

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### II. About This School

#### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Northwood Elementary	District Name	Irvine Unified
Street	28 Carson	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92620-3313	Web Site	<a href="http://www.iusd.org">www.iusd.org</a>
Phone Number	949-936-5950	Superintendent	Gwen Gross
Principal	Stuart Payne	E-mail Address	<a href="mailto:ggross@iusd.org">ggross@iusd.org</a>
E-mail Address	<a href="mailto:spayne@iusd.org">spayne@iusd.org</a>	CDS Code	30-73650-6100861

#### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

**A Snapshot of Northwood Elementary School:** Located in Irvine, California, Northwood Elementary School serves 523 students, kindergarten through sixth grade, in the heart of suburban Orange County. Established in 1980, Northwood Elementary serves a veritable United Nations of students representing 19 different languages. Over the past decade our Academic Performance Index (API) has shown continuous improvement, climbing from 790 in 1999, to 888 in 2007, a growth of nearly 100 points. Northwood Elementary became a *California Distinguished School* in 2002, a testimony to the devotion of Northwood's

talented teachers, diligent students, and caring community.

**Mission:** At Northwood Elementary School, our dedicated teaching staff, hardworking students, and supportive parents hold high expectations for student success. Our mission statement answers the question, "Why do we exist?" and speaks to our high expectations: *"Our Mission is to prepare our students to face the challenges of the future and become their best selves."* The first part of our mission statement (preparing our students to face the challenges of the future) addresses the need to provide our students the knowledge base and critical thinking skills they need to succeed in a rapidly changing world. The second part our mission statement (becoming their best selves) speaks to our necessity to nurture ethical and socially responsible citizens. By holding steadfast to our mission, we ensure that our students' future will be bright and full of promise.

**Vision:** In determining our school vision, we asked ourselves the question "What kind of school do we wish to become?" To create our vision, we enlisted the help of students and parents to join with our teachers in crafting a vision for our future. After bringing all stakeholders to the table, three main areas of focus emerged from our visioning process: (1) *Fostering a Love of Learning*, (2) *Valuing Individuals*, and (3) *Enriching Learning*. We continuously foster a love of learning in our school by (a) celebrating accomplishments, (b) motivating student success, (c) teaching with enthusiasm, and (d) giving students meaningful project-based learning tasks. We enrich learning by (a) creating after-school intervention programs, (b) establishing interest-based clubs, (c) utilizing computer-aided programs, and (d) fostering community service oriented activities. To value individuals we (a) promote character values, (b) praise effort and recognize good work, (c) differentiate instruction, and (d) promote personal goal-setting. As a community of learners, we constructed a compelling picture of what Northwood Elementary could be, and by working together as parents, teachers and students, we have taken our school from good to great. As Eleanor Roosevelt so eloquently stated, "The future belongs to those who believe in the beauty of their dreams." At Northwood Elementary school, we truly believe in the beauty of our dreams.

**No Child Left Behind:** Northwood Elementary embodies the spirit of No Child Left Behind by: (a) identifying all students with learning difficulties, (b) providing research-based interventions to help those with learning difficulties improve, (c) using proficiency data to measure learning levels, (d) setting individualized learning goals, and (e) continuously improving instruction. In so doing, we help our students achieve their highest human potential.

## Opportunities for Parental Involvement (School Year 2007-08)

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

Parents at Northwood Elementary are encouraged to participate at their child's school. There are a variety of opportunities available for parents to volunteer, share their expertise and time. Some of the ways parents can contribute are:

- Be a classroom volunteer both in and outside the classroom,
- Serve on the PTA Executive Board,
- Chair a PTA committee,
- Volunteer to help with school and PTA events,
- Serve on the School Site Council,
- Become active in the Dad's Club,
- Volunteer time to help in the school office

School and PTA sponsored activities which promote family time are scheduled throughout the year. These activities include: Family Film Nights, Family Lunchtime, Annual Spring Carnival, Northwood Pizza Nights, Read Across America Day, Awards Assemblies, Family Game Nights, Book Fairs, special events such as

Magic Shows and other family events.

The staff at Northwood Elementary School communicates student performance to our parents, students, and community from A-Z, in a variety of ways. In a formal sense, teachers communicate with parents in the following ways: (a) weekly Northwood Highwheeler communication folders, (b) monthly student work completion notices, (c) Trimester progress reports, (d) Trimester report cards, (e) October Goal setting conferences, (f) Back to school Night, (g) Open House, (h) Individualized Educational Plan (IEP) meetings and updates, (i) behavior plans, (j) trimester awards assemblies, (k) weekly teacher newsletters, (l) reading logs, (m) Student Study Teams (SST), (n) School Newsletter, (o) auto-dialer system, and (p) daily planners requiring parent signatures. In an informal sense, teachers use a number of strategies to communicate student performance to parents via: (q) emails, (r) phone calls, (s) face-to-face meetings, (t) letters home, (u) website postings, (v) school marquee, (w) press releases in the Orange County Register, (x) home visits, (y) monthly Family Fun Nights, and (z) Highwheeler postcards.

Other venues for communication regarding student performance involve formalized opportunities for parents to share in the governance and direction of the school. Examples of representative bodies that exist for parents at our school include: the Parent Teacher Association (PTA), the School Site Council (SSC), the Title 1 Parent Group, and English Language Advisory Council (ELAC). Elected students representatives participate on the Student Council, organizing Spirit Days and community service events such as food drives. By building bridges with our community, Northwood families remain connected.

## Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	74
Grade 1	70
Grade 2	90
Grade 3	64
Grade 4	76
Grade 5	82
Grade 6	67
Total Enrollment	523

## Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment
African American	3.25 %
American Indian or Alaska Native	1.53 %
Asian	38.81 %
Filipino	4.59 %
Hispanic or Latino	10.52 %
Pacific Islander	0.38 %
White (not Hispanic)	29.45 %
Multiple or No Response	11.47 %
Socioeconomically Disadvantaged	11 %
English Learners	19 %
Students with Disabilities	10 %

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	1	2		22.0	1	2		21.3	1.0	2.0	
1	19.0	3			20.0	4			19.7	3.0		
2	18.3	4			18.7	3			18.2	5.0		
3	18.8	5			19.4	5			18.5	4.0		
4	31.0		2		27.0		3		29.5		2.0	
5	35.0			2	32.0		3		32.5		1.0	1.0
6	35.0			2	34.0			2	33.5		1.0	1.0
K-3	16.0	3			17.7	2	1		15.7	3.0		
3-4												
4-8									34.0			1.0
Other												

### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

Northwood School has adopted a comprehensive Safe School Plan, which is reviewed and updated each year. Our plan is evaluated yearly and amended, as needed by the School Site Council or School Safety Planning Committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

In addition to a school wide discipline program, each teacher has established classroom discipline expectations. Copies of expectations and consequences are provided to each parent and student at Back to School Night. Many teachers have on-going teacher developed incentive programs in their classrooms. The best way to keep children safe however, is to encourage them to behave safely and be their best selves. We promote safety through the positive reinforcement of exemplary behavior. Our students are rewarded for academic and social growth through a variety of programs including:

- STAR Motivational Activities
- School Spirit Days
- Outstanding Citizenship Award
- Outstanding Attendance Award
- Highwheeler Award

- Star Student of the Month Award
- Academic Achievement
- Honor Roll (Principal's Award, First Honor Roll, Second Honor Roll)
- "Catch'em" Being Good coupons, incentives and rewards
- Highwheeler Hallway of Fame pictures
- Grades Kindergarten, 1st, 2nd and 3rd student of the week
- Grades 4th, 5th and 6th Hall of Fame

Additionally, students engage in regularly scheduled fire and earthquake drills, and teachers are trained in search and rescue and first aid.

## Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.1	0.9	2.5	4.0	3.1	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Northwood School Community continuously focuses on providing a safe learning environment for all students. School safety and cleanliness are a priority. Our efforts are focused on keeping all students safe before, during and after school. There is before and after school supervision by certificated staff members and the staff works as a team in an effort to prevent unauthorized access to school. There are established procedures for check in / visitors, supervision of grounds, student pick-up and drop off.

During the summer of 2007-2008, Northwood Elementary will undergo an extensive remodelization. Upgrades will include new paint, new carpet, and structural changes to comply with ADA statutes that have been enacted since the school opened in 1980.

### School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			

Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Roofs	X		
Overall Cleanliness	X		

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	25	28	26	1222
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#)

Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.7	0.3

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	1.4	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other -Reading Specialist	0.5	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Science	All students are provided an individual textbook or	0

	instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	N/A	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0
Science Laboratory Equipment (grades 9-12)	N/A	N/a

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,296	\$612	\$4,684	\$59,049
District	N/A	N/A	\$4,747	\$70,116
Percent Difference – School Site and District	N/A	N/A	-1.34	-18.74
State	N/A	N/A	\$5,300	\$65,008
Percent Difference – School Site and State	N/A	N/A	-13.14	-10.09

### Types of Services Funded (Fiscal Year 2007-08)

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

For 2007-2008, Northwood Elementary School received special funds in the amount of \$ 180,545.42. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants, and to serve with unique educational needs in the following programs:

<b>Special Programs</b>	<b>Amount</b>
English Language Acquisition Program	\$ 4,207.00
Economic Impact Aid	\$ 35,009.72
Gifted and Talented	\$ 180.00
School Improvement Plan	\$ 41,584.00
Title 1	\$ 99,564.70

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39238	\$40721
Mid-Range Teacher Salary	\$70075	\$65190
Highest Teacher Salary	\$90584	\$84151
Average Principal Salary (Elementary)	\$108570	\$104476
Average Principal Salary (Middle)	\$112956	\$108527
Average Principal Salary (High)	\$127207	\$119210
Superintendent Salary	\$182345	\$210769
Percent of Budget for Teacher Salaries	41.7 %	39.9 %
Percent of Budget for Administrative Salaries	4.7 %	5.5 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	74	77	79	75	76	78	42	43	46
Mathematics	80	75	80	74	74	76	40	40	43
Science	57	76	88	72	75	80	35	38	46
History-Social Science				66	60	67	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	82	64	*	
American Indian or Alaska Native	*	*		
Asian	86	86	86	
Filipino	86	86	*	
Hispanic or Latino	52	60	*	
Pacific Islander				
White (not Hispanic)	82	83	93	
Male	71	77	84	
Female	87	83	93	
Economically Disadvantaged	60	44	79	
English Learners	64	66	62	
Students with Disabilities	38	44	*	
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	51.8

## X. 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 [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all 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 schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of

10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	9	10	9
Similar Schools	9	7	6

## API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	17	-9	22	911
African American				
American Indian or Alaska Native				
Asian	22	5	11	944
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	17	-24	38	920
Socioeconomically Disadvantaged				
English Learners	30	-9	11	871
Students with Disabilities				

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

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

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XI. School Completion and Postsecondary Preparation

## XII. Instructional Planning and Scheduling

### Professional Development

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

At Northwood Elementary, we realize that being an educator carries with it the commitment to be a life-long learner. Our school mission: "... *to prepare our students to face the challenges of the future and become their best selves,*" also applies to each staff member, "... *to prepare ourselves to face the challenges of the future and become our best selves.*" Preparing oneself to be one's best self applies to both our new teachers and our veteran teachers. At Northwood, we use a carpenter's tool box as a metaphor for professional development; such that if a carpenter has but one tool (e.g., a hammer), he will do well on tasks that require a hammer. But when given tasks that require different tools, (e.g., a drill, a saw, a screwdriver) he will be unable to complete the job. The same goes for the teacher who has but one instructional strategy; one strategy does not work for all subjects and all children. We therefore focus on giving our teachers the instructional tools they need to be effective in every subject and every learner. Staff development represents the most effective way for us to put tools in our teachers' toolboxes. For our beginning teachers, we have the Beginning Teacher Support and Assessment (BTSA) program. BTSA is a state-funded program that is co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC). BTSA supports the professional development of Northwood's newly-credentialed and beginning teachers by helping them fulfill their requirements for the California Clear Multiple Subjects Credential.

From an organizational perspective, our staff has worked diligently on becoming a Professional Learning Community (PLC). The core mission of a PLC is to ensure that children are not merely taught, but that they actually learn. *Becoming a professional learning community has meant creating a shared mission, a shared vision, and working cooperatively to improve the learning of all our students.* The benefits for Northwood's staff and students have included less teacher isolation, improved pedagogy and commitment to the organization, and academic gains for our students. The Northwood staff has used its staff development days to deepen our commitment to the PLC model to ask ourselves the questions: (1) *Why do we exist as an organization* (our mission)? (2) *What kind of school do we expect to become* (our vision)? (3) *How shall we behave* (our values)? (4) *Which steps shall we take and when* (our goals)? At Northwood Elementary, every Wednesday is an early-release collaboration day for teachers. Two Wednesdays a month are assigned for grade-level planning one Wednesday is reserved for sharing best practices, and one Wednesday for Instructional Leadership Team (ILT) meetings between the principal and grade level representatives. In

addition to site-based professional development, teachers and instructional aides attend District and County-sponsored staff development activities in areas of instructional best practices, technology, special education training, GATE enrichment, assessment workshops and intervention strategies for underperforming students. *The results of our professional development are reflected in improved student achievement; results that make us a Blue Ribbon School Nominee!*