity**

Most students at BE identify themselves as Latino/Hispanic or White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	2%	7%
Asian American/Pacific Islander	6%	5%	11%
Latino/Hispanic	51%	38%	50%
White/European American/Other	40%	54%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

**Family Income and Education**

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At BE, 54 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	54%	44%	56%
Parents with some college	45%	59%	54%
Parents with college degree	23%	35%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 45 percent of the students at BE have attended college, and 23 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 68 percent of our students provided this information.

## CLIMATE FOR LEARNING

### Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades.

The average class size at BE varies across grade levels from a low of 15 students to a high of 28. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	15	19	20
First grade	17	19	19
Second grade	19	20	19
Third grade	20	20	20
Fourth grade	N/A	27	29
Fifth grade	N/A	27	29
Sixth grade	N/A	27	29

SOURCE: CBEDS census, October 2006. County and state averages represent elementary schools only.

### Safety

Staff and teachers monitor the school grounds for at least 30 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must enter the school through the main door and sign in at the office, where they receive a badge to wear throughout their stay.

We revise our School Safety Plan annually; it was last revised in the spring of 2006. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. During the 2006–2007 school year, we will begin making the plan available on our school Web site. Copies are also available in the office for parents. We share the plan with all staff during a schoolwide staff meeting. We practice fire and earthquake drills three times a year and hold trainings for staff on emergency preparedness every fall.

### Discipline

We abide by our district and site strict behavior code, which we send home to parents at the beginning of every year. As an elementary school, we must lay a foundation of responsibility and self-control in each child. Our expectations for appropriate behavior are consistent throughout the grades, but our disciplinary approach depends on the age of the child. In kindergarten and first grade we concentrate on redirection rather than punishments and rewards.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2006–2007	7	4	5
2005–2006	2	4	5
2004–2005	1	3	5
<b>Expulsions per 100 students</b>			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

Our teachers focus on the positive and maintain warm and constructive atmospheres in their classrooms. We rarely have serious disciplinary problems. We find that brief time-outs, loss of recess, and “natural” consequences (for example, picking up litter around the school if a student throws her milk carton on the ground instead of in the trash) take care of most misbehavior.

We expect parents to be active partners in helping their children to conduct themselves responsibly. When necessary, our principal meets with children and their parents to devise a behavior plan. Students are only suspended or expelled for extremely serious problems, such as chronic outbursts, physical violence, or repeated acts of vandalism.

During the 2006–2007 school year, we will be implementing Best Practices. The program emphasizes positive incentives to encourage desired behavior, and teaches students to Be Safe, Be Respectful, and Be Responsible in every aspect of their daily lives.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are

removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2006–2007 school year, we had 19 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

**Homework**

In kindergarten, students complete one to two pages of homework each night with a family member. Activities are designed to reinforce mathematics and language arts. All students in grades one through three read for 15–20 minutes each night, either independently or with a family member. In addition, primary students complete practice activities in spelling, mathematics, vocabulary, and sometimes handwriting. In some classrooms, homework packets are distributed on Mondays and collected on Fridays. In others, homework is assigned each day and collected on the following day.

Students in grades four through six are expected to read at least 30 minutes every night. In addition, upper-grade teachers assign daily problem sets in math, four homework assignments each week, and periodic projects in writing, social studies, and science.

**Schedule**

Using a traditional school schedule, the school year includes 182 days of instruction and begins during the last week of August. The year ends in early or mid-June. A committee meets every year to plan the subsequent year’s calendar, ensuring that the state requirement for instructional minutes is satisfied. The committee also schedules minimum days for parent conferences. Classes begin at 8:15 a.m. every morning. Primary grade students are dismissed at 2:30 p.m. and upper grade students are dismissed at 2:45 p.m. except for Wednesdays, when students in grades one through six are dismissed at 1:30 p.m. to allow for teacher collaboration time. Some students attend afterschool tutorial groups for an hour after school two days per week. Our kindergartners also begin their day at 8:15 a.m. They go home at 12:14 p.m. on Monday and Friday, but stay for an extended day on Tuesday and Thursday. Office hours are from 7:30 a.m. to 4 p.m. every day.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	26%	27%	25%
Girls in Fitness Zone	76%	33%	30%
Fifth graders in Fitness Zone	50%	30%	27%
Seventh graders in Fitness Zone	N/A	31%	29%
Ninth graders in Fitness Zone	N/A	11%	23%
All students in Fitness Zone	50%	30%	27%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

## LEADERSHIP, TEACHERS, AND STAFF

### Leadership

Andrea S. Stubbs is our new principal this year. She replaced Dennis Dessel, who was our principal for the previous 14 years. Ms. Stubbs has two years of experience as a principal, four years of experience as an assistant principal, and eight years of experience as a teacher.

Many groups help to make decisions that affect our school. Parent volunteers, the administration, and staff compose the SSC, which makes many important budgetary decisions. In addition, our Leadership Committee makes decisions about staff development and collaboration-time activities and helps to update the Single Plan for Student Achievement each year. This group also analyzes testing data to make curricular decisions and monitor the effectiveness of our programs.

Our English Language Advisory Committee (ELAC) includes many parents of English learners, the principal, and two staff members; one of whom is bilingual in English and Spanish. The ELAC helps to shape our program for English learners.

### Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	22	15	13
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	0%	7%	11%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master's degree or higher from a graduate school	20%	19%	33%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	80%	81%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

None of our teachers has less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 22 years of experience. About 80 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 20 percent have completed a master's degree or higher.

### Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	99%	97%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	1%	2%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	1%	3%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at BE hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at BE holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). All of the faculty at BE hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 school year.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is zero percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is zero percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%	5%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

### Staff Development

Our teachers attend two days of staff development before school begins, and one day during the school year. These days are devoted to aligning our curriculum to state standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in child development and its application to the elementary school. Teachers and administrators look at test scores and review the most pressing issues of the previous year to choose specific topics. During the 2006–2007 school year, training will be provided in the area of brain research and applications, the teaching of critical thinking skills, and additional training in our district’s writing program, Writing by Design. Techniques to help English learners, which include strategies such as front-loading vocabulary, have also been a topic of staff development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	15.0
2005–2006	15.0
2004–2005	15.0

Students are dismissed early on Wednesdays to allow time for teachers to collaborate within and across grade levels. Collaboration activities include working with staff writing coaches, engaging in Student Review Team meetings, and articulating the curriculum across grade levels. In addition, teachers attend conferences and trainings in their area of interest or expertise. Four Wednesdays each year are devoted to grade-level meetings districtwide.

### Evaluating and Improving Teachers

Our principal evaluates probationary certificated employees every year, and permanent certificated employees every two years. Every fall she meets with the teachers to be evaluated to agree upon objectives. The principal conducts two formal and several informal, spontaneous observations during the year. The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Commission on Teacher Credentialing, focusing on the California Standards for the Teaching Profession as criterion. During the observation the principal notes the students’ level of engagement, the organization of the classroom, and the effectiveness of the lesson under way. She checks the teacher’s lesson plans and student work as well. The principal solicits comments from other teachers and parents. These factors, in addition to test scores, help to identify areas of strength, and determine whether a teacher needs help, which might be training in a specific area or working with a mentor.

Ordinarily, the principal, teacher, and superintendent are the only people who see the final written evaluation. Permanent employees who have received at least two consecutive satisfactory evaluations may request an alternative evaluation format, in which they work with a peer to identify goals and document progress toward those goals. Beginning teachers are paired with mentor teachers and enrolled in our support program for new teachers. Our teachers also mentor student teachers from local universities.

### Substitute Teachers

We are fortunate to have a fairly extensive substitute pool from which to choose when a teacher must be absent, and a group of regular substitutes is generally able to meet our needs. When possible, we hire substitutes whom our teachers request specifically. If a teacher is absent on short notice, our principal takes over the class. Teachers leave detailed lesson plans for our substitutes to follow, to ensure consistency and continuity of the educational program. All substitutes must meet basic state-mandated criteria, including possession of a bachelor’s degree.

### Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.8
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

## Specialized Programs and Staff

Each of our upper-grade teachers offers an enrichment class for students in grades four through six that meets on Friday afternoons. Students can choose from computers, Spanish, claymation, gardening, and other activities. Our primary students also enjoy arts and crafts, gardening projects, and music activities provided by their regular classroom teacher. Young Imaginations meets with each class once a week and provides lessons in dance, singing, recorders, and drumming. Students also have the opportunity to participate in the districtwide band program and in events like our Young Author's Tea, Eastside Relays, and the county spelling bee.

Students who need assistance with homework can participate in our tutorial program before and after school. A school psychologist, mental health counselor, and nurse are also available to address the physical, emotional, and psychological needs of our students. One of our teachers coordinates a very successful buddy reading program, and a group of students from the local high school serve as older mentors for some of our students, in their peer buddy program.

The nearby Petaluma Boys and Girls Club offers an array of afterschool activities.

**GIFTED AND TALENTED EDUCATION (GATE):** Our GATE program begins in the third grade. Students with high scores on standardized tests or whose teachers have recommended them because of exceptional academic abilities join this program. Our GATE students learn subject matter at a faster pace and in more depth than the regular curriculum provides, and so each teacher modifies the curriculum accordingly to adjust for individual need. Some teachers have attended training on how to recognize and challenge high-performing students. Within the upper-grade learning academy (BEELA), students can move up a grade or two in their area of strength, but stay with their own grade for other subjects. Our GATE students participate in the district GATE program, which is coordinated by a certificated teacher. GATE classes meet at Bernard Eldredge Elementary School every Wednesday, and include challenging lessons, enrichment activities, and field trips.

**SPECIAL EDUCATION PROGRAM:** We have one full-time Resource Specialist Program (RSP) teacher and one assistant who work with our special education students. We have a speech therapist four days each week, and a psychologist one day each week. Resource students stay in the regular classroom as much as possible but come to the RSP classroom to work in small groups or one on one in their area of difficulty. In the regular classroom they receive accommodations according to their Individualized Education Plans (IEPs). Examples include more time to take tests, sitting close to the teacher, or less homework. Our resource students have mild or moderate learning differences such as dyslexia, visual or auditory processing problems, and language delays.

Students in our attendance area with more extensive needs attend Special Day Classes (SDC) at Miwok Elementary School, within the district. A county SDC is housed on our site for students with autism. When concerns arise in the classroom for regular education students, a Student Study Team meeting is held during which strategies are identified to help the child succeed in school. Teachers, administrators, parents, and support personnel attend these meetings, and special education screening with subsequent testing is recommended when and if appropriate.

**ENGLISH LEARNER PROGRAM:** All of our teachers are either certified in Cross-cultural Language and Academic Development (CLAD), or have had special training in instructional strategies designed to meet the needs of English learners. Students who are beginning English learners receive intensive instruction in English Language Development (ELD) from our ELD coordinator, and two bilingual instructional assistants work with more advanced English learners in small groups according to skill level. All English learners are mainstreamed in regular classrooms, and English learners in kindergarten through third grade also receive instruction in Spanish reading to maintain fluency in their primary language. The latest instructional tools are used to help English learners develop fluency as quickly as possible, including an innovative computer program called DynEd, which has resulted in improved student achievement. We encourage the parents of English learners to join our ELAC. We depend on the ELAC to help improve and expand our ELD program as our English learner population continues to grow.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

### Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for [English/language arts](#) on the CDE's Web site.

### Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the [math standards](#) on the CDE's Web site.

### Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the [science standards](#) on the CDE's Web site.

### Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the [social studies standards](#), see the CDE's Web site.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

**RESOURCES**

**Buildings**

The campus is located across from a large city-maintained park that includes a soccer field and community center. Our main building was built in 1961, with portables added on in 1980 and 1998. All of our buildings are in good condition and are regularly inspected by district maintenance staff. We have two play structures, a basketball court, and a field for student use.

We have one day custodian and one night custodian who keep our facilities clean. Each classroom is cleaned every other day and the rest rooms are cleaned every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule.

During the 2006–2007 school year, district funds will be used to improve our landscaping, which will become a focus of our parent involvement efforts over the next two years.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

**Library**

We have a spacious, inviting library that holds approximately 10,000 volumes and contains several student computer stations. A Library Manager staffs the library five days a week, and classes visit at least once each week to enjoy storytelling and library skills lessons and to check out books. The Library Manager hosts a book fair twice a year to raise funds for library materials and coordinates several activities during the year designed to promote literacy. The collection is updated annually with new books, audiovisual materials, and other resources thanks to the fund-raising efforts of our Library Manager and the PTA/Bilingual PTA parent groups. During the 2006–2007 school year, we are preparing to implement an annual Community Read program, in which all students are presented with a chapter book that is read schoolwide, and which includes related activities.

**Computers**

We have 97 computers available for student use, which means that, on average, there is one computer for every three students. There are 24 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	3	5	5
<b>Internet-connected classrooms</b>	24	20	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

We have a fully equipped computer lab, maintained by a volunteer computer technician who also instructs teachers in how to use a variety of software applications. Teachers bring their students to the computer lab on a regular basis to learn touch typing, conduct research on the Internet, create PowerPoint presentations, write reports, and develop math skills. All of our classrooms have at least one networked computer and printer for students to use. Students build their math, reasoning, and reading skills using special software that complements the curriculum. One teacher offers an enrichment class for upper-grade students in claymation in addition to a class that teaches more advanced computer skills. All teachers have access to email and the Internet. They use computers to keep attendance, record grades, and correspond via email with parents and colleagues.

## **Parent Involvement**

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our Leadership Committee or the SSC, which works with administration to help make financial decisions. Parents of English learners are vital to our Bilingual PTA/English Learner Advisory Association, and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. The PTA sponsors student activities, and organizes fund-raisers to support school programs. Parents help with everything from publishing our bimonthly newsletter to updating the school marquee. We ask parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences held every trimester. During the 2006–2007 school year, the staff is developing a three-year action plan to increase parent involvement, with an emphasis on improving school grounds and landscaping. We always need new volunteers! The contact person for parent involvement is Andrea Stubbs, our principal.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$12,830,938	N/A	N/A
Expenses per student	\$7,023	\$7,229	\$7,521
<b>FISCAL YEAR 2004–2005</b>			
Total expenses	\$13,080,033	N/A	N/A
Expenses per student	\$6,976	\$6,897	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,023 per student in the 2005–2006 school year, compared to an average of \$7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$12,830,938. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

**District Salaries, 2005–2006**

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$37,779	\$38,159
<b>Midrange teacher’s salary</b>	\$59,248	\$59,148
<b>Highest-paid teacher’s salary</b>	\$66,001	\$73,514
<b>Average principal’s salary (elementary school)</b>	\$89,435	\$91,903
<b>Superintendent’s salary</b>	\$111,650	\$132,994
<b>Percentage of budget for teachers’ salaries</b>	43%	42%
<b>Percentage of budget for administrators’ salaries</b>	7%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

## SCHOOL EXPENDITURES

Federal Title I funds pay for Ms. Deen, our Reading Specialist. She oversees three instructional aides (two of them are bilingual), and together the team provides additional instruction in reading for both individuals and small groups of students. State funds also contribute to the running of our afterschool tutorials, and Title III funding provides support and materials for our English learners. Our PTA and Bilingual PTA groups raise funds for classroom supplies, field trips, library books, and special assemblies.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



**STUDENT AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	286
African American	3%
American Indian or Alaska Native	1%
Asian	2%
Filipino	3%
Hispanic or Latino	51%
Pacific Islander	0%
White (not Hispanic)	39%
Multiple or no response	0%
Socioeconomically disadvantaged	57%
English learners	44%
Students with disabilities	14%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	30
Grade 1	34
Grade 2	38
Grade 3	40
Grade 4	42
Grade 5	50
Grade 6	52
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

### Average Class Size by Grade Level

GRADE LEVEL	2004–2005	2005–2006	2006–2007
Kindergarten	19	19	15
Grade 1	18	18	17
Grade 2	20	19	19
Grade 3	19	20	20
Grade 4	27	27	N/A
Grade 5	30	25	N/A
Grade 6	31	29	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	16	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	28
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

### Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2004–2005			2005–2006			2006–2007		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	1	0	0	2	0	0	2	0	0
Grade 1	1	0	0	1	0	0	2	0	0
Grade 2	1	0	0	2	0	0	2	0	0
Grade 3	3	0	0	2	0	0	2	0	0
Grade 4	0	2	0	1	2	0	0	0	0
Grade 5	0	2	0	0	2	0	0	0	0
Grade 6	0	2	0	0	2	0	0	0	0
Combined K–3	3	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2006.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	17	16	15	N/A
Without Full Credential	0	0	0	N/A

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

**STUDENT PERFORMANCE**

**California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

**CST Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	34%	36%	37%	51%	54%	52%	40%	42%	43%
Mathematics	37%	43%	37%	50%	59%	56%	38%	40%	40%
Science	26%	17%	35%	39%	42%	46%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CST Results by Student Group: Most Recent Year**

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

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	25%	28%	23%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	50%	45%	50%
Boys	28%	38%	33%
Girls	46%	36%	38%
Economically disadvantaged	31%	29%	32%
English Learners	22%	29%	25%
Students with disabilities	17%	27%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

#### CAT/6 Test Results for Third Grade Students: Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	31%	34%	41%	49%	51%	55%	41%	42%	42%
Mathematics	41%	46%	51%	58%	63%	64%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

#### CAT/6 Test Results for Third Grade Students by Group: Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
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	39%	43%
Pacific Islander	N/A	N/A
White (not Hispanic)	38%	62%
Boys	37%	53%
Girls	45%	50%
Economically disadvantaged	36%	46%
English learners	38%	43%
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	4	3	4
Similar-schools rank	1	1	1

SOURCE: The API Base Report from July 2007.

**API Changes by Student Group: Three-Year Comparison**

API changes for all students and student groups: 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.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+3	+17	-9	713
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-22	+85	-7	666
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+35	-16	-1	750
Economically disadvantaged	+7	+33	+26	682
English learners	N/A	+81	+1	681
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

#### Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

**TEXTBOOKS**

**Textbook Adoption List (TABLE 0)**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Houghton Mifflin	Language Arts	2003	2002
Saxon	Math	2001	2001
MacMillan/McGraw-Hill	Science	2007	2007
MacMillan/McGraw-Hill	Social Studies	2007	2007

SOURCE: Textbook data is supplied by the district.