

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

ART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 19 Elementary schools (includes K-8)
5 Middle/Junior high schools
5 High schools
0 K-12 schools
29 Total schools in district
2. District per-pupil expenditure: 8579

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	53	47	100
1	58	49	107
2	41	54	95
3	56	56	112
4	63	53	116
5	42	61	103
6	49	57	106
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			739

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
70 % Asian
5 % Black or African American
14 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
5 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 5%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	34
(4)	Total number of students in the school as of October 1, 2011	739
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 32%
Total number of ELL students in the school: 237
Number of non-English languages represented: 17
Specify non-English languages:

Mandarin, Korean, Spanish, Tagalog, Telugu, Cantonese, Gujarati, Hindi, Thai, Vietnamese, Arabic, Tamil, Urdu, Khmer, Farsi, Indonesian, Kannada.

9. Percent of students eligible for free/reduced-priced meals: 16%

Total number of students who qualify: 117

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>11</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>5</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>3</u>
Total number	<u>36</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	97%	97%	98%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	_____	0
Enrolled in a 4-year college or university	_____	0%
Enrolled in a community college	_____	0%
Enrolled in vocational training	_____	0%
Found employment	_____	0%
Military service	_____	0%
Other	_____	0%
Total	_____	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? 2005

PART III - SUMMARY

The mission of Leal ES is to provide an effective instructional program that will equip students for a productive work-life, enable students to participate in a democracy as effective and informed citizens, encourage continuous individual development, and prepare students to join a culturally diverse society. In addition to our students' outstanding academic achievement, we are equally proud of their creative accomplishments made possible through Leal's Visual and Performing Arts magnet program. Our students' academic and artistic achievements are reinforced by the support of a tight-knit school community comprised of dedicated staff members and helpful parents, a school environment that promotes safety and peace, and the family atmosphere that is evident both on campus and at extra-curricular events. School pride is buoyed by the achievements of Leal students which have been honored most recently with the California Distinguished School award in 2010, the California Business for Educational Excellence Honor Roll Scholar Award in 2009, 2010, and 2011, and with the nomination for the Los Angeles Music Center's Bravo Award in 2009.

Leal Elementary School in Cerritos, California, is part of the ABC Unified School District. Serving 739 students, our campus is made up of 26 general education classrooms and 2 special day classes for students with moderate to severe disabilities. Leal is proud of its diversity, with a racial/ethnic composition of 70% Asian, 14% Latino/Hispanic, 5% Black/African-American, 5% White, 5% two or more races, and 1% Native Hawaiian/Pacific Islander. Each spring, the ABC Unified School district conducts its "Schools of Choice" lottery by which students are selected for admission into its 13 magnet schools. There exist no prerequisites for admission into any ABCUSD magnet program; students from inside and outside of our school district are eligible for admission based solely on space available at each magnet school site. Each year, Leal accepts approximately 35 new students from cities including Long Beach, Norwalk, La Mirada, Lynwood, and Compton through the "Schools of Choice" magnet program lottery. The district lottery is conducted online, and results are made available in May.

The school's motto, "Academic Excellence...a Leal Tradition" is demonstrated through Leal's 2012 school-wide API score of 967, a number which has increased consistently over the past five years. Each student in Kindergarten through sixth grade is immersed in a rigorous, California standards-based curriculum that is both engaging and effective due to the integration of the arts. As our state transitions to the use of the California Common Core Standards, Leal Elementary is at the forefront, with kindergarten fully implemented and first through sixth grades in transition. Supported by district-wide training in the California Common Core Standards, Leal teachers are ushering students into an exciting era of education which we expect will produce even greater gains in student achievement.

With our magnet program's implementation over ten years ago, Leal ES continues to provide its students with an arts-centered educational experience through a pull-out program taught by a professional actor/musical theater expert. In addition to the magnet program, Leal students receive arts instruction in the classroom via cross-curricular activities that feature arts integration with an emphasis on performance. Due to their frequent participation in theatrical, musical, and other arts-oriented presentations, Leal students view artistic expression to be as natural a way to demonstrate their knowledge as a pencil and paper assessment. Despite the current budget challenges facing every California public school, we have managed to maintain a vigorous arts program at Leal through the generous support of the Leal Elementary Arts Program (LEAP) Foundation, comprised of parent volunteers. Leal's VAPA magnet program is funded entirely by the contributions of our parents and surrounding community members through annual fund raisers, which generated nearly \$100,000 last year alone. LEAP also established after-school and summer academies which offer instruction in studio art, chess, Spanish, Mandarin, writing, and math.

Leal is home to "Lion Pride," and a student body that is truly united. Leal is proud to be a PeaceBuilders® school whose students promote peace by praising people, noticing hurts, and righting

wrongs. Staff members promote student safety with regular school site trainings in Positive Behavioral Interventions and Supports (PBIS), led by a Leal teacher and national trainer for the American Federation of Teachers. Students volunteer their time by serving on the Student Council, organizing spirit dress-up days and philanthropic activities such as raising money for those affected by Hurricane Sandy and the 2011 earthquake in Japan.

The positive climate at Leal is due in large part to our school, PTA, and LEAP Foundation sponsored extra-curricular programs and events. Families enjoy annual festivities such as the Halloween trick-or-treat and movie night, the Golden Bell award winning Family Science Night, and the spring carnival. This year, Leal will celebrate its 40th anniversary with a community-wide celebration featuring food, student performances, and guest speakers. Leal promotes its cultural diversity with several school-wide events including a Lunar New Year lion dance performed by students under the direction of a regional Chinese cultural foundation, an evening Diwali Night that celebrates the Indian festival of light, and an annual performance of African music and storytelling in honor of Black History Month. Parents give their time by volunteering in the classrooms and as members of school advisory boards including School Site Council, English Language Advisory Committee, PTA, and LEAP Foundation.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Leal ES students in grades two through six are assessed using the California Standardized Testing and Reporting (STAR) program. The STAR program for elementary students includes the California Standards Tests (CST) in the content areas of English Language Arts and math. Students receive scale scores in a range from 150-600 that indicate their depth of understanding of each content area. These scores are categorized by one of five performance levels: advanced (comprehensive understanding), proficient (adequate understanding), basic (partial understanding), and below/far below basic (little or flawed understanding.) The minimum cut score to achieve proficient status is 350. In the state of California, the target is for all students to score proficient or advanced. A school's API (Annual Performance Index) score is calculated by its students' scores on these assessments and represents the school's overall performance level. Each California school and district is expected to meet the AYP (Adequate Yearly Progress) goal, a target established to move a school/district toward the state API goal of 800. Our goal is to maintain high achievement as we use data to identify subgroups and individual students who are experiencing difficulty demonstrating proficiency in core standards and drive our instruction accordingly.

The majority of our students score in the proficient/advanced range. In 2012, 91% scored proficient or advanced in English Language Arts (ELA) and 96% scored proficient or advanced in mathematics. In our largest subgroup, Asian-American students, who represent 38% of students assessed, 95% of students scored proficient/advanced in ELA and 97% scored proficient/advanced in math. Another example of Leal's success is our English Learner subgroup in which 91% of the students scored proficient/advanced in ELA and 96% scored proficient/advanced in mathematics.

A subgroup that has grown in number over the past four years is our Socio-Economically Disadvantaged students. This group has grown from 4 students in 2009 to 66 students in 2012. As the number of students in the SED subgroup has increased, the achievement gap between these students and the overall student average has consistently decreased: 15% in 2010, 10% in 2011, and 5% in 2012. This supports our belief that all students are capable of success and is evidence of our teachers' outstanding instructional skills.

Although Leal students are achieving great success, we are constantly searching for areas of potential growth. There exists disparity between content scores, with more students scoring proficient/advanced in math compared to ELA. As a result, Leal has put forth great effort to better reach struggling students. Leal's teachers have attended various ELA workshops: Direct Interactive Instruction; Opinion/Argument; and English Learner Instructional Methods to augment their existing instructional methods.

Particular grade levels show a lower percentage of students scoring in the proficient/advanced range than others. Third grade results show a lower percentage of students scoring at the proficient/advanced range in ELA than those in fourth and fifth grades, which we attribute in part to the increase in class size due to budget cuts as well as to the shift in test format from teacher read in second grade to student read in third grade. The percentage of students scoring in the proficient/advanced range does rise from the low to mid 80s in third grade to the low 90s in fourth grade consistently each year. This is a direct result of the effective data analysis and collaboration among teachers in grade level and vertical teams. Third grade teachers are addressing this issue by providing practice tests that replicate the format of the STAR test and emphasizing reading comprehension and test taking strategies.

Our sixth grade scores also indicate a lower percentage of students scoring in the proficient/advanced range in math and ELA than those in fourth and fifth grades. We attribute this to the increased complexity of the sixth grade curriculum. Although our district's sixth grade students are housed in elementary schools, their curriculum is based on texts used in our district's middle schools. In response to the academic and socio-emotional needs of our sixth grade students, we have formed a partnership with our local middle school. Last year our sixth grade teachers visited Tetzlaff Middle School for a vertical teaming session with seventh and eighth grade math and ELA teachers. This year we have expanded the program by taking our sixth grade students to Tetzlaff's campus to meet with the middle school teachers

and to observe various classes. As a result of this partnership, our sixth grade teachers have further refined their lessons to complement the middle school curricular materials and to provide even more effective instruction of California state standards.

In response to the achievement gap that is evident in our African-American and Pacific Islander subgroup scores, Leal teachers examine assessment data to develop effective small-group and individual instructional plans. Our third through sixth grade teachers use flexible grouping to move students between groups as their mastery of grade level standards increases. We are addressing the achievement gap that exists among our students with disabilities by holding collaboration sessions between case carriers, teachers, and outside behavior support specialists to identify specific strategies to use at school and at home that will assist these students in meeting not only their IEP goals but also their target proficiency levels on district and state assessments. Over three-fourths of our special education students are enrolled in a special day class for students with moderate to severe disabilities. Teachers and district itinerant service specialists work together to implement methods to help these students work to their highest potential.

2. Using Assessment Results:

Data is the driving force behind the instructional program at Leal ES. At the beginning of each school year, our teachers administer a variety of diagnostic assessments, including the DRP (Degrees of Reading Power) and SRI (Scholastic Reading Inventory) to determine students' lexiles to the grade and month level of proficiency. At the beginning of each trimester, teachers administer literacy assessments including the Oral Reading Fluency test, the Nonsense Words test, and the Leal Comprehension Test as components of the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) program. In addition to the state adopted textbooks' theme, chapter, and unit tests used throughout each grade reporting period, our teachers use district benchmark assessments in math and English Language Arts, which are administered at the conclusion of each trimester. Each English Learner takes the CELDT (California English Language Development Test) test in October of each year to determine his/her fluency level. Finally, students in grades 2-6 take the STAR test, made up of the CSTs (California Standards Test) in May of each school year as the ultimate summative assessment of a student's mastery of grade level standards. Our district uses the Illuminate data management system and provides access to student data from state assessments such as the CSTs and CELDT. This allows teachers and administrators to make instructional, staffing, and professional development decisions in a timely fashion.

At Leal, benchmark assessments are scanned directly into the Illuminate system using document cameras located in every Leal classroom. Student scores are generated immediately, providing timely results and feedback for students, parents, and teachers. The Illuminate system generates reports that provide a variety of information, including student response statistics for each question. These statistics are reviewed at Leal during grade level collaboration meetings in order for teachers to identify gaps, and possible patterns of gaps, in student knowledge. Should such a pattern emerge, teachers present the information in vertical team meetings (for example, a meeting of fourth and fifth grade teachers) as well, so that the prior year's teachers are able to pinpoint areas improvement in their own instructional practices if applicable. Grade level teacher teams identify students' areas of relative strength and weakness based on data from standardized assessments and classroom-based formative assessments to refine their instruction or to re-teach those particular concepts.

Standardized assessment scores are ranked on Illuminate using proficiency levels. Students who score below proficient are selected for small group instruction in order to help them achieve proficiency. When students are identified as performing below grade level standards in reading (decoding and/or comprehension), teachers implement "Tier I" interventions and remediation efforts. Should a student fail to make significant gains despite the use of Tier I interventions, he/she may be recommended for Leal's RTI² program. Students attend intervention sessions taught by a certificated teacher two times per week for instruction tailored to their needs. Our intervention teacher tracks their progress by administering additional reading assessments throughout the trimester, managing the data with the DIBELS system. Once the students demonstrate competency in grade level reading standards, they are exited from the intervention classes. The students continue to be tracked through "progress monitoring" until they demonstrate consistent proficiency in grade level reading skills.

For the past two years, we have used our data management system to identify students who have performed “on the bubble” of proficiency on the CSTs. These students earned scores that placed them either just above or just below the scale score of 350, the minimum cut score for proficiency. Teachers tailored instruction in math and English Language Arts for these students and created small groups by grade level to address their needs. Last year, our API grew by five points to 967. In examining the data for these individual students we see that this strategy made a positive impact on their achievement.

Communication is a vital component of Leal’s success, and student progress is communicated regularly through a variety of means. Each student’s STAR test results report, a summary of scale scores and proficiency levels, is mailed home at the beginning of the school year. Students receive progress reports mid-trimester as well as a thrice-yearly report card. Teachers hold parent conferences at the conclusion of the first trimester (and at parent request) to discuss each child’s progress. Parents are truly our partners in education as a result of the information we share regarding student progress. The more we share about what is going on in the classroom, the greater the level of parent support of our school’s goals for student success.

3. Sharing Lessons Learned:

At Leal ES, we believe that collaboration is a key component in creating a school environment that promotes student achievement. At the site level, teachers collaborate twice per month after school in formal grade level meetings and once per month at school-wide staff meetings. The principal and designees share these successes in a variety of venues, including monthly District Leadership Academy, Smarter Balanced Assessment Committee workshops, District English Learner Advisory Committee meetings, and the California Common Core Standards Adoption Committee meetings. Additionally, the principal is able to share our school’s success strategies through the Association of California School Administrators’ networking opportunities, such as the Women’s Leadership Breakfast.

Our teachers regularly attend district-wide workshops that take place during the summer and throughout the school year featuring topics such as California Common Core Standards for Writing, the scoring of district writing assessment anchor papers, English Learner instruction, and Houghton Mifflin Medallions and math curriculum trainings. These workshops offer our teachers the chance to collaborate with other ABCUSD teachers from their grade levels. Often, the conversations and collaboration inspired by the content of the workshops is even more powerful than the content itself.

Leal has embarked on a new vertical teaming project with our local middle school, Tetzlaff. Our sixth grade teachers visited Tetzlaff at the end of last school year to observe seventh and eighth grade math and English Language Arts classes, then collaborated with those teachers after school. Both schools’ teachers shared their most successful strategies, creating a tremendous professional development opportunity and forging a new partnership.

Individually, our teachers share their successes through many different means. A veteran third grade teacher is our district’s BTSA (Beginning Teacher Support and Assessment) Induction Coordinator. She regularly features Leal teachers’ lessons and instructional methods at her new teacher workshops and invites new teachers to come to Leal to observe powerful teaching and learning. One of our second grade teachers is a master teacher at Biola University and invites credential candidates to observe lessons taught by our own teachers.

Leal has branched out in sharing successes by collaborating with the University of Southern California’s School of Social Work. Our psychologist mentors MSW candidates by sharing successful elementary school counseling strategies and helps the interns develop new in-class lessons on topics including bullying, time management, and self-esteem.

Leal’s successes are shared with the hope of inspiring others to help their students reach their greatest potential and for us to be inspired by others’ successes. Through collaboration, we are able to engage in a meaningful exchange of ideas that will positively impact student achievement.

4. Engaging Families and Communities:

Over the past five years, the Leal ES community has made a focused effort to improve communication with the goals of increasing student success and instilling a feeling of family on campus and in extra-curricular activities. We have found that consistent communication between school and home is the

cornerstone of an educational partnership between teacher/school and parents that positively impacts student success and the overall school environment.

The Leal PTA has hosted a variety of fun, wholesome family events to involve our students and parents outside of school hours including the Leal Carnival, Family Movie Nights, and the Golden Bell award winning “Family Science Night.” The LEAP (Leal Elementary Arts Program) Foundation is made up of parent volunteers whose purpose is to raise the funds necessary to sustain our Visual and Performing Arts magnet program. Last year, LEAP raised almost \$100,000 through membership drives and after-school and summer enrichment academies. Parents are invited to several student musical theater performances each year and are provided with detailed syllabi from the musical theater instructor to inform them of what their children are learning in the magnet program. As a result of our efforts to increase communication from our magnet program and the LEAP Foundation, we have seen a distinct increase in parent participation and financial support.

The principal meets regularly with parent groups such as the English Learner Advisory Council, School Site Council, PTA, and LEAP Foundation to discuss student achievement and progress toward meeting school goals. Additionally, the principal collaborates with cultural groups such as the Chinese Parents Association and the Indian Parents Association to communicate school information in a smaller, more accessible setting with language translation. These cultural groups have made a tremendous impact on school improvement, serving as a conduit for information from school to the community and sponsoring engaging extra-curricular events such as the Lunar New Year Celebration and Diwali Night.

As information from report cards, standardized score reports, and district programs can often be overwhelming and difficult for parents to decipher, the principal holds evening parent/community information workshops to provide additional explanation of the various programs, reports and their data. Workshops include “Understanding Your Child’s STAR Report” in the fall to help parents understand their children’s CST scores and a “Deconstructing the Report Card” workshop at the end of the first trimester to explain the district’s report card grading system. Additional workshops include “What is GATE and How Does My Child Qualify?” and English Language Advisory Committee meetings open to parents during which the content and results of the CELDT test are explained.

Leal ES uses the NTI Connect-Ed auto-caller software to provide outreach messages to families regarding school events, attendance, and emergencies. The PTA and LEAP Foundation both use Facebook as a means of providing rapid communication to parents, and the principal maintains a Twitter account to provide immediate updates and reminders to parents and community members.

Our efforts to create a cohesive community of stakeholders have been quite successful. Parent involvement is at an all-time high, attendance at extra-curricular events continues to grow, and we are experiencing unprecedented gains in student achievement. More importantly, our students, staff, and parents feel that they are a part of a family, with everyone working together for student success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Leal ES follows a California standards-based curriculum. As a Visual and Performing Arts magnet school, our teachers integrate the arts in each content area whenever possible. Teachers use instructional methods based on SDAIE strategies for English Learners and Bloom's Taxonomy as a foundation for questions to increase students' depth of knowledge. Leal uses textbooks and support materials from Houghton Mifflin in ELA and math, MacMillan/Mc Graw-Hill in science, and Scott Foresman in social studies. Our sixth grade follows the ABCUSD middle school curriculum, using McDougal Littell in ELA and social studies and Prentice Hall in math and science.

In ELA, primary grades focus on building literacy, foundational writing skills, listening, and speaking, while upper grades concentrate on students' comprehension of high level texts, their ability to present an effective argument orally and in writing, and their mastery of communication. Students in every grade level complete at least one writing piece per trimester in the informational, opinion/argument, and narrative genres, and students in grades three through six complete an I-search project. Incorporating the arts, each grade level produces theatrical performances based on core literature in our school's theater.

Leal's math program progresses from skill building, process-based problem solving, and automaticity to the principles of algebra and geometry with an emphasis on hands-on practice. Teachers use the publisher's materials as well as scales, prisms, counters, and wireless responders to engage students in the learning process. Science at Leal is a dynamic content area in which curiosity is rewarded with hands-on learning opportunities. Students engage in powerful learning activities such as the mobile Sea Lab, the Department of Fish and Game's trout hatching project, dissecting owl pellets, constructing "metamorphic pizza," performing "Star Search - the Musical" based on the solar system, and creating layered models of the body systems using common household objects.

Our social studies curriculum offers additional interactive learning opportunities including musical performances of historical events and figures such as "The Greatest Americans" and "The 13 Colonies," as well as the presentation of a living history museum, field trips to local area historical sites, and presentations by guest speakers.

The visual and performing arts standards are taught both in the classroom and in Leal's pull-out magnet program. Leal teachers promote artistic expression as a means for students to demonstrate their understanding of concepts in the core curricular areas of ELA, math, science, social studies, and P.E. in addition to traditional forms of assessment. Students create art projects in class using a variety of media, demonstrate their understanding of musical rhythm and rhyme through writing songs about the rock cycle, and make historically accurate replicas of clothing worn by historical figures for their living history museum.

P.E. and wellness are an important part of the Leal culture. Leal students participate in a standards-based program of 100 minutes per week of activities such as handball, soccer, and volleyball with an emphasis on rules and sportsmanship. To keep the students engaged, teachers lead exercise sessions in yoga and organize grade level sports tournaments. Parents are encouraged to participate in events such as Jog-a-thon and get involved as volunteer coaches for the district's Elementary Track Meet. Substance abuse prevention education such as the L.A. County Sheriffs Department's STAR Deputy Program as well as assemblies conducted by a Leal parent/DEA agent help our students make decisions that are healthy and responsible.

Students are taught a standards-based technology curriculum in a once per week pull-out program in our computer lab. Additionally, our technology instructor collaborates with grade level teams to design lessons that complement what is taught in the classroom. Beginning in third grade it is expected that students will feature technology in their major content area projects; therefore our technology classes provide the time and instruction necessary for our students to be successful.

2. Reading/English:

Early literacy is critical in promoting student achievement and reading instruction at Leal is a multi-faceted program. Kindergarten integrates the arts as well as mnemonic devices into their letter of the week pre-reading program, using “Alphafriends” songs and poems to reinforce the instruction of letter sounds. Kindergarten students progress to daily read-alouds from texts that support California Common Core Standards.

In the primary grades, mini-lessons and small group instruction are critical components in addressing our students’ needs. Students are provided literature that is leveled for independent reading paired with “Weekly Reading Adventure” assignments to assess comprehension. Weekly guided reading time provides another opportunity for students to read leveled material and participate in structured activities to foster development in phonemic awareness, concepts of print, decoding skills, and comprehension. Students engage in “book talks” during which they analyze an independently selected story and focus on a character whose traits they present in project form.

Moving from *learning to read* to *reading to learn*, upper grade students are provided tools to enhance their comprehension and literary/text analysis skills. The upper grade reading program emphasizes the analysis of writing structure with the purpose of identifying an author’s purpose, tone, voice, or a passage’s meaning. Students are expected to demonstrate proficiency in their understanding of the literary elements, poetic devices, and grammatical structures that influence a text’s meaning. To add excitement to their learning, fifth and sixth grade students participate in “Battle of the Books,” a year-long competition in which teams read books from a grade level list, then compete “Jeopardy” style in front of their peers in June. Winners receive prizes awarded by the PTA.

Leal’s RTI² program serves students who perform below grade level. Regular assessments of students’ decoding and comprehension abilities coupled with CST scores help teachers identify students who may benefit from pull-out intervention services delivered by a certificated staff member. Students make tremendous progress in our RTI² program, with the average duration of their time in pull-out intervention being one to two trimesters. After demonstrating grade level reading proficiency, students are exited from RTI² pull-out intervention and moved to the progress monitoring (PM) stage. PM students are tracked to ensure they are continuing to read at grade level before being exited from the program altogether. Students who perform above grade level in reading are provided a more challenging reading program, The Junior Great Books series. Students read, engage in teacher led book talks, then gather in literature circles to discuss their views “book club” style. Culminating projects to demonstrate comprehension are presented to the class at the conclusion of the unit.

3. Mathematics:

Our students’ high scores in mathematics are due not only to their commitment to academic excellence but also to our school’s commitment to providing a challenging, standards-based mathematics curriculum. In the primary grades, foundational mathematics skills are taught using the Gradual Release instructional model: “I do, we do, they do,” to foster independence. All students, beginning in kindergarten, use hand-held white boards to remain engaged and to obtain immediate feedback from the teacher during interactive instruction. Lessons feature the use of manipulatives for a hands-on approach to instruction in order to develop a strong conceptual foundation in all math strands. Students in third grade enjoy the integration of music and mathematics as they engage in lessons on fractions that are taught by using hand bells to represent musical measures in parts and wholes.

Upper grade students access a significant portion of the mathematics curriculum using interactive methods such as “Hands-on Algebra.” Students engage in this interactive process once per week during which time they transform a given abstract equation into its concrete equivalent (pawns, cubes, and a balance scale), then proceed to solve the equation through moving the manipulatives. This instructional method turns learning complex concepts into an engaging, meaningful process. Sixth grade students participate in “Pi Day” during which they explore the concept of Pi through centers focusing on ELA, mathematics, technology, and visual and performing arts.

Leal identifies students who are performing below grade level through regular formative and summative assessments. These students are taught using small group instruction, 1:1 instruction, and remedial skills groups at lunch time and after school. Peer tutors are assigned to assist during guided and independent practice. Real-life examples such as completing fraction problems to get the recipe for ice cream, using

pizza to represent parts and whole, and keeping track of classroom currency in their own bank accounts are all effective strategies for helping students reach grade-level proficiency.

Students who perform above grade level are provided supplemental instruction and challenge exercises through programs such as “Math Rules,” activities such as fractional math art projects, and leveled math packets. Upper grade students participate in a stock market game, an architecture project in which they design their “dream home,” and a payroll project in which they allocate salaries for the employees of their fictitious small businesses.

4. Additional Curriculum Area:

As a visual and performing arts (VAPA) magnet school, we believe that arts integration enhances student learning in every core curricular area. At Leal, students are encouraged to demonstrate their understanding of subject matter using artistic expression whenever possible, and teachers are constantly searching for more creative ways to present content to their students. Our visual and performing arts curriculum has made a tremendous impact on student success and enthusiasm for learning, making Leal an exceptional school.

In the classroom, students are exposed to an arts-infused instructional program. Starting in kindergarten, students perform in musical productions to demonstrate their knowledge of the core curricular areas. First grade presents a musical rendition of their farm unit, demonstrating the growth of a plant from seed to fruit. Third grade presents a musical celebration of the solar system with its production of “Star Search,” while fourth grade explores California history through demonstrations of Gold Rush era dances such as the Virginia Reel while wearing miner’s style hats they construct themselves. Sixth grade students produce the classic “Romeo and Juliet,” running every element of production on their own, from operating our theater’s lighting and audio equipment to designing and constructing the costumes and sets. As a culminating event, they transform the life of William Shakespeare into a modern hip-hop song complete with historically accurate lyrics set to a contemporary beat. Regular field trips to watch performances at the local Cerritos Center for the Performing Arts expose our students to a variety of cultural and artistic programs as well as educate them in the importance of arts appreciation and performance etiquette.

Our VAPA magnet program is taught through a pull-out program in which students attend one semester of twice weekly musical theater classes taught by a professional actor. Students progress through an introductory stage of learning the basics of vocal music with simple note reading, choreography, acting methods, and music terminology. Instruction builds upon these foundational skills as the students work toward producing two different performances each semester. One performance is an evening variety show which includes music, monologues, and improvisation, while the other is a seasonally themed production featuring vocal music, intricate dance choreography, and instrumental music.

In addition to theater arts, our students participate in studio art classes taught in four-day sessions three times per year. A professional art teacher instructs students in art theory and history while leading them through lessons using a variety of media. Through the studio art program, students learn about significant historical eras, geography, and mathematics in addition to the state VAPA standards, bringing their learning to an entirely new level.

5. Instructional Methods:

Each Leal teacher engages in differentiated instruction throughout the school day to address the needs of below and above grade level students. Students who are performing outside of the grade level proficiency range are identified using formative and summative assessments including district benchmark assessments in ELA and math, DIBELS assessments, and annual state tests.

Teachers pinpoint each student’s areas of need by using the Illuminate data management system. Primary grade teachers alternate between homogeneous and heterogeneous combinations for small-group instruction and often enlist the help of parent volunteers, college students in Cal State Long Beach’s SERVE program, and student teachers to lead students through extra practice exercises designed to promote mastery of grade level standards. Upper grade teachers use leveled, grade level literature circles, using state standards rather than textbooks, to guide instruction. Additionally, our upper grade students

receive instruction in different styles of note-taking, including memory keys, TI-3R, and Cornell notes to help students identify the method of note taking that best suits their learning style and needs.

Should classroom-based Tier I interventions fail to produce results, students are assessed for eligibility for Leal's RTI² program by using Leal's "site decision rules" which require the examination of a student's DIBELS scores, CST scores, and progress report from Tier I interventions. Students who qualify based on these criteria participate in twice weekly pull-out classes to address their needs.

Students who consistently perform above grade level in a given subject area are given enrichment or "challenge" packets designed by vertical teams of grade level teachers. Some of our students who demonstrate exceptionally high achievement are sent to participate in instruction in the next grade level for certain content areas and units. High achieving students from our Special Day Class for moderately to severely disabled students are mainstreamed whenever possible, whether in P.E., art, or appropriately leveled ELA or math instruction in order to provide the least restrictive environment and to foster a sense of community among general and special education students.

When possible, Leal teachers offer customized assessment formats to promote student success including short answer, oral, and multiple-choice assessments as well as audio/video demonstrations completed at home for students who are working through issues such as anxiety, selective mutism, and/or speech disorders.

At Leal, we believe every student is capable of attaining success and we view student achievement as everyone's business. We are committed to providing a world-class education to every student on our campus and challenge ourselves to create new and more effective methods to meet each child's academic needs.

6. Professional Development:

Leal ES teachers engage in continuous professional development. Teachers attend regularly scheduled district-sponsored workshops on topics from curriculum to working with students with special needs in the mainstream classroom. Teachers also participate in site-based professional development opportunities led by their own colleagues, or "in-house experts," and use their off-duty hours to pursue avenues of professional growth through outside agencies, books, and internet resources.

The ABC Unified School District has implemented a program of professional development required of every district teacher in order to support student achievement and to prepare for the implementation of the new California Common Core Standards. Teachers attend these workshops in grade level teams, maximizing the returns of the workshop by using the time to create action plans with their colleagues based on the information presented. Workshops attended by our teachers over the past two years include: "Data Analysis, Using Benchmark Data to Drive Instruction;" a three day session, "Writing in the California Common Core Standards;" a five-day workshop, "California Common Core Standards for Kindergarten," "Strategies for English Learners," and "Direct Interactive Instruction."

At the site level, our teachers have participated in workshops that focus on maintaining a safe, positive learning environment for students. Teachers were trained in the PeaceBuilders® program, a character development program for students that is the foundation of our school rules, discipline policies, and approach to conflict resolution. One of our sixth grade teachers is a national trainer in the Educational Research and Development division of the American Federation of Teachers. She has brought her nationally acclaimed workshop, "Managing Anti-Social Behavior through PBIS (Positive Behavioral Interventions and Support)" to our own staff through a series of workshops throughout this school year. Recently, our director of Child Welfare and Attendance hosted a workshop at our site regarding AB9, "Seth's Law," which dovetailed with a staff meeting activity in which we identified strategies for handling bullying and aggressive behavior on campus.

Individually, Leal teachers have participated in various development opportunities in order to grow professionally and to meet the goals we established in our Single Plan for Student Achievement. Topics include classroom management and instruction through Whole Brain Teaching, Interactive Discipline by Rick Morris, math instructional strategies from the Khan Academy, Autism training by the Diagnostic Center of Los Angeles, Conflict Prevention and Intervention training, and How to Use Rubrics for

Formative Assessment and Grading through the Association of Supervision and Curriculum Development.

7. School Leadership:

At Leal ES, leadership is a dynamic process in which the values, needs, and goals of all stakeholders are considered in every decision. While the principal is the only administrator on this campus of nearly 750 students, our school is home to many individuals who “lead” by promoting student success on a daily basis. All stakeholders at Leal recognize the importance of collaboration and partnership, and examples of such may be seen in relationships between the principal and parent groups, school staff and families, and between the school and local businesses and arts organizations.

Grade level teams collaborate twice per month, submitting meeting reports to the principal. The Instructional Leadership Team meets to discuss academic issues, Student Success Team outcomes, and staff development planned to facilitate our transition to the California Common Core Standards. The Magnet Leadership Team addresses the visual and performing arts pull-out program, partnerships with local arts organizations, performance planning, and fundraising. ABCUSD is well known among labor organizations for PAL (Partnership between Administration and Labor). This relationship between management and the ABC Federation of Teachers has created a positive, productive working environment in which teachers are included in the school’s decision-making process and serve as true educational partners to their site administrators.

Parent-based teams are critical to our school’s success and commitment to collaboration. The principal meets regularly with the School Site Council, English Learner Advisory Committee, PTA, LEAP Foundation, and culturally-based parent groups to inform stakeholders of school issues and to seek input for the school plan.

In addition to promoting student success, our principal emphasizes safety and a sense of community on campus. Our principal maintains an open door policy for parents and encourages parents to reach out via e-mail, the school website, or the principal’s Twitter feed to communicate their thoughts, concerns, or questions. In order to maintain her accessibility to students and parents, the principal can be seen patrolling the parking lot at drop-off and pick-up times, playing in the staff-student kickball tournament, and buying a special lunch for students who “graduate” from behavior support plans and academic intervention classes. In order to promote a positive work environment, the principal holds monthly drawings for “sub for the day,” in which she substitutes for a teacher, providing him/her an entire day to catch up on planning, grading, and communicating with parents.

It is the feeling of community and the spirit of collaboration that allows our students and staff to work to their highest potential and the can-do attitude of all stakeholders that allows our school to live its motto: Academic Excellence...A Leal Tradition.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: CST (California Standards Test)

Edition/Publication Year: Mathematics Publisher: ETS/California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	95	94	93	89	98
Advanced	87	81	80	76	82
Number of students tested	111	102	105	103	103
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	3	2	5	3
Percent of students alternatively assessed	0	3	2	5	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	94	86	86	64	Masked
Advanced	78	67	50	55	Masked
Number of students tested	18	21	14	11	6
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	8	3	5	5
3. Hispanic or Latino Students					
Proficient and Advanced	100	94	Masked	73	Masked
Advanced	83	63	Masked	53	Masked
Number of students tested	12	16	8	15	9
4. Special Education Students					
Proficient and Advanced	Masked	Masked	Masked	67	91
Advanced	Masked	Masked	Masked	42	55
Number of students tested	2	4	8	12	11
5. English Language Learner Students					
Proficient and Advanced	93	93	93	95	100
Advanced	90	87	83	81	79
Number of students tested	40	30	29	21	19
6. Asian					
Proficient and Advanced	91	97	100	97	100
Advanced	86	86	93	89	93
Number of students tested	56	57	60	61	71
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students in two Special Day Classes for moderately to severely disabled children as well as some Resource Program students are assessed using the CAPA or the CMA.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: CST (California Standards Test)

Edition/Publication Year: English Language Arts Publisher: ETS/California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	79	86	84	82	85
Advanced	52	51	52	41	43
Number of students tested	112	102	105	103	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	2	5	3
Percent of students alternatively assessed	0	3	2	5	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	68	57	64	46	Masked
Advanced	26	29	29	18	Masked
Number of students tested	19	21	14	11	6
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	8	6	5	5
3. Hispanic or Latino Students					
Proficient and Advanced	62	75	Masked	60	Masked
Advanced	31	44	Masked	27	Masked
Number of students tested	13	16	8	15	9
4. Special Education Students					
Proficient and Advanced	Masked	Masked	Masked	50	73
Advanced	Masked	Masked	Masked	33	27
Number of students tested	2	4	8	12	11
5. English Language Learner Students					
Proficient and Advanced	78	93	83	86	79
Advanced	50	57	35	29	37
Number of students tested	40	30	29	21	19
6. Asian					
Proficient and Advanced	82	91	90	92	90
Advanced	64	54	60	51	55
Number of students tested	56	57	60	61	71
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students in two Special Day Classes for moderately to severely disabled children as well as some Resource Program students are assessed using the CAPA or the CMA.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: CST (California Standards Test)

Edition/Publication Year: Mathematics Publisher: ETS/California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	93	94	88	96	94
Advanced	78	75	76	87	74
Number of students tested	102	118	101	99	99
Percent of total students tested	100	98	100	99	100
Number of students alternatively assessed	7	2	6	3	4
Percent of students alternatively assessed	7	2	6	3	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	88	83	67	Masked	Masked
Advanced	44	44	58	Masked	Masked
Number of students tested	25	18	12	7	7
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	6	5	6
3. Hispanic or Latino Students					
Proficient and Advanced	82	100	78	Masked	Masked
Advanced	59	60	56	Masked	Masked
Number of students tested	17	10	18	9	9
4. Special Education Students					
Proficient and Advanced	Masked	Masked	92	80	80
Advanced	Masked	Masked	77	70	20
Number of students tested	9	8	13	10	10
5. English Language Learner Students					
Proficient and Advanced	89	97	94	95	94
Advanced	72	76	94	81	78
Number of students tested	36	33	18	21	18
6. Asian					
Proficient and Advanced	96	97	94	99	95
Advanced	86	86	93	97	86
Number of students tested	55	66	53	70	62
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students in two Special Day Classes for moderately to severely disabled children as well as some Resource Program students are assessed using the CAPA or the CMA.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: CST (California Standards Test)

Edition/Publication Year: English Language Arts Publisher: ETS/California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	92	93	90	97	89
Advanced	78	78	70	87	67
Number of students tested	102	120	101	99	99
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	7	3	6	3	4
Percent of students alternatively assessed	7	3	6	3	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	84	94	58	Masked	Masked
Advanced	56	50	58	Masked	Masked
Number of students tested	25	18	12	7	7
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	6	5	6
3. Hispanic or Latino Students					
Proficient and Advanced	88	90	89	Masked	Masked
Advanced	71	60	67	Masked	Masked
Number of students tested	17	10	18	9	9
4. Special Education Students					
Proficient and Advanced	Masked	Masked	92	90	50
Advanced	Masked	Masked	77	70	30
Number of students tested	9	8	13	10	10
5. English Language Learner Students					
Proficient and Advanced	86	88	89	91	94
Advanced	75	74	83	76	61
Number of students tested	36	34	18	21	18
6. Asian					
Proficient and Advanced	95	94	94	99	92
Advanced	84	90	79	93	73
Number of students tested	55	67	53	70	62
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students in two Special Day Classes for moderately to severely disabled children as well as some Resource Program students are assessed using the CAPA or the CMA.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: CST (California Standards Test)

Edition/Publication Year: Mathematics Publisher: ETS/California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	93	88	91	90	89
Advanced	72	65	79	64	66
Number of students tested	112	101	105	97	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	6	3	4	5
Percent of students alternatively assessed	3	6	3	4	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	84	67	75	73	83
Advanced	37	28	58	27	58
Number of students tested	19	18	12	11	12
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	6	7	6
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	79	70	Masked	80
Advanced	Masked	21	40	Masked	50
Number of students tested	9	19	10	8	10
4. Special Education Students					
Proficient and Advanced	Masked	77	Masked	Masked	58
Advanced	Masked	31	Masked	Masked	33
Number of students tested	8	13	9	9	12
5. English Language Learner Students					
Proficient and Advanced	97	90	94	100	87
Advanced	73	75	77	63	60
Number of students tested	33	20	17	16	30
6. Asian					
Proficient and Advanced	98	98	99	97	95
Advanced	83	92	93	75	77
Number of students tested	64	52	71	60	61
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students in two Special Day Classes for moderately to severely disabled children as well as some Resource Program students are assessed using the CAPA or the CMA.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: CST (California Standards Test)

Edition/Publication Year: English Language Arts Publisher: ETS/California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	95	84	95	88	90
Advanced	73	63	68	57	52
Number of students tested	112	101	105	97	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	6	3	4	5
Percent of students alternatively assessed	3	6	3	4	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	84	56	83	82	83
Advanced	53	28	58	27	42
Number of students tested	19	18	12	11	12
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	6	7	6
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	79	90	Masked	70
Advanced	Masked	47	50	Masked	40
Number of students tested	9	19	10	8	10
4. Special Education Students					
Proficient and Advanced	Masked	69	Masked	Masked	58
Advanced	Masked	46	Masked	Masked	17
Number of students tested	8	13	9	9	12
5. English Language Learner Students					
Proficient and Advanced	100	80	88	88	83
Advanced	70	50	53	38	40
Number of students tested	33	20	17	16	30
6. Asian					
Proficient and Advanced	98	92	97	93	93
Advanced	84	77	79	68	61
Number of students tested	64	52	71	60	61
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students in two Special Day Classes for moderately to severely disabled children as well as some Resource Program students are assessed using the CAPA or the CMA.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: California Standards Test

Edition/Publication Year: Mathematics Publisher: California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	81	88	82	88	90
Advanced	62	71	58	67	63
Number of students tested	100	96	108	96	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	2	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	44	46	67	Masked	Masked
Advanced	31	36	17	Masked	Masked
Number of students tested	16	11	12	9	6
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	8	6	5
3. Hispanic or Latino Students					
Proficient and Advanced	63	Masked	80	Masked	Masked
Advanced	13	Masked	30	Masked	Masked
Number of students tested	16	8	10	8	6
4. Special Education Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	8	5	5
5. English Language Learner Students					
Proficient and Advanced	85	82	84	81	88
Advanced	80	65	53	57	41
Number of students tested	20	17	19	21	17
6. Asian					
Proficient and Advanced	95	100	91	93	94
Advanced	89	90	75	82	75
Number of students tested	55	67	67	60	69
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students in two Special Day Classes for moderately to severely disabled children as well as some Resource Program students are assessed using the CAPA or the CMA.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: CST (California Standards Test)

Edition/Publication Year: English Language Arts Publisher: ETS/California Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	93	95	82	93	90
Advanced	67	75	59	63	65
Number of students tested	100	96	108	96	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	0	1
Percent of students alternatively assessed	0	0	3	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	81	73	67	Masked	Masked
Advanced	31	46	25	Masked	Masked
Number of students tested	16	11	12	9	6
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	8	6	5
3. Hispanic or Latino Students					
Proficient and Advanced	88	Masked	70	Masked	Masked
Advanced	38	Masked	30	Masked	Masked
Number of students tested	16	8	10	8	6
4. Special Education Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	8	5	5
5. English Language Learner Students					
Proficient and Advanced	90	94	74	91	71
Advanced	60	65	47	38	29
Number of students tested	20	17	19	21	17
6. Asian					
Proficient and Advanced	96	100	87	93	90
Advanced	84	87	72	70	74
Number of students tested	55	67	67	60	69
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students in two Special Day Classes for moderately to severely disabled children as well as some Resource Program students are assessed using the CAPA or the CMA.					

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