



## **PART I - ELIGIBILITY CERTIFICATION**

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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.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 27 Elementary schools (includes K-8)  
6 Middle/Junior high schools  
6 High schools  
0 K-12 schools  
39 Total schools in district
2. District per-pupil expenditure: 8998

### 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: 7
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	68	50	118
1	51	55	106
2	60	55	115
3	67	63	130
4	68	70	138
5	55	57	112
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>719</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
35 % Asian  
1 % Black or African American  
7 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
54 % White  
2 % 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: 3%  
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.	16
(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)].	24
(4)	Total number of students in the school as of October 1, 2011	697
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 9%  
Total number of ELL students in the school: 63  
Number of non-English languages represented: 29  
Specify non-English languages:

Spanish, Vietnamese, Cantonese, Korean, Filipino, Portuguese, Mandarin, Japanese, Khmer, Arabic, Armenian, Dutch, Farsi, French, German, Greek, Hebrew, Hindi, Indonesian, Punjabi, Russian, Urdu, Ukrainian, Polish, Assyrian, Gujarati, Kurdish, Tamil, Marathi

9. Percent of students eligible for free/reduced-priced meals: 7%  
 Total number of students who qualify: 47

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: 5%  
 Total number of students served: 34

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>23</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>6</u>
Total number	<u>29</u>	<u>15</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:

31:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
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: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**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? 2001

## **PART III - SUMMARY**

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Every day Simonds Elementary School brings to life the broader mission of our district that “all students are inspired and prepared to succeed in a global society.” Our school vision, “fostering high expectations, inspiring social responsibility, and embracing community connections,” embodies our work to develop and support 21<sup>st</sup> century students and skills. Simonds’ community is comprised of a rich fabric of constituents, including engaged students, active parent volunteers, and experienced teachers. Situated in the residential neighborhood of Almaden, the school is adjacent to a public library and community center. We encourage our students to take full advantage of both.

Simonds has been recognized on numerous occasions for its academic excellence. As a 2008 and 2012 California Distinguished School, Simonds constantly strives for student success. We were recognized as a 2001 National Blue Ribbon School and have received California Business for Education Excellence Honor Roll Awards for the last seven years.

As one of 27 elementary schools in San Jose Unified School District, Simonds serves a large and culturally diverse population of 724 students. Our student body is comprised of African American, Hispanic, Caucasian, Native American, Asian, and other students. Nine percent of our students are English Language Learners (ELLs). We are proud to have 29 different languages represented at our school.

Staff are focused on engagement and learning, and provide students with a rigorous academic program. One hundred percent of Simonds teachers are fully credentialed and NCLB qualified, and many hold advanced degrees. Assessment analysis drives instructional decision-making. Teachers collaborate weekly in grade-level teams to determine best instructional practices and form student target groups for intervention. One measure of our school’s ability to successfully deliver a standards-based academic program is our Academic Performance Index (API). Since 2001, our API has risen 116 points, from 855 to 971. Over the last five years, Simonds has consistently surpassed the state’s Academic Yearly Progress (AYP) goals. In 2011-12 students scored 17% above AYP targets in ELA and 16% above in Math. In the same year, Simonds’ English Learners surpassed AYP goals by 15% in ELA and 19% in Math.

Our school’s instructional approach has helped decrease the achievement gap for Hispanic, African American, and Socio-Economically Disadvantaged student subgroups. This success largely stems from our leverage of the district’s Direct Instruction (DI) framework. When teachers utilize direct instructional methods, they break specific skills down into smaller units and teach these explicitly in a sequence. Simonds teachers have embraced this practice and use it to deliver a strong, explicit, standards-based curriculum. Our school utilizes various adaptive technologies, like Lexia Reading and Imagine Learning, to support the needs of our Special Education, intervention, and English Language Learner students.

Simonds staff firmly believes in developing well-rounded students who are ready to enter and succeed in a 21<sup>st</sup> century economy. We offer a variety of programs that enhance successful academic practices. On any given day, one will find Simonds students participating in standards-based instruction in our fully-networked computer lab with a Technology Resource teacher, learning art history and creating projects with Art Vistas parent volunteers, and rehearsing music production with our full-time Music teacher. The Music and Technology Foundation, with whom Simonds has a long-standing and productive partnership, funds many of these initiatives.

As our vision states, Simonds seeks to empower students to be socially responsible individuals and to provide them opportunities to engage with the world around them. Each year approximately 60 fourth and fifth graders organize service events and encourage all students to participate. These include Second Harvest Food Drives, Kiwanis’s Kids’ Toy and Clothing Drives, Pennies for Patients to benefit Leukemia

and Lymphoma, and Trick or Treat for Unicef. This year 30 third and fourth graders will attend leadership training through Project Cornerstone's *Expect Respect* program.

Simonds' PTA offers students a plethora of extracurricular activities, including the Science Fair, Geography Bee, Math Olympics, Junior Achievement, Multicultural Fair, and annual Walk-a-thon. Simonds recognizes the invaluable contributions of our dedicated parent volunteers, through the Cougar Tales and SimondsSays newsletters, and our end of the year Volunteer Tea.

Maintaining a positive and safe school culture is of paramount importance at the school. The principal led staff in implementing the Positive Behavioral Interventions and Supports (PBIS) system in 2009, to establish and maintain school-wide behavior expectations. Simonds students follow the ABCs on a daily basis (Always Do Your Best, Be Safe, and Care for Others) and are motivated and encouraged to make smart and healthy choices. Parent volunteers support and reinforce these expectations with monthly ABC Cornerstone lessons and discussions. We also offer free on-site counseling services to students who need them.

Simonds is committed to providing every student with the finest 21<sup>st</sup> century education in a caring, safe, and engaging environment. Strong leadership, dedicated teachers, and active parent participation make this goal a consistent reality on our campus.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The California Standards Test (CST) administered each spring is the state's academic achievement benchmark. At the elementary school level, the exam assesses students' proficiency in English-Language Arts (2<sup>nd</sup> through 5<sup>th</sup> grade), Mathematics (2<sup>nd</sup> through 5<sup>th</sup> grade), and Science (5<sup>th</sup> grade only). Student performance is disaggregated into levels of academic progress: Advanced (exceeds state expectations), Proficient (meets state expectations), Basic (approaches state expectations), Below Basic (falls below state expectations), and Far Below Basic (falls significantly below state expectations). Simonds staff work hard to ensure that all students reach and maintain Proficient and Advanced achievement levels. This standard of success permeates school decision-making, teaching, and interaction with students.

The California Department of Education (CDE) uses CST scores to calculate an annual Academic Performance Index (API) and to measure schools' Adequate Yearly Progress (AYP). An API score of 800 is the statewide performance target for all schools, with scores ranging between 200 and 1000. Simonds' 2012 API score was 971 with 92% of students scoring proficient or advanced on ELA and 95% on Mathematics. The CDE maintains detailed records and reports of Simonds' API data, among others, on its DataQuest portal,

<http://api.cde.ca.gov/reports/API/APISearchName.asp?TheYear=&cTopic=API&cLevel=School&cName=simonds&cCounty=&cTimeFrame=S>.

The AYP is a series of annual measurable achievement objectives (AMAOs) established for each school. Schools are required to meet AMAOs for numerically significant student groups in ELA and Mathematics on the CSTs and CMAs (California Modified Assessment, taken by learners with special needs). Simonds' 2012 overall AYP goal was 78% in English-Language Arts (ELA) and 79% in Mathematics. By 2014 100% of students are expected to achieve at least proficiency in both subjects. Simonds met all seventeen of its 2012 AYP target goals. All numerically significant subgroups exceeded AYP growth targets. Simonds received the highest statewide ranking of 10, placing us in the top ten percent of all California schools.

Simonds has made major and consistent API strides since 2007. Our API has grown 43 points since that year. Proficiency rates of Simonds students have increased 9% and 10% in ELA and Mathematics, respectively. Even more significant is the growth of our student subgroups. We have completely closed the achievement gap for our English Language Learner students. Their API score of 973 outperformed the school API for a second consecutive year, with 94% scoring proficient or advanced in ELA and 98% in Mathematics. This represents a 24% and 9% growth over the last five years in ELA and Mathematics. Asian students made a 25-point jump to a current API of 999 with a 7% gain in ELA and 4% in Math. We do not have a numerically significant number of Hispanic or Latino students or students with disabilities. Our Hispanic students, however, continue to outperform the state average by over 20% in ELA and Math. Students with disabilities made a 42-point API gain from 2011 and exceeded the Math target with 84% scoring Proficient or Advanced.

An achievement gap still exists for our Hispanic students and students with disabilities. Simonds' mission is that all students, regardless of their subgroup, achieve high levels of academic excellence. Our teachers utilize Direct Instruction (DI) to close this gap. DI leverages modeling, scaffolding, small group activities, collaboration, and differentiation (grouping students by skill levels), as a first-level intervention for students who are struggling academically. DI has streamlined ELA instruction at Simonds and is a significant contributing factor to our API growth over the last five years.

In addition to DI as a school-wide instructional model, students with disabilities receive assistance from Resource and Speech specialists. We have also implemented Lexia, an adaptive learning program, to support students who are not at least Proficient. Fourth and fifth grade students come to the computer lab

before school and first, second, and third graders attend after lunch for 20 minutes. ELL students also receive 90 minutes of adaptive learning in the classroom each week through Imagine Learning. Teachers also trained to use DreamBox, a program that provides extra math support at school and home for all students.

Simonds' school culture supports success for every student. Staff works towards continuous improvement with respect to instruction, as evidenced by the school's consistent and significant CST achievement gains. Teachers systematically work to equip students with 21<sup>st</sup> century skills and close achievement gaps among different student subgroups.

## **2. Using Assessment Results:**

Data-driven instruction is foundational to instructional decision-making at Simonds. Data constitute the most common language teachers use in collaborative meetings. Staff has made a pedagogical shift towards using formative assessments rather than solely summative data. Teachers continually analyze student achievement data to help shape instruction. Formative and summative assessments, like Visual representations, Thinking Maps, Think Pair Share, use of whiteboards for monitoring learning, question and response technique, unit tests, Interim Assessments, and CSTs, shape teaching methods and content. Staff meets on a regular basis in collaborative teams to analyze data for patterns. Teachers and administrators then use these findings to form intervention groups, modify curriculum, design instructional methodology improvements, and monitor student progress. The culture of the school has become an evidence-based one, where assessments are used as a tool to improve student learning.

Simonds has exceeded API and AYP target goals, but we have not met our school-specific goal that every one of our students achieves at least proficiency on the CSTs. Our site leadership team, comprised of the principal, other administrators, and teachers, meets monthly to analyze broad trends in school data and to make decisions about how to move all students to proficiency. Grade-level teams meet regularly to compare and correlate students' CST and interim assessment data. The interim assessments are cumulative standards-based test administered four times a year to evaluate student progress. Results are scanned and stored in the district's interactive formative assessment platform, Illuminate. This system allows teachers to access multiple data points and reports for each student, by providing customized reports and visuals that chart student progress and areas of improvement. Teachers use these analyses to monitor and evaluate student achievement, as well as to guide instruction, interventions, and staff development. Teachers also use the data collected to determine target students who are performing below grade level, and provide them with instructional supports, like re-teaching, small group instruction, one-on-one instruction, and adaptive learning. Staff members share effective strategies to improve student achievement with each other. These teacher collaborations lead to continuous improvement of teaching practices. Simonds staff has a shared pedagogical belief that the use of effective assessments to guide data-driven instruction is at the core of ensuring academic proficiency and improvement for all students.

Student and parent participation are key components of our data analysis process. These key stakeholders understand that assessments are a tool used to monitor progress and to determine where learning gaps exist. Teachers meet with students to analyze their areas of academic strengths and weaknesses. This ongoing interaction allows students and teachers to work together to ensure that all students are Proficient or Advanced, in contrast to simply informing students of their academic standing after exams.

Simonds staff continually uses both formal and informal means of communication to keep parents informed about their children's progress. Parent-teacher conferences take place bi-annually to discuss student growth and areas of concern. Standards-based report cards are used to inform families about progress toward grade level proficiency. Student Study Teams, comprised of teachers, specialists, parents, and the principal, function as support structures for students who are struggling to meet grade-level standards. Designing Individualized Education Plans (IEPs) also provides a collaborative environment, where parents and teachers work together toward developing learning goals for each student. Teachers utilize classroom webpages, newsletters, emails, phone conferences, and informal meetings to communicate with parents about student academic achievement and social development. Parents and

teachers work together to keep the community informed about school events, expectations, and academics via the school's webpage. Back-to-School Night and Open House also serve as opportunities to share learning expectations, academic progress, and extracurricular accomplishments with the school community.

Simonds realizes that our vision of “fostering high expectations, inspiring social responsibility, and embracing community connections” can only be achieved when the entire community works collaboratively with similar purpose and investment. The culture at Simonds is one of parent involvement and school accessibility. We work very closely with various community members in disseminating information about our students' progress.

### **3. Sharing Lessons Learned:**

Simonds takes pride in its sustained and systematic growth. Staff strongly feels that sharing these successes is essential to maintaining and increasing success. Reflecting on best practices and generating motivation for continuous improvement have made Simonds both a well-recognized and prestigious school. As previous recipients of a California Distinguished Schools Award and California Business for Education Excellence Honor Roll Award, we receive requests from other principals and districts to visit Simonds and to share out best practices. We also attend conferences and workshops where we exchange strategies, instructional methods, and ideas with educators from around Santa Clara County and California at large.

Simonds relishes the opportunity to share its successes with others in the district, community, and state. District representatives from throughout Santa Clara County are invited to visit Simonds and observe firsthand the successful strategies that Simonds staff uses to improve student success. Whether it is observing explicit, standards-based instruction, speaking with students and teachers, or discussing best practices with our instructional coach, visitors are able to get a strong sense of the academic culture at our school.

Best practices and strategies that meet the needs of all students are also shared during district professional development trainings, as well as at weekly staff meetings and grade-level collaboration meetings. In addition, San Jose Unified principals and assistant principals gather at monthly meetings to collaborate on ways to improve student success and on effective teaching strategies. This network serves as an invaluable source of information and professional development, connecting all schools within the district.

Simonds is fortunate to have a district instructional coach who observes, discusses, and guides teachers toward the most appropriate instructional strategies for their students. These coaches have a unique advantage in that they have the opportunity to observe and work with many different teachers and grade levels. Thus, they are able to convey their observations to other coaches and teachers throughout the district, which provides Simonds with a wealth of knowledge as well as the ability to share our work with other schools. In addition, coaches throughout the district are invited to Simonds to observe the effective teaching and learning that take place daily at our site.

### **4. Engaging Families and Communities:**

Part of Simonds' vision is to embrace community connections. We are grateful for the support and contributions of many individuals and groups, including parent volunteers, local businesses, and former students. Collaborating and communicating with these groups daily is essential to student success and school improvement.

Simonds's high levels of parent involvement strongly contribute to the school's success. The school webpage serves as a valuable source of up-to-date information about school events and a forum to share student accomplishments. Teachers post weekly announcements, homework assignments, and newsletters on classroom webpages, which parents can access at any time. The principal, PTA, and Simonds Music

and Technology Foundation keep parents well-informed about events through the SimondsSays, Cougar Tales, Simonds Grapevine, and Simonds Music and Technology Foundation (SMFT) newsletters. Links to online learning such as DreamBox, Math Facts in a Flash, and online curricula also help bridge the gap between school and home. Community members can stay abreast of all campus events and meetings via the school's online calendar, which allows them to mark dates for fundraisers, academic speakers, and field trips. The School Accountability Report Card (SARC), SimondsSays, website, monthly Principal's Coffees, PTA, School Site Council (SSC), and School English Learners Advisory Committee (SELAC) meetings are forums through which we communicate school evaluation results, our vision and school plan, and goals to parents.

Teachers build a close-knit community with their students' parents throughout the year. Beginning with Back to School Night, teachers work with parents to foster rich opportunities for learning, both in the classroom and at home. Parents and teachers discuss student progress at November and spring conferences. Regular emails, conferences, and face-to-face meetings help parents take an active role in their children's education and allow teachers an opportunity to communicate student progress toward meeting learning standards.

Our parents are passionate supporters of our school and key contributors to site decision-making at monthly PTA, SSC, and SELAC meetings. Our principal thoughtfully and actively engages parents, by enlisting their participation in addressing issues such as school safety, uniform policy, and traffic safety. Parents spearhead school fundraisers and other activities such as the Multicultural Fair, Math Olympics, Spelling and Geography Bees, Science Fair, Band, grade level musicals, field trips, Junior Achievement, Art Vistas, Walk-a-thon, Silent Auction, and Uniform Exchange. These programs enhance students' experience at Simonds and make it the diverse, well-rounded school that it is.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Simonds holds a core value that best instructional practices delivered within the classroom have the greatest impact on student learning. Research has shown that classroom teachers make the biggest impact on student success and that teacher expectations have a dramatic effect on student achievement. Simonds teachers have wholeheartedly embraced the Direct Instruction Framework, based on the work of Douglas Fisher, Nancy Frey, John Hollingsworth, and Silvia Ybarra, as the instructional delivery frame to help students master grade-level standards.

The district utilizes the Houghton Mifflin reading series as its core-reading curriculum. The program emphasizes the integration of listening, speaking, vocabulary development, and reading and writing in a meaning-centered context. Instruction is differentiated to meet the needs of all learners and delivered in heterogeneously-grouped classes. Students develop foundational skills, learn to read a variety of texts, and communicate with various audiences. Teachers use leveled books, Daily Oral Language, Drop Everything and Read time, and Direct Instruction for phonemic awareness, phonics, and decoding skills. With Accelerated Reader, second through fifth graders read highly engaging and target-level books.

From the most concrete in kindergarten and first grade to more abstract in fifth, students learn writing steps and strategies with appropriate conventions. *Step Up to Writing* provides a consistent model for writing across the curriculum. Performance Based Assessment writing prompts vary by grade: third writes persuasively, fourth writes to the California CST prompt, and fifth responds to literature.

Envision Math, which we use in mathematics, is built on a strong research base and authored by the nation's top math experts and educators. It emphasizes interactive and visual learning and differentiated instruction to address the specific needs of all students, regardless of skill level and language proficiency. In addition to Envision, students in grades 2-5 use the Accelerated Math program and DreamBox Adaptive Learning for individualized support.

The Scott Foresman science series provides a comprehensive science curriculum for K-5<sup>th</sup> grade students. The program is predicated upon hands-on engaging activities that engage students with science content and reinforce learning across different lessons. Macmillan/McGraw-Hill's social studies curriculum provides standards-based content organized around social studies topics. The program helps students develop problem solving and critical thinking skills, integrates reading support in every lesson, and instills citizenship through real-life role models.

Music and Technology are an integral part of our overall curriculum and supported by the Simonds Music and Technology Foundation. Technology goals, objectives, and benchmarks clearly articulate the program for each grade. Students receive Direct Instruction from a highly trained teacher specialist in our computer lab. Teachers integrate technology throughout all content areas. Music instruction is guided by the California Visual and Performing Arts framework and is provided by a full-time credentialed music teacher. In grades 4 and 5 students can participate in choir or an instrumental music program.

Our physical education program is aligned with state requirements of 200 minutes of PE for students every two weeks. Classroom teachers provide instruction for grades K-3 and grades 4-5 receive instruction from a credentialed physical education teacher. First through fifth grade teachers received extensive professional development using the SPARKS program, which meets the California standards for physical education. For example, first grade classes use jump-rope activities to develop motor skills, build awareness of patterns to movement, and develop overall physical fitness.

Simonds Elementary is currently in its fourth year of using the Positive Behavior Interventions and Supports system. PBIS addresses the need to develop and teach proactive strategies that support

appropriate student behavior, while promoting a positive school environment. Second Step K-5 curriculum provides engaging lessons for students and promotes healthy choices through goal setting, decision-making, managing emotions, and communicating effectively.

## **2. Reading/English:**

The Simonds Language Arts Program emphasizes reading, writing, listening, and speaking skills. Houghton Mifflin's ELA curriculum is used at all grade levels to help deliver engaging Direct Instruction lessons. Teachers take into account the variety of learning styles and ability levels within their classrooms and develop differentiated lessons to address these diverse student needs.

Reading skills are fundamental to all learning, and are developed through all academic areas. Beginning in kindergarten, students are encouraged to cultivate a lifelong love of reading. Using hands-on activities, books that are organized in levels ranging from easy to advanced readers, and small group instruction, even our youngest students develop the fundamental building blocks necessary to become independent readers. Higher-level thinking skills are emphasized in reading, as students compare and analyze both fiction and non-fiction texts. In addition, each grade level supplements the curriculum with core literature selections that reinforce these materials. For example, first-grade students adapt stories from *Frog and Toad Together* into dramatic plays, while fifth graders discuss C.S. Lewis's use of allegory in *The Lion, the Witch, and the Wardrobe*. The school-wide use of Accelerated Reader, a computer-based program that promotes independent reading and comprehension, combined with daily DEAR time (Drop Everything and Read) in each classroom help develop strong readers at Simonds.

Writing across the curriculum is emphasized at each grade level. A school-wide focus on vocabulary enrichment, combined with training in *Step Up to Writing*, form the backbone of our school writing program. Student wordbooks and walls help younger students master high-frequency words. The implementation of Thinking Maps aids students in the writing process as they brainstorm and develop ideas. Numerous teachers use the Writer's Workshop model in their classes, while others infuse literature into writing through Literature Circles and participation in the Young Author's Fair. Students gain expertise writing in many genres, learning to both write creatively and to critically analyze and respond to literature. In addition, students have many opportunities to draft and publish work in our school's computer lab and to use our mobile laptop cart.

Students requiring additional support receive supplementary reading, grammar, and phonics materials. We also provide intervention to struggling students through the use of newly-adopted adaptive learning technologies. Using Lexia and Imagine Learning, struggling readers and English Learners receive the assistance and support they need. Avenues, a program for English Learners, is available to students who need it.

## **3. Mathematics:**

Simonds is in its fourth year of implementing the math curriculum Envision Math by Pearson Education. All grade levels use Envision Math, which is based on the California Mathematics Standards of Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, Probability, and Mathematical Reasoning. Students learn through teacher modeling, hands-on collaboration, independent practice, and scaffolded, small group support for those who are not yet at least proficient. The program also has an online component that allows parents access to materials, as the home-school connection enhances student learning.

One size does not fit all. Hence, Simonds uses other supplemental curricula to ensure that all students are successful and challenged to meet high expectations. DreamBox, MathFacts in a Flash, and Accelerated Math are technology-based programs used to improve the math skills of all students. DreamBox is an adaptive learning program aligned with Common Core State Standards that helps provide students with the foundations needed to achieve proficiency in mathematics. Virtual manipulatives deepen understanding of math concepts. The adaptive online learning environment ensures that every student

works in his or her optimal learning zone, whether advanced or in need of extra support. The program allows adaptation in the levels of difficulty, scaffolding, sequencing, number and type of hints given, and pacing.

MathFacts in a Flash is an online program used at home and school that provides students extra practice with basic math facts. Teachers use this program to more efficiently monitor student proficiency, and then provide scaffolded, small-group support to students who need to improve their fluency in computational skills. Accelerated Math can be used with struggling and advanced students, due to its personalized assessment of individual abilities. Data-driven instruction is an integral part of the collaborative teaching practices at Simonds. Accelerated Math provides disaggregated data on each student's performance. This allows for more effective differentiated instruction in the class, as teachers use this information to help make decisions about individual academic needs. Students then work at a level that either provides small group re-teaching for those who are struggling or expands learning for those who need to be challenged more.

San Jose Unified's mission is to provide every student with the finest 21<sup>st</sup> century education possible and to eliminate the opportunity gap. The use of all these resources helps teachers to engage all students in meaningful ways that allow them to develop deep understanding of various mathematical concepts.

#### **4. Additional Curriculum Area:**

Simonds is extremely fortunate to have a Music and Technology Foundation whose purpose is to ensure that every child receives a well-rounded education. Music is an important part of the weekly educational experience for Simonds students. In music class, students have the opportunity to learn a variety of songs (such as uncommon meter, non-major, and multi-cultural songs). Kindergarten and first grade students also have a chance to dance (free movement and choreographed), in addition to playing various instruments. The goal of these activities is to foster a love of music in students at a young age.

In the primary grades, students participate in musicals once a year in addition to weekly classes, which include learning keyboard beginning in Kindergarten. In the upper grades, students have the opportunity to participate in band or choir. These electives provide students who wish to take advantage of them the chance to establish a solid musical foundation prior to entering middle school. They also allow students to interact with and learn from talented parent volunteers, who lend their musical talents and time to make these programs possible.

In fifth grade, students have the opportunity to participate in "Stomp," which stems from the production "Stomp" that originated in the United Kingdom. Students work in groups using percussion instruments from "around the house" (trash cans, kitchen stuff, brooms) and perform their mini compositions in front of peers. Students look forward to fifth grade just for this experience.

Music plays a large role in Simonds' constant effort to providing all students with the finest 21<sup>st</sup> century education. By educating the whole student, rather than simply focusing on test scores, Simonds staff seeks to foster creative, bright, and inspired thinkers. Part of Simonds' academic success can be attributed to the weekly opportunities that students have to express themselves creatively through music.

#### **5. Instructional Methods:**

Our focus over the last five years has been on creating a culture of continuous improvement that moves our entire system, and challenges us to raise the quality of instruction and stay abreast of the latest research on teaching and learning. This culture of continuous improvement in our instructional practices will create long-lasting benefits for current and future students. Simonds teachers have implemented the Direct Instruction framework since 2010. We believe that every student needs explicit, engaging instruction, accompanied by models and opportunities to practice skills in collaborative and independent settings, in order to succeed.

Together with the support of the principal and the help of a site instructional coach, teachers have weekly opportunities to collaborate with colleagues and analyze student data. Through these analyses, teachers are able to tailor lessons to the differentiated needs of their particular classrooms. Working together, they also create and develop supplemental materials to address content gaps and the development of particular skills. Using the Direct Instruction framework, teachers provide daily Lesson Objectives, orienting their students to what they are learning, as well as supporting English Learners with Language Objectives. First, teachers present material through an explicit model, metacognition, or think-aloud. Then, they gradually release responsibility of learning to students under teacher guidance, through highly structured practice phases, guided work with the teacher, and collaborative student groups. Finally, armed with the necessary knowledge, students can successfully engage in independent learning opportunities. Student achievement is assessed with formal and summative assessments using Houghton Mifflin Theme Tests, Math Topic Tests, District Interim Assessments, and teacher-created assessments. Students receive valuable feedback on a regular basis through the use of rubrics, peer- and self-evaluations, and one-on-one conferences with teachers.

Simonds students have a wide variety of abilities and needs. Students who are not yet proficient in grade-level standards receive modified and supplemental instruction to aid them in reaching higher performance levels. Targeted intervention students utilize the instructional technology of Lexia on a daily basis and also participate in guided practice groups with their classroom teachers. In addition, English Learners receive 90 minutes of adaptive technology per week. All students benefit from the implementation of technology into their weekly learning. Use of programs such as DreamBox, Accelerated Reader, and Math Facts in a Flash provide reinforcement for lessons learned in the classroom.

## **6. Professional Development:**

Simonds staff recognizes that opportunities for professional development and collaboration are essential to developing and delivering highly focused, standards-based instruction. Beginning in August, all San Jose Unified teachers met to engage in professional development and collaboration centered on Direct Instruction. Simonds teachers shared ideas with colleagues from throughout the district regarding best practices and student engagement strategies. This provided an excellent platform to begin the new school year, as teachers continued to build on their growing knowledge and experience with the framework.

Simonds staff participates in professional development opportunities year-round. Whether working with our site instructional coach in a coaching cycle or watching and analyzing videos of Simonds teachers at staff meetings, teachers are constantly challenging themselves to raise the bar as they develop and implement strong, engaging lessons. Simonds staff meets with neighboring schools for grade-level planning and sharing. Having the opportunity to gather ideas from colleagues and discuss highly effective methods for helping all students reach Proficient and Advanced levels is invaluable to Simonds staff. Furthermore, the school's leadership team takes these ideas and further researches best practices for implementing them.

Simonds continues to serve as a model for its implementation of Thinking Maps throughout the curriculum. Receiving professional development throughout the year in Thinking Maps has enabled teachers to embed these thinking processes into any lesson in any subject matter.

Recognizing and embracing the growing role of technology in the classroom, Simonds teachers continue to receive training that will aid them in incorporating technology into their lessons on a daily basis. Teachers are now able to present lessons in a variety of formats by utilizing the school's mobile laptop or iPad cart. Teachers and staff have also received professional development on the district's new adaptive technologies. Teachers assist students with Lexia, DreamBox, and Imagine Learning, in addition to analyzing student data with Illuminate.

## **7. School Leadership:**

Our principal believes in fostering a culture of shared leadership and continuous improvement. She has worked for the past seven years to ensure that all Simonds stakeholders are part of decision-making processes that affect the school. The Continuous Improvement Leadership Team, consisting of the principal and a teacher representative from each grade level, along with the School Site Council, annually write the Single Plan for Student Achievement (SPSA) and coordinate within and across grade-level collaboration. District and community leaders provide input as members of the Music and Technology Foundation and through other established partnerships. Parents provide leadership through PTA, Foundation, SSC, SELAC and GATE meetings. Student leaders are engaged through Student Council, K-Kids and Expect Respect Student Leaders.

The principal works closely with staff to share information and discuss progress towards goals at staff, leadership, and grade-level meetings, as well as district and site committee meetings. She leads discussions about new initiatives to enhance student learning and encourages staff and community input at every turn. Faculty meetings are a place where teachers reflect on practices and share strategies, and monitor SPSA implementation. The principal and staff disseminate information to committees and parent groups, like SSC, SELAC, and Student Council. Back to School Night, Open House, and Principal's Coffees provide additional opportunities to connect with parents and community members and share information.

Our community members understand and assist with our mission that all students reach or surpass grade-level standards. Our principal leads by informing, setting a course, and motivating the school community so that every stakeholder is working towards the same set of goals. Our staff understands the importance of their role to motivate and inspire others through chosen committee work and professional development activities. Parents are active partners, serving as classroom volunteers, tutors and consultants, and provide support and reinforcement at home. Ten parents and community members serve on the Foundation board and continually meet and surpass annual fund-raising goals. Simonds is a vibrant and diverse place, with a broad coalition of administrative, teacher, and parent support, where our students thrive academically, socially, and with respect to developing various 21st century skills.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	95	97	93	92	84
% Advanced	78	74	71	69	60
Number of students tested	127	113	134	130	90
Percent of total students tested	98	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	2	2	4
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked		Masked		Masked
% Advanced	Masked		Masked		Masked
Number of students tested	3		3		5
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	Masked	Masked	73	Masked	Masked
% Advanced	Masked	Masked	36	Masked	Masked
Number of students tested	7	6	11	8	4
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	69	90
% Advanced	Masked	Masked	Masked	62	60
Number of students tested	7	7	9	13	10
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	100	100	100	91	Masked
% Advanced	84	71	73	73	Masked
Number of students tested	19	17	22	22	9
<b>6. Asian American</b>					
% Proficient Plus % Advanced	97	100	100	98	96
% Advanced	95	92	89	85	72
Number of students tested	39	36	36	46	25
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CA22

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	84	88	86	83	71
% Advanced	57	43	52	48	39
Number of students tested	127	113	134	130	90
Percent of total students tested	98	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	2	2	4
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked		Masked		Masked
% Advanced	Masked		Masked		Masked
Number of students tested	3		3		5
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	Masked	Masked	55	Masked	Masked
% Advanced	Masked	Masked	36	Masked	Masked
Number of students tested	7	6	11	8	4
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	54	80
% Advanced	Masked	Masked	Masked	31	40
Number of students tested	7	7	9	13	10
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	95	86	73	64	Masked
% Advanced	58	29	36	36	Masked
Number of students tested	19	17	22	22	9
<b>6. Asian American</b>					
% Proficient Plus % Advanced	97	89	92	85	76
% Advanced	69	50	64	54	40
Number of students tested	30	36	36	46	25
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA22

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	98	96	92	88	82
% Advanced	81	76	74	76	57
Number of students tested	106	138	140	99	108
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	7	5	5
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	5	2
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	Masked	82	90	Masked	64
% Advanced	Masked	55	50	Masked	50
Number of students tested	5	11	10	5	14
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	Masked	70	81	Masked	55
% Advanced	Masked	50	25	Masked	27
Number of students tested	6	10	16	7	11
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	100	100	93	Masked	100
% Advanced	71	79	74	Masked	57
Number of students tested	17	24	27	8	14
<b>6. Asian American</b>					
% Proficient Plus % Advanced	100	100	98	96	96
% Advanced	90	91	92	89	88
Number of students tested	41	32	52	27	24
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CA22

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	98	96	95	94	84
% Advanced	86	83	79	78	56
Number of students tested	106	138	140	99	109
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	7	5	6
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	5	3
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	Masked	73	90	Masked	79
% Advanced	Masked	55	70	Masked	50
Number of students tested	5	11	10	5	14
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	Masked	50	88	Masked	64
% Advanced	Masked	40	50	Masked	18
Number of students tested	6	10	16	7	11
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	94	100	89	Masked	86
% Advanced	77	88	67	Masked	57
Number of students tested	17	24	27	8	14
<b>6. Asian American</b>					
% Proficient Plus % Advanced	98	100	98	96	96
% Advanced	90	97	87	93	83
Number of students tested	41	32	52	27	24
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA22

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	94	88	91	84	87
% Advanced	69	65	67	55	60
Number of students tested	142	138	102	109	111
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	6	8	5	4
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	5	2	1
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	55	Masked	Masked	71	Masked
% Advanced	27	Masked	Masked	50	Masked
Number of students tested	11	7	5	14	7
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	83	64	Masked	27	Masked
% Advanced	33	18	Masked	18	Masked
Number of students tested	12	11	5	11	6
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	100	92	100	90	Masked
% Advanced	79	69	60	60	Masked
Number of students tested	24	26	10	10	7
<b>6. Asian American</b>					
% Proficient Plus % Advanced	100	95	100	96	94
% Advanced	87	88	89	83	83
Number of students tested	39	42	26	23	36
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA22

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	93	91	92	82	91
% Advanced	76	73	72	54	60
Number of students tested	142	138	102	109	111
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	6	8	5	4
<b>2. African American Students</b>					
% Proficient Plus % Advanced	Masked	Masked	Masked	Masked	Masked
% Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	5	2	1
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	64	Masked	Masked	79	Masked
% Advanced	46	Masked	Masked	36	Masked
Number of students tested	11	7	5	14	7
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	67	64	Masked	36	Masked
% Advanced	42	46	Masked	18	Masked
Number of students tested	12	11	5	11	6
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	96	96	90	70	Masked
% Advanced	63	77	60	50	Masked
Number of students tested	24	26	10	10	7
<b>6. Asian American</b>					
% Proficient Plus % Advanced	100	100	96	96	94
% Advanced	77	86	89	74	69
Number of students tested	39	42	26	23	36
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CA22