

-----**FORT ROSS ELEMENTARY SCHOOL DISTRICT**-----

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**SCHOOL ACCOUNTABILITY REPORT CARD for School Year 2006-2007
and SINGLE PLAN FOR STUDENT ACHIEVEMENT**

Published During 2007-2008
Distributed during May 2008

I. About This School

Superintendent's Message:

The preparation and distribution of the School Accountability Report Card and the Single Plan for Student Achievement are requirements of the No Child Left Behind Act of 2001. Fort Ross Elementary District is combining these two documents to simplify the reporting of data and information about the school. As you read this document, you will find that the school has a commitment to excellence and a faculty that is professionally skilled and committed to meeting the learning needs of all students. We are fortunate to be located in a supportive community. The local voters during a special election in August 2004 agreed to continue the parcel tax that funds our many fine programs and preserves our long tradition of excellence in education.

We value your input and feedback. Please feel free to contact me with any concerns or ideas that will help improve the educational experience of our children.

Robert Noll, Superintendent/Principal

School Accountability Report Card:

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>.

School Description:

Fort Ross Elementary District is a small, rural, one-school district founded in 1885. Located in northwestern Sonoma County, the school is in an attractively landscaped setting on a beautiful coastal ridge near Fort Ross State Historic Park and Timber Cove.

In the 2006-2007 school year, the School had an enrollment of 48 students from Kindergarten through Eighth Grade. 20.8% of the student population was Hispanic or Latino, 4.2% African-American and 75.0% of European heritage. English Learners comprise 14% of the student population.

Fort Ross Elementary is a school with a vision of excellence for meeting the needs of the students academically, emotionally, socially and physically in a positive and safe environment. There is a firm belief that all students can learn, and that once individual strengths are identified, we can provide opportunities for our students to be successful and thus gain in confidence and self-esteem.

Mission Statement and District Goals:

The Fort Ross Elementary District and the community that supports it shall educate, inspire and empower our students to become skilled individuals, responsible decision-makers, life-long learners, and creative members of this community and the world.

There are six fundamental goals:

- To adopt budgets that implement district goals, are fiscally sound, and allow appropriate reserves.
- To maintain quality instruction that meets state standards, provides needed instructional materials for an articulated K-8 curriculum that integrates technology and the arts
- To encourage students to pursue academic excellence, develop self esteem, become responsible individuals and have respect for the rights of others
- To have a safe, attractive facility that provides for maximum use by the school and the community and to consistently maintain this facility.
- To provide professional development opportunities to maximize the potential of staff, including instructional assistants, teachers, bus drivers, and administration
- To connect students with larger community resources in order to broaden educational exposure (learning opportunities)

Opportunities for Parental Involvement:

Parents and community members are formally involved in Fort Ross Elementary School through the School Site Council, Parents’ Club and Board of Trustees. In addition, adults serve as volunteers in classrooms, special school programs and events, and provide general assistance to the school when needed. Parents and community members serve on many of the committees for planning and implementing improvements to our school, such as the Technology Committee, and the Facilities Committee. We are constantly in need of people to help the district in various projects and classroom activities. Please call the district office at (707) 847-3390 for more information on these volunteer opportunities or other ways in which you could help.

Student Enrollment by Grade Level:

Grade Level/Class Size for 2006-2007									
K	1	2	3	4	5	6	7	8	Total:
11	0	3	6	6	0	4	5	13	48

Participation in the Class Size Reduction Program

California’s K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to twenty or fewer students per certificated teacher. The use of combined classrooms and the grouping of grades in classes have varied over the years. This table displays by grade level the average class size and the number of classrooms that fall into each size category.

Grade	2004-2005			2005-2006			2006-07		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
K-3	13.0	1		16.0	1		20.0	1	
3-4	12.0	1			0		16.0	1	
4-8	19.0	1		12.5	2		18.0	1	

The percentage of pupils in grades K to 3, inclusive, participating in the Class Size Reduction Program was 100%.

II. School Climate:

School Safety Plan:

The school’s disaster preparedness plan and safety plan include steps for ensuring student and staff safety during disasters. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are conducted on a monthly basis and earthquake drills are conducted twice a year. The Safety Plan was developed by parents and staff and is updated annually by the School Site Council. The School Safety Plan is available to the public in the school staff room. The school safety plan is being revised in 2007-2008 to reflect current emergency preparedness guidelines developed by the Sonoma County Office of Education and other government agencies.

All employees attend annual mandatory trainings on a variety of first aid and safety topics including: blood borne pathogens, anaphylactic shock, CPR, first aid, safety in the workplace and disaster preparedness.

School Discipline Practices:

All classrooms have an established discipline policy that is posted. A review of referrals to the Superintendent indicated that for the most recent three-year period, less than 2% of students were suspended and no students were expelled. Students receive school-wide recognition for school spirit, citizenship, attendance and academics at monthly school assemblies. The goal of our student discipline plan is to maintain a positive, safe and secure school culture and to foster the behavior and skills that students will utilize throughout their lives as responsible members of society. We intend for our students to be safe, respectful of others and responsible for their behavior and decisions.

III. School Facilities:

School Facility Conditions and Improvements:

Fort Ross Elementary provides a safe, clean environment for students, staff and volunteers. All facilities of the school are used to their fullest by the staff. During after school hours the site is used for sports, music classes, yoga, the Community Market and lending library, fine arts classes, legos robotics classes and as a meeting place for local community groups. The facilities are kept in good repair. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional by an evaluation instrument developed by the Office of Public School Construction. The custodian, maintenance person and superintendent/principal ensure that the classrooms, restrooms and campus grounds are kept clean and safe. The classrooms and facilities are maintained to a degree that provides for learning and a sense of school pride.

All classrooms, the library and computer lab are wired and networked appropriately to make use of the latest technology. During the 2006-07 year, plans were developed for converting one of the classrooms into a pre-school room and a science center, removing an old portable classroom building from the campus and obtaining state grants to fund a water well system for the school. These projects are scheduled for completion during 2008.

School Facility Good Repair Status:

This table displays the results of the School Facility Conditions Evaluation to determine the school facility's good repair status. This form was completed on 09/24/2007.

Item Inspected	In Good Repair?	Repair Needed and Action Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (interior and exterior)		The pre-K classroom, the 3-5 classroom and the 6-8 classroom have doors that need repair. Repaired
Interior Surfaces (walls, floors, and ceilings)		Multi-purpose room has missing wall tile; Repaired 3-5 classroom has gaps between some ceiling tiles library has 2 holes in ceiling tiles. Repaired
Hazardous Materials (interior and exterior)	Yes	
Structural Damage	Yes	Note: exterior needs painting and sealing
Fire Safety	Yes	
Electrical (interior and exterior)	Yes	Exposed wires in walls in multi-purpose room; Repaired
Pest/Vermin Infestation		Pest droppings over summer break in K-2 classroom, Office, stockroom: Repaired
Drinking Fountains (inside and outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	Note: Playground lights are disconnected temporarily due to the removal of the old portable and re-grading of the area. Scheduled to be reconnected at completion of the project.
Other	Yes	Seismic station battery source needs secured. Repaired

IV. Teachers

Teacher Credentials:

Fort Ross Elementary School District recruits and employs the most qualified credentialed teachers. There were four properly credentialed teachers in the 2006-07 year. No teachers were assigned outside their subject area of competence. There were no vacant teacher positions.

Teachers and classified staff are evaluated on a regular basis, according to a process based on the California Education Code. Administrators and teachers agree on yearly goals and objectives and review them to determine levels of performance. The administrator is evaluated annually.

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	2004-05	2005-06	2006-07
Total Teachers	4	4	4
Teachers with Full Credential	4	4	4
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Classes Taught by No Child Left Behind Compliant Teachers:

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school and the district.

School	% Taught by NCLB compliant teachers	% Taught by non-NCLB compliant teachers
Fort Ross School/District	100%	0 %

Substitute Teacher Availability:

The school maintains a list of credentialed substitute teachers and the areas in which they are qualified to teach. Because we are a rural, isolated school, we have difficulty getting substitute teachers and have increased substitute pay to attract qualified persons who may have to travel from out of our area.

V. Support Staff

Support Staff in 2006-2007:

The administrative staff consisted of a superintendent/principal, a lead teacher, a part-time administrative assistant/secretary and a part-time business manager. Our certificated staff consisted of 3 classroom teachers, and a part-time resource specialist. The classified staff included one full time instructional assistant, three part time instructional assistants, a 10-hour per week library assistant, one bus driver, a part-time custodian and a part-time maintenance person.

Support staff for our special programs included:

- ❖ Computer instructor 1 day a week
- ❖ Music instructor 1/2 day a week
- ❖ Art instructor 1/2 day a week
- ❖ P.E. instructor 1/2 day a week
- ❖ A psychologist 8 days a year
- ❖ A nurse 4 days a year
- ❖ A speech and language therapist is available
- ❖ Lego robotic class after school 1 day a week
- ❖ Advanced fine arts after school 1 day a week
- ❖ 6 poetry sessions for grades 4-8
- ❖ Deaf and hard of hearing specialist 1/2 day a month

Board of Trustees, 2006-2007:

The Board of Trustees is comprised of three members, each serving a four-year term, with positions staggered. Members are elected through the General Election held in November. Candidates must be citizens of the state of California, registered voters, and live within the district’s boundaries. The Fort Ross School Board of Trustees usually meets monthly (except in July) at 4:00 pm. The agenda is posted prior to the meeting at the office, in the Friday Notices Home and in the staff room. Board meetings are open and the public is cordially invited to attend. Closed sessions may be held before or after the meeting in order to discuss legally approved, sensitive items such as personnel, salary negotiations, and student discipline.

- Sharon Lynn, President December – June
- Jerry Rudy, President July-November, Clerk December-June
- William Seymour, Clerk July-November

VI. Curriculum and Instructional Materials

Textbooks and Instructional Materials

Fort Ross Elementary sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program and provides each student with their own textbooks. The textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. The teachers review the instructional materials on the state list. There is an adequate supply of high quality material for all students. During the 2006-07 school year the following textbooks were used:

Subject Area	Instructional Materials
Language Arts	Houghton Mifflin (K-6) McDouglall Littell Bridges to Literature (6) McDouglall Littell Language of Literature (7-8)
Math	Saxon (K-6) Prentice Hall Algebra 1 McDouglall Littell Mathematics, Concepts & Skills, Course 1 McDouglall Littell Mathematics, Concepts & Skills, Course 2
Science	Houghton Mifflin (4-6) Prentice Hall: Matter, Energy, Motion & Force (7-8) Holt Science & Technology: Life Science (7-8)
Social Studies	Houghton Mifflin (4-6) TCI, History Alive, World History (7-8) TCI, History Alive, United States through Industrialism (7-8)
PE and Health	Prentice Hall: Human Biology & Health (7-8)
Music	Pearson Educational Music (1-8)

- Science GEM guides and FOSS kits were utilized in K-3.
- State library funds in 2006-07 enhanced the library and K-4 classroom library collections.

- Computers within the classrooms and the computer lab are connected to the Internet so students under supervision are able to access resources and information on-line to improve their research skills.

VII. School Finances (Fiscal Year 2005-2006):

Fort Ross School District Budget

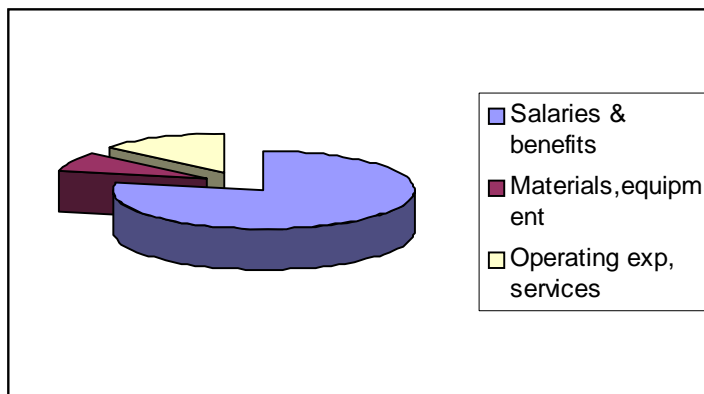
The budget is a policy document. To the extent possible, within legal restrictions, the budget reflects our philosophy. We endeavor to utilize the budget to support the highest quality education in the classrooms, to meet student needs, and to maintain the community's investment in its school facilities. The budget is made up of unrestricted and restricted revenues. The General Fund (unrestricted revenue) is comprised primarily of Revenue Limit, which is our State funding that is based primarily on the cumulative average daily attendance (ADA) from the first day of school through April. The majority of the General Fund budget goes to employee salaries and benefits.

Lottery funds are used primarily for instructional materials and supplies. Parcel Tax funds many of our supplemental programs. Other costs include bus service, books and supplies, utilities, insurance, legal costs, water system costs, building maintenance and more. Every district in the State undergoes an annual audit by a State approved, independent audit firm. The audit team comes out and works very hard scrutinizing every detail. For the 2005-06 year we once again received a clean audit with no "findings" (problems in accounting, controls, or procedures).

Expenditures & Revenue Sources

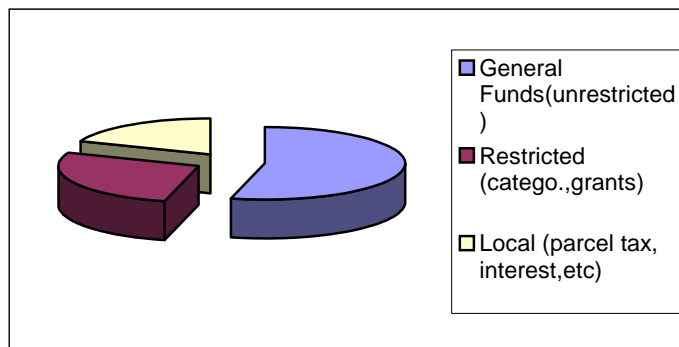
The total average expenditure per student for 2005-06 was \$9,301 (without capital outlay expenditures). Expenditures and sources of funding are following:

Expenditures:



	<u>2002-2003</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Salaries & benefits	77%	81%	79%	85%
Materials, equipment	5%	5%	4%	4%
Operating expenses, services	18%	14%	17%	11%

Sources of Funding:



	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
General funds (unrestricted)	62%	54%	60%	51%
Restricted (categorical and grants)	28%	27%	30%	39%
Local (parcel tax, donations, interest)	10%	19%	10%	10%

Teacher Salaries (Fiscal Year 2005-2006):

Our salary and benefits programs are comparable to those of other like districts in Sonoma County. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

Fiscal Year 2005-2006		
Fort Ross Elementary District		
Employee Category	District Amount	State Average for similar districts
Beginning Teacher Salary	\$38,098	\$36,760
Mid-Range Teacher Salary	\$54,345	\$52,816
Highest Teacher Salary	\$67,340	\$64,666

VIII. Student Performance:

Standardized State Testing:

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 8 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT).

California Standards Tests (CST):

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CST's include English-language arts and mathematics in grades 2 through 8; science in grades 5 and 8; and history-social science in grade 8. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Detailed information about results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school superintendent. *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.*

CST Results For All Students (Three-year comparison)

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			State		
	2005	2006	2007	2005	2006	2007
English-Language Arts	43	59	66	40	42	43
Mathematics	63	67	74	38	40	40
Science	*	*	92	27	35	38
History-Social Science	*	*	77	32	33	33

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above 50th percentile (the national average). Detailed information about results for each grade level can be found at the California Department of Education Web site at <http://starcdede.ca.gov/> or by speaking with the school superintendent. *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.*

NRT Results For All Students (3 year comparison)
Percentage of students scoring at or above the 50th percentile:

Subject	School			State		
	2005	2006	2007	2005	2006	2007
Reading	*	53	*	41	42	42
Mathematics	*	79	*	52	53	53

California Fitness Test

In the spring of each year, Fort Ross is required by the state to administer a physical fitness test to all students in fifth and seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

The physical fitness test measures each student’s ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “Healthy Fitness Zone” (HFZ). The table below displays the percentage of 5th and 7th grade students who tested in the HFZ on last spring’s State fitness test.

California Fitness Test
Percentage of students meeting fitness standards:

Fitness Task	Grade 5	Grade 7
Aerobic Capacity	*	100%
Body Composition	*	40%
Abdominal Strength	*	100%
Trunk Extension Strength	*	100%
Upper Body Strength	*	60%
Flexibility (optional)	*	60%

IX. 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 Web site at <http://www.cde.cde.ca.gov/ta/ac/ap/>.

API Changes (Three Year Comparison)

API Base Data				API Growth Data			
	2005	2006	2007		From 2004 to 2005	From 2005 to 2006	From 2006 to 2007
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	753	783	858	API Growth Score	753	783	858
				Actual Growth	-61	30	75

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics; 2) percent proficient on the state’s standards-based assessments in ELA and mathematics; 3) API as an additional indicator. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Overall	School			District		
	2005	2006	2007	2005	2006	2007
All Students	Yes	Yes	Yes	Yes	Yes	Yes

X. Instructional Planning and Scheduling:**School Instruction and Leadership:**

Leadership at Fort Ross Elementary is a responsibility shared between the Board of Trustees, the superintendent/principal, instructional staff, students and parents. The district’s emphasis is on a well balanced core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

Fort Ross Elementary teachers are involved with developing school wide, written curriculum aligned with the state frameworks for each subject area. These aligned curriculum goals are used to further evaluate the success of the instructional program.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure programs are consistent with students’ needs and comply with district goals, and the current needs of the school community.

The School Site Council consists of school staff and parents, is a major governing body which meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school. The Parents Club is a school-connected organization composed of parents who are committed to providing, assisting in the extra curricular activities of the children of Fort Ross Elementary, as well as providing extra needed classroom items, providing funding for school field trips, classroom parties and festivities, and supporting faculty and staff.

The School Site Council representatives are elected by their peer groups to serve two-year terms; positions are staggered. The Site Council meets one afternoon per month. The Council oversees the categorical funded academic support programs, compliance, and evaluation. Categorical funding included Title 1 –No Child Left Behind, SIP – School Improvement Program, EIA – Economic Impact Aid, and Title V (Innovative Programs) and funded our classroom instructional assistants. Title II (Improving Teacher Quality) funded staff development. School Safety funded safety improvements to the campus. GATE (Gifted and Talented Education) funded materials and instruction in advanced mathematics and science, and an after school program of Advanced Fine Arts and Lego Robotics.

School Site Council Members 2006-2007:

The School Site Council is comprised of parent, faculty and administrative representatives:

- Heidi Horvitz, parent
- Tracy Stasiowski, parent
- vacant, parent
- Chris Kinney, teacher
- Jill Macknicki, teacher
- Robert Noll, administrator
- vacant, staff

Professional Development

On-going professional development of the school staff is an important part of improving the school program. One hundred percent of our teachers have engaged in advanced training designed to promote specific skills and/or information related to school priorities and objectives. Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers three annual

staff development days where teachers are offered a variety of professional growth opportunities in curriculum teaching strategies and methodologies. Teachers work together, collaborating to plan instruction to ensure consistency from class to class.

School Attendance and Unexcused Absences

Student enrollment over the past six years has decreased by fifty-nine percent. School enrollment at the beginning of the 2006-07 school year was 48 students, down from 81 in 1998-99.

Effective instruction consists of the continuous building of new concepts on existing ones and requires regular attendance and participation. Average Daily Attendance is based on students present and the work completed on independent study contracts. Independent study contracts are legally available only to students who will be absent 5 days or more.

Instructional Minutes

For the 2006-07 school year, Fort Ross Elementary offered 180 days of instruction including 13 minimum days. The total number of actual instructional minutes offered in the school year, as compared to the total number of instructional minutes per school year required by law is stated below:

	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>Required by law</u>
Kindergarten	37,940	37,690	37,900	37,890	36,000
Grades 1 – 3	55,990	54,770	55,050	55,165	50,400
Grades 4-8	55,990	54,770	55,050	55,165	54,000

Fort Ross Elementary is in compliance with instructional minutes and exceeded the instructional minute requirements specified in the California Education Code.

X. Goals, Plans and Programs for Improving Student Achievement:

Single Plan for Student Achievement:

The Single Plan for Student Achievement is a required planning document. Its purpose is to align school goals for improving student achievement. School goals are based upon an analysis of verifiable state data. The School Site Council analyzes parental and staff input and available data on the performance of students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. Many of the requirements of the Single Plan For Student Achievement and School Accountability Report Card (SARC) are identical. The reporting requirements for the SARC and the planning requirements of the Single Plan are combined into a single, comprehensive document.

Improving Student Achievement:

The district has fully adopted the California English Language Arts, Mathematics and Science Standards. All teachers are versed in the standards for their grade level and the pragmatics of carefully aligning their grade-level curriculum, instruction, and assessment practices to the standards. Various assessments, projects, supplementary materials, field trips, etc. are thoughtfully aligned with the grade-level standards in mind.

Appropriate standards-based instructional materials are available to all student groups. Supplementary materials are purchased to meet individual student needs.

The district provides supplemental reading and math intervention and support programs including after school tutoring, volunteer tutoring, cross-age tutoring, etc. Tutors and other support personnel meet with the classroom teacher to insure program coordination and support for students in need of extended learning time. The district has in place a comprehensive technology plan that includes a specific emphasis on supporting reading instruction. Currently the district uses technology to match student level and text difficulty (e.g. Read Naturally, Math Blasters) provide assessments to monitor student progress, provide additional differentiated practice in skills, strategies, etc. (Living Books, Read Naturally, Story Weaver, in primary grades), access to rich informational sources/websites for teachers and students, and use of video to stimulate interest in topics.

The family-school connection is fostered through parent-teacher conferences twice a year. Care is taken to insure that all critical information is communicated to parents through a variety of ways such as Friday notices to home and telephone conferences.

The district participates in all phases of the state’s standards-based assessment system, including the California Standards Tests. Classroom teachers regularly assess students’ mastery of standards by examining student work; re-teaching occurs as needed.

District assessment (multiple measures) of critical grade level standards is used to identify and provide services for students performing significantly below grade level standards. Students in grades 2-8 scoring below the level of proficiency on the STAR test in reading and/or math receive extra help.

The areas of focus for the year 2006-07 were: Grades K-3 – Reading fluency, Grades 4-8 – Writing in different genres. There is a school-wide focus and a commitment to close the achievement gap for English learners.