Reported for School Year 2007-08

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available 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.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

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

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

SCHOOL MISSION STATEMENT

The mission of Ruskin School is to achieve academic excellence and assure that each child's potential is reached in an atmosphere that promotes enthusiasm for a safe learning environment and respect of self and others. We believe this can be accomplished in an environment of mutual support and respect, where the staff is committed to a united purpose and serves as positive role models. Together, Everyone Achieves More!

SCHOOL DESCRIPTION/PROFILE

We have 29 teachers who have a average of 17 years in teaching. Our current student enrollment is 622 students. Our student body is 72% Asian-Pacific, 12% Latino/Hispanic, 12% White and 4% African-American. English Language Learners make up 33% of our student population; 2% qualify for free/reduced-price lunch; 85% of our students have college-educated parents; 37% are identified gifted. Our class size average in grades K-3 is 20, and 31 in grades four and five. Our Academic Performance Index (API) is 903. This is a 26 point increase from spring 2008. We feel at Ruskin that the responsibility of the school staff, parents, and other community members is to assist each child in attaining the knowledge, skills, safety and attitudes he/she needs to live a successful and satisfying life in our changing and complex society. We believe working together can make a difference! Ruskin is committed to excellence. This is reflective of the programs we have for Ruskin students.

    Available on-site school resources to assist students experiencing low performance include: Supplemental Instruction Program, tutoring by individual teachers, parent volunteers, Homework Club, and our Resource Specialist Program. The RSP teacher along with the Instructional Assistant help students with activities and plans mandated by individual educational plans (IEP). Those who require help in learning English, receive assistance through the ELL (English Language Learner) tutor, the PLA (primary language associate) or the classroom teacher. Students who are recommended to the Student Study Team are often provided assistance outside of site offerings, e.g., local library, YMCA, and other Health and Welfare agencies as recommended by the district nurse. Through CBET, parents and grandparents learn ways to help their children through targeted skills classes for English Language Learners and there are also district committees such as ELAC, SSC, BDAC, etc. which can offer ways in which parents may assist their children whether it be language or social issues such as dealing with bullying. We are also implementing Project Cornerstone, which covers assets necessary for student success.

The school library media center is a valuable resource for students, parents, and teachers. It is an active, technology-rich learning environment, with resources meant to enrich and to extend the experiences of Ruskin students. Grants have added to the wealth of available resources in the library media center. Each class has a scheduled weekly library time so students may learn to use the library regularly and effectively to check out books, learn about research and study skills, hear a story, and learn about diverse cultures through stories, videos, or dance. The library boasts a 14,500+ collection of materials in print, in both audiovisual and electronic formats, and at various reading levels, aligned to the standards. In addition, there are seven computers for student use in research and word processing, a class set of Alpha-Smart portable keyboards, and reading comprehension quizzes on Accelerated Reader. Ruskin's web page has links to on-line activities, recommended sites for homework help, curriculum on-line activities that support textbooks used in the class, and an English learners page as well as beginning readers on-line activities.

    The school has a building dedicated to Science with two part-time science instructional associates solely dedicated to teaching California Science content standards. Students receive hands-on experiences, learn the scientific process and basic research procedures, as they solve problems and obtain meaningful understanding of science concepts. The curriculum covers earth, physical, biological, and life sciences e.g., states of matter, squid dissection, making fossils, growing crystals, experimenting with a paper cup motor, exploring a sheep's heart, etc. In addition to the Science Lab, we also have a Computer Lab which houses 34 computers and 1 printer, allowing a full class to utilize the computers for research, word processing, math challenges, and Yearbook (layouts, advertisement, write-ups, etc.). Our other community resources include a partnership with the Independence High School Teaching Academy. High school juniors work 1 hour a week in classrooms with our teaching staff, as part of their Field Study. Seniors work 40 mins., 4 days a week. The high school has been able to accommodate our request for students with proficiency in specific languages. We are currently working with other organizations to forge new partnerships.

 Ruskin Elementary School Mission

It is the mission of Ruskin Elementary School to provide its students with opportunities designed to meet individual needs and to ensure that every student has experiences that promote growth in each area of development. Through mutual respect, our students will grow and learn in a positive atmosphere where staff, parents, community members, and students together are enthusiastic and passionate about the teaching/learning process.

Our values are for students to have respect for self and others, and to become resilient and responsible citizens.

School Vision

We believe that the most promising strategy for achieving the mission of Ruskin Elementary School is to develop our capacity to function as a professional learning community. We envision a school in which staff:

-Unite to achieve a common purpose and clear goals;

-Work together in collaborative teams;

-Seek and implement strategies for improving student achievement on a continuing basis;

-Monitor each students progress and

-Demonstrate a personal commitment to the academic success and general well-being of all students.

Collective Commitments
In order to achieve the vision of a school that functions as a professional learning community, Ruskin Elementary staff has made the following collective commitments:

-Develop, implement and evaluate the Single School plan to target specific instructional areas
 identified by student data analysis;

-Engage in meaningful, job-embedded staff development to enhance professional skills;

-Initiate individual and small group instructional programs to provide additional learning time for
 students;

-Provide parents with resources, strategies, and information to help students succeed academically;

-Utilize a variety of instructional strategies to promote success for all students; and

-Develop and implement local assessments using state standardized formats.

Goals

-Improve student performance in language arts in each grade level as measured by performance on
 local and state assessments.

-Improve student performance in math in each grade level as measured by performance on local and state
 assessments.

-Improve student performance in science in 5th grade as measured by performance on local and state
 assessments.

-Improve student performance in physical education for all grade levels as measured by performance on
 the state physical fitness tests and/or teacher generated performance tests.

Opportunities for Parental Involvement (School Year 2007-08)

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

We encourage parents to participate in their child's education. Parents serve on our School Site Council, which focuses on student learning, approves our plans to improve student achievement and oversees our school budget. Parents also volunteer to help in classrooms and serve on our GATE council. The PTA supports student activities by raising funds for field trips, assemblies, classroom and emergency supplies. Our ELAC works to ensure the needs of our ELL students are being met.
Parents and grandparents read to students, work one-on-one or in small groups with needed skills, help with bulletin boards, give demonstrations, assist with fundraising, hearing test, vision test, picture day, etc. Each spring the staff hosts a volunteer tea to recognize our many parent volunteers.

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	100
Grade 1	88
Grade 2	120
Grade 3	91
Grade 4	118
Grade 5	137
Total Enrollment	654

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	Group	Percent of Total Enrollment
African American	1.83 %	White (not Hispanic)	7.49 %
American Indian or Alaska Native		Multiple or No Response	
Asian	69.27 %	Socioeconomically Disadvantaged	23.00 %
Filipino	8.56 %	English Learners	44.00 %
Hispanic or Latino	12.23 %	Students with Disabilities	7.00 %
Pacific Islander	0.61 %	N/A	N/A

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 Avg. Class Size	2005-06 Number of Classrooms 1-20	2005-06 Number of Classrooms 21-32	2005-06 Number of Classrooms 33+	2006-07 Avg. Class Size	2006-07 Number of Classrooms 1-20	2006-07 Number of Classrooms 21-32	2006-07 Number of Classrooms 33+	2007-08 Avg. Class Size	2007-08 Number of Classrooms 1-20	2007-08 Number of Classrooms 21-32	2007-08 Number of Classrooms 33+
K	20.0	5			20.0	4			20.0	5		
1	20.0	4			20.0	6			20.0	4		
2	20.0	4			20.0	4			20.0	5		
3	20.0	5			20.0	5			20.0	4		
4	32.0		3		32.0		2	1	32.0		3	
5	32.0		3		33.0		1	2	29.0		4	
K-3	20.0	2			20.0	1			20.0	2		
3-4												
4-8	32.0		1		32.0		1		29.0		1	

III. School Climate

School Safety Plan (School Year 2007-08)

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

Campus supervision starts 10 minutes before the beginning of school and continues during the entire school day. Students are supervised by classroom teachers before and after school, during recesses, and by noon duty supervisors at lunch. We have student crossing guards and staff, who help children cross the streets near our school every morning and afternoon. We hold fire/earthquake drills monthly and disaster drills twice a year. Our School Safety Plan was just updated last year and every staff member has a hard copy. This year, we will update our phone tree and a command station for emergencies.

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
Number of Suspensions	8	7	3	382	377	301
Rate of Suspensions	0.012	0.011	0.005	0.046	0.046	0.036
Number of Expulsions	0	0	0	9	20	17
Rate of Expulsions	0	0	0	0.001	0.002	0.002

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

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

The district takes great efforts to ensure that all schools are safe, clean, environmentally friendly, and mechanically functional. To assist in this effort, the district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a safe, clean, environmentally friendly, and functional learning environment.

Age of School Buildings:
   Ruskin was opened in 1969. This school has 29 regular classrooms, a multipurpose room, a library, a science lab, computer lab, and an administration building. In addition to the main building, there are three portable classrooms that have been added to accommodate class size reduction.

Maintenance and Repair:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. The district has established cleaning standards for all of its schools. The principal, with the assistance of the Director of School Facilities, works daily with the custodial staff to ensure that the cleaning standards are met, and that every bathroom is maintained and cleaned regularly.
In 2007-08, there were no apparent deficiencies in the area of emergency facility needs.

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	✔	—	—	
Mechanical Systems	✔	—	—	
Windows/Doors/Gates (interior and exterior)	—	✔	—	
Interior Surfaces(walls, floors and ceilings)	—	✔	—	
Hazardous Materials (interior and exterior)	✔	—	—	
Structural Damage	✔	—	—	
Fire Safety	—	✔	—	
Electrical (interior and exterior)	—	✔	—	
Pest/Vermin Infestation	✔	—	—	
Drinking Fountains (inside and outside)	—	✔	—	
Restrooms	✔	—	—	
Sewer	—	✔	—	
Playground/School Grounds	—	✔	—	
Roofs	✔	—	—	
Overall Cleanliness	✔	—	—	

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	—	✔	—	—

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 CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	30	30	29	377
Without Full Credential	0	0	1	22
Teaching Outside Subject Area of Competence	0	0	1	N/A

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	2
Total Teacher Misassignments	1	0	2
Vacant Teacher Positions	1	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 in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found 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	96.6	3.4
All Schools in District	96.7	3.3
High-Poverty Schools in District		
Low-Poverty Schools in District	96.9	3.1

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		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and 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	K – 5 Houghton Mifflin © 2003 A Legacy of Literacy (BUSD 06-18-02)	0
Mathematics	K – 2 Macmillan © 2009 California Mathematics Concepts, Skills, and Problem Solving (BUSD 06-10-08) 3 – 5 Scott Foresman © 2009 enVisionMath (BUSD 06-10-08)	0
Science	K-5 Houghton Mifflin © 2007 California Science (BUSD 05-15-2007)	0
History-Social Science	K - 5 Pearson Scott Foresman © 2006 (BUSD 06-13-06)	0
Foreign Language	N/A	0
Health	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0
Visual and Performing Arts	N/A	0

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 at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at 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	$6,866	$4,404.00	$766	$65,939
District	N/A	N/A	$938	$64,628
Percent Difference – School Site and District	N/A	N/A	18 %	-2 %
State	N/A	N/A	$5,300	$64,702
Percent Difference – School Site and State	N/A	N/A	86 %	-2 %

Types of Services Funded (fiscal Year 2007-08)

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

Ruskin has School/Library Block Grant, GATE, State Instruction, Homework and Supplemental Instruction Funds, Lottery, and one-time monies from the state. Part of our School/Library Block Grant and GATE monies help to fund services such as the office clerk's time to oversee the afterschool programs and our science associates who prep and plan hands-on lessons in the science lab. GATE monies also fund staff development and/or materials for advanced learners. Homework monies come from the city of San Jose and are used to fund afterschool homework in grades 1, 2, 3, 4, and 5. Supplemental Instructional funds provide services in ELA or math for students who have been retained or who are at risk of being retained.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,859	$40,667
Mid-Range Teacher Salary	$65,685	$66,167
Highest Teacher Salary	$83,327	$84,142
Average Principal Salary (Elementary)	$101,551	$104,640
Average Principal Salary (Middle)	$107,892	$107,227
Average Principal Salary (High)		
Superintendent Salary	$158,295	$167,564
Percent of Budget for Teacher Salaries	44.3 %	42.3 %
Percent of Budget for Administrative Salaries	5.9 %	5.4 %

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 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. 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 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	70	74	52	53	57	42	43	46
Mathematics	79	75	79	56	55	59	40	40	43
Science	62	64	71	50	50	59	35	38	46
History-Social Science				49	42	50	33	33	36

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	58	42	*	
Asian	82	88	84	
Filipino	65	65	*	
Hispanic or Latino	38	44	35	
White (not Hispanic)	76	73	*	
Male	73	80	72	
Female	73	77	70	
Economically Disadvantaged	55	66	56	
English Learners	69	81	52	
Students with Disabilities	29	41	31	

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 at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	3.6
7	0
9	0

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 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	2005	2006	2007
Statewide	10	10	9
Similar Schools	1	1	3

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	9	-13	26	903
African American				
American Indian or Alaska Native				
Asian	6	-21	26	940
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	46	-39	52	836
English Learners	N/A	-31	40	912
Students with Disabilities	N/A			

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 http://www.cde.ca.gov/ta/ac/ay/.

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

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 at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	14.3

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.

The BUSD Professional Development plan is aligned with the goal of ensuring that all students become proficient on the CSTs. The focus is on providing multiple opportunities for staff to understand the needs of our EL population, gain multiple use data to inform instruction, strategies to differentiate instruction, become sensitive to the cultures that represent out schools, and have professional conversations about teaching and learning.