

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



## Condit Elementary



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 California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Condit Elementary	<b>District Name</b>	Claremont Unified
<b>Street</b>	1750 North Mountain Ave.	<b>Phone Number</b>	(909) 398 - 0609
<b>City, State, Zip</b>	Claremont, CA 91711-2643	<b>Web Site</b>	<a href="http://www.cusd.claremont.edu">www.cusd.claremont.edu</a>
<b>Phone Number</b>	909-398-0300	<b>Superintendent</b>	David Cash
<b>Principal</b>	Tim Northrop	<b>E-mail Address</b>	<a href="mailto:dcash@chs.cusd.claremont.edu">dcash@chs.cusd.claremont.edu</a>
<b>E-mail Address</b>	<a href="mailto:tnorthro@chs.cusd.claremont.edu">tnorthro@chs.cusd.claremont.edu</a>		

### School Description and Mission Statement

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

Condit turns 50 this year! Condit Elementary School opened its doors to eager young minds in 1958 and continues to welcome diverse families from many neighborhoods and neighboring communities. The school is located in Claremont, California, about 30 miles east of Los Angeles. Claremont is home to nationally renowned colleges yet has a small town appeal. Money, a national magazine, recently ranked Claremont the best place to live in California and the fifth best place to live in the nation, according to economic opportunity, good schools, safe streets, things to do, and a sense of community. Condit is the second largest of eight elementary schools in the Claremont Unified School District. One elementary school within the District specifically addresses the needs of orthopedically handicapped children. The District also has one intermediate school, one high school, one continuation school, and one adult school.

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Condit currently serves 628 students. Condit families come from diverse cultural and socio-economic backgrounds. More than 15 languages are spoken by students and their families. Condit teachers are devoted to the "whole child". Our rigorous standards-based curriculum meets the academic, social, physical and emotional needs of students within a safe, child-centered environment. The goal of our teachers is to differentiate instruction to educate, challenge, and inspire students of all ages, talents, and ability levels, while preparing each with the skills required to adapt and succeed in an ever changing world. Our teachers believe learning should be based on student needs as evidenced by formative, summative, and authentic assessments. Instruction is carefully thought out, creatively presented, and meaningfully applied so that students understand the value of these lessons and can make real world connections.

The Condit staff is committed to ongoing communication with its families through a variety of means. Numerous programs and communication systems at Condit ensure that families are part of their student's success. Condit families and staff maintain a very close relationship regarding all aspects of a child's schooling. Parents have stated: "My child wants to come to school every day!" and "Thank you for taking your personal time to help my child!"

Like an extravagant quilt sewn together over time, the characteristics of learning, leadership, and community have been woven together to distinguish Condit as a place that has provided warmth and security over the last 50 years. We firmly believe that education entails academic skills taught in a rigorous and creative way, as well as the development of the physical, social, and emotional character of each and every child. Condit's school community, its emphasis on high achievement, and the collective dedication to both, make it an exemplary school.

## Opportunities for Parental Involvement

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

**Contact Person Name:** Tobey Leier / Beth Huff

**Contact Person Phone Number:** (909) 398-0300

Condit Elementary has strong family and community partnerships. Condit assists families and the community in understanding and reinforcing the rigorous academic standards facing their students today. In addition, Condit encourages "our extended family" to participate in classroom life, thus promoting the deeper understanding of the curriculum and instruction.

Through a wide assortment of communication avenues, our parents are well-informed and able to find participation opportunities. This begins as early as Back to School Night. Here, parents are told about PFA events, as well as volunteer opportunities within the classroom. Currently, Condit has 150 parent volunteers working in classrooms. The majority of volunteers are in kindergarten classrooms to facilitate specialized, small group instruction. In addition, parent involvement is welcomed by our librarian, computer lab assistant, and office staff. PFA members can be seen diligently contributing time and energy toward various committees or events, such as our Back to School Night and Open House activities, assemblies, Picture Day, field trips, volunteering in the classroom, library, computer lab, and the office, Day at the Races, Family Spaghetti Dinner Night, Eddie's New York Pizza Nights, Book Fair and Field Day.

## Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	60	Grade 4	94
Grade 1	80	Grade 5	101
Grade 2	92	Grade 6	106
Grade 3	79	Total Enrollment	612

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## Student Enrollment by Group

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	Group	Percent of Total Enrollment
African-American	5.00%	White (Not Hispanic)	44.28%
American Indian or Alaska Native	0.49%	Multiple or No Response	12.42%
Asian	13.73%	Economically Disadvantaged	15.00%
Filipino	1.00%	English Learners	7.00%
Hispanic or Latino	22.00%	Students With Disabilities	14.00%
Pacific Islander	0.16%		

## Average Class Size and Class Size Distribution

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

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19	3	--	--	19.7	3	--	--	20	3	--	--
1	20	4	--	--	18.5	4	--	--	20	3	1	--
2	19.8	4	--	--	20	3	--	--	18	3	--	--
3	16.2	6	--	--	23.2	4	--	1	19.8	4	--	--
4	31.7	--	3	--	33.3	--	--	3	30.7	--	3	--
5	33.3	--	--	3	33.7	--	--	3	33	--	--	3
6	31.7	--	2	1	32.7	--	2	1	34	--	--	3

## II. School Climate

### School Safety Plan

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

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Condit Elementary is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** Condit Elementary provides compiled school crime information each month for the Uniform Management Information Reporting System (UMIRS) as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Child and Family Services to determine if any follow-up on the report is necessary.
3. **Disaster Procedures:** In order to ensure the safety of students and school personnel, the School Safety Committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness. Our Parent Faculty Association regularly updates our emergency food and water supply.
4. **School Discipline:** Condit Elementary has created a schoolwide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the schoolwide standards.
5. **Procedures to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
6. **Sexual Harassment Policy:** Condit Elementary strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
7. **Schoolwide Dress Code:** Condit Elementary believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.
8. **Safe and Orderly Environment:** Condit Elementary believes that a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards. Staff, volunteers, and visitors wear District identification badges to assure that only authorized individuals are on campus.

## 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	0.02%	0.01%	0.02%	0.20%	0.16%	0.14%
<b>Expulsions</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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## III. School Facilities

### School Facility Conditions and Improvements

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.

Condit School was built in 1957 and has 29 teaching stations plus a multipurpose room, library and office. To accommodate the increased enrollment plus the 20:1 Class Size Reduction program in grades K, 1, 2, and 3, eleven portable classrooms have been added to the site.

The District takes great efforts to ensure that all schools are clean, safe, and functional. While some district buildings show wear, continual work is done to assure buildings and grounds are in good, safe working order. This is done in a manner that does not distract from a positive learning environment. Head custodians undergo special training and regularly inspect schools and report needed repairs promptly. All school facilities are inspected annually by the fire department. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency Work Orders are used to ensure that emergency repairs are given the highest priority.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems.

The summer of 2007 was the first year of a four year project to replace the flooring in all rooms. Eleven classrooms had the flooring from their room removed and asbestos abated. New carpet and tile was installed in each of those rooms. Our speech teacher and school psychologist had their offices recarpeted as well. An additional project that was completed this past summer was the replacement of the irrigation system for the entire plant. All fields were backfilled, leveled, and reseeded.

### School Facility Good Repair Status

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			

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## Overall Summary of School Facility Good Repair Status

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

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	x			

## IV. 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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	28	27	26	307
Without Full Credential	0	1	1	15
Teachers Teaching Outside Subject Area	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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	--	0	0

### Core Academic 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, 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 CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	97.0%	3.0%

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## V. Support Staff

### Academic Counselors and Other Support Staff

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
Speech/Language/Hearing Specialist	1.0

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Houghton-Mifflin	0
Mathematics	Scott-Foresman	0
Science	Scott Foresman	0
History-Social Science	Harcourt California Reflections - Grades K-5 Pearson/Prentice Hall Ancient Civilizations - Gr. 6	0
Foreign Language	N/A	
Health	The Caring School Community Comprehensive Health program.	0
Science Laboratory Equipment (grades 9-12)	N/A	

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$3,990.00	\$152.00	\$3,838.00	\$62,964.00
District	--	--	--	\$61,323.00
Percent Difference - School Site and District	--	--	--	-3%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	22%	-7%

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## Types of Services Funded

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

Condit's Parent-Faculty Association conducts annual fundraisers to provide materials that support and enrich instruction. During the 2007-08 school year, the PFA will be funding for Art Masters, art supplies, instructional materials and technology related items.

The Claremont Education Foundation (CEF) is a city wide fundraising association created by concerned Claremont residents. It was initially created to support the elementary after school music program. However, today it funds numerous programs district-wide and Condit specifically. Condit staff and parents in our community are encouraged to join the CEF, as our Fine-Arts programs are a direct benefit of its generosity. Additionally, every summer CEF offers "enrichment" courses for students district wide.

When available, General Fund/Resource Allocation funds are distributed through Shared Decision Making to classrooms to purchase supplemental instructional materials.

Best-B.E.T. (Business and Education Together) grants were created as a way for local businesses to give back to the schools. Each year approximately \$25,000 is awarded to local classrooms for innovative teacher projects. Best-BET Grants have provided many of our grade levels with funds that enable them to provide their students with activities and resources that support curriculum.

## Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,359.00	\$38,479.00
Mid-Range Teacher Salary	\$59,561.00	\$60,306.00
Highest Teacher Salary	\$81,434.00	\$74,193.00
Average Principal Salary (Elementary)	\$98,333.00	\$92,985.00
Average Principal Salary (Middle)	\$103,690.00	\$98,305.00
Average Principal Salary (High)	\$112,986.00	\$107,384.00
Superintendent Salary	\$152,970.00	\$155,314.00
Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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## VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site at <http://star.cde.ca.gov>. 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

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	69%	75%	72%	57%	59%	60%	40%	42%	43%
Mathematics	78%	78%	77%	52%	54%	52%	38%	40%	40%
Science	55%	72%	68%	44%	51%	56%	27%	35%	38%
History-Social Science	--	--	--	49%	47%	52%	32%	33%	33%

### 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
African-American	66%	76%	--
American Indian or Alaska Native	--	--	--
Asian	81%	93%	73%
Filipino	--	--	--
Hispanic or Latino	61%	66%	59%
Pacific Islander	--	--	--
White (Not Hispanic)	73%	78%	76%
Male	68%	76%	67%
Female	75%	79%	70%
Economically Disadvantaged	40%	56%	82%
English Learners	47%	69%	--
Students With Disabilities	43%	48%	61%

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## Norm-Referenced Test

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 the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. 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 – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	55%	70%	68%	61%	63%	66%	41%	42%	42%
Mathematics	73%	78%	75%	68%	66%	73%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	64%	50%
White (Not Hispanic)	68%	82%
Male	61%	80%
Female	75%	70%
Students With Disabilities	--	--

## California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.0%

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## 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.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 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	2004	2005	2006
Statewide	10	10	10
Similar Schools	3	9	10

### 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			API Score
	2004-05	2005-06	2006-07	2007
All Students	14	13	-2	889
Asian	-10	--	--	--
Hispanic or Latino	50	15	-6	852
White (Not Hispanic)	15	0	12	897

### Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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## AYP Overall and by Criteria

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

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

## Professional Development

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

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Our teachers are leaders in their profession. They regularly present at conferences, district trainings and give community presentations. They are mentors, neighbors and, in some cases, Condit parents themselves. Collectively, they have over 400 years of classroom experience; all teachers with the exception of one full time and one part time teacher have met the criteria of "highly qualified". Sixty-one percent of our teachers have Masters' degrees. Yet, our teachers are life-long learners and committed to bettering themselves and their profession. Professional Learning Communities are at the heart of our 2007-08 Single School Plan and professional development plan. Our school-wide objectives are 5.1 – Establish and communicate learning goals for all students and 5.4 – Using the results of assessments to guide instruction. To achieve those objectives, each grade level is applying a content area to the school-wide focus. Teachers will be looking at student learning as indicated by formative assessments to determine future instruction and their own personal needs for growth in their delivery of instructional strategies. Opportunities for individual, team, or school-wide staff development will be directed by student needs.

The professional development opportunities have and will come in a variety of forms. The current academic year began with all teachers being given the choice of participating in one of several different in-services on August 31st. Workshop themes on that day were Essential Standards, Critical Thinking, Differentiated Instruction and Technology Instruction. Individuals that participated in these areas have since come back to share their knowledge and experiences with their grade level and staff as a whole. Individual teachers have shared their expertise in creating websites, utilizing their LCD projectors and other technology related supports. Teachers have also been given an individual laptop (from the site block grant for technology) and in-serviced on using the Data Director data management program.

One of the greatest opportunities for staff development is created in the sharing of ideas amongst staff members. An atmosphere of mutual respect and encouragement is fostered by our staff through bi-monthly team meetings, articulation of curriculum among and between grade levels, team work, cross grade level partnerships, grade level planning time and open communication during PLC time during music instruction. Grade levels work together to provide a team teaching approach to standards-based instruction. Additionally, teachers participate on other subcommittees specializing in the promotion and development of subgroup interests: i.e., English Learners, Technology, Student Success Team, Student Guidance Team, Response to Intervention, Student Council, Social Committee, District Writing Committee, District ELA, Math, and Science Essential Standards.

The district has focused on the identification of the essential standards for the core content areas of Mathematics, English Language Arts, Science, and Social Science as a key to providing students with the opportunity for academic success. In conjunction with the identification of the essential standards, teachers analyze student achievement results and reflect on the effectiveness of the instructional strategies utilized. They then seek out professional conferences or other teacher mentors for ongoing instructional support. For example, during the past six months, some of our teachers have completed AB2913 training and learned Specially Designed Academic Instruction in English (SDAIE) for students learning to be proficient in English. All Condit teachers have received additional certification to provide Cross-cultural Language & Academic Development (CLAD) instruction.

New teachers are given additional resources from BTSA Support Providers. Also, grade level lead teachers provide guidance and support to new teachers during grade level team meetings and individual mentoring. Our staff embraces the concept that the success of every child involves every teacher and staff member. Our teachers are proud to work at Condit and are committed to doing whatever is necessary to ensure student learning occurs.