

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mrs. Lauren Kinney

Official School Name: Sundance Elementary

School Mailing Address: 1520 East Eighth Street
 Beaumont, CA 92223-2416

County: Riverside State School Code Number: 33669930101006

Telephone: (951) 845-2621 E-mail: lkinney@beaumontusd.k12.ca.us

Fax: (951) 769-8752 Web URL: http://www.beaumont-ca.schoolloop.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Barry Kayrell Superintendent e-mail: bkayrell@beaumontusd.k12.ca.us

District Name: Beaumont Unified District Phone: (951) 845-1631

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Susie Lara

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11CA31

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 has some configuration that 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 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 Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 6 Elementary schools
 (per district designation) 2 Middle/Junior high schools
2 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 7309

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	48	60	108		7	0	0	0
1	64	54	118		8	0	0	0
2	76	50	126		9	0	0	0
3	60	63	123		10	0	0	0
4	51	68	119		11	0	0	0
5	57	61	118		12	0	0	0
Total in Applying School:								712

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
9 % Black or African American
44 % Hispanic or Latino
5 % Native Hawaiian or Other Pacific Islander
39 % White
1 % 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 2009-2010 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	31
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	49
(4)	Total number of students in the school as of October 1, 2009	712
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 21%
Total number of limited English proficient students in the school: 149
Number of languages represented, not including English: 16
Specify languages:

Verify languages: Vietnamese, Hmong, Lao, Korean, Gujarati, Tagalog, Arabic, Cantonese (Chinese), Cebuano (Visayan), French, Ilocano (Philippine), Indonesian, Portuguese, Spanish, Turkish, Urdu

9. Percent of students eligible for free/reduced-priced meals: 60%
 Total number of students who qualify: 432

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: 7%
 Total number of students served: 52

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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>23</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:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff	<u>6</u>	<u>10</u>
Total number	<u>36</u>	<u>16</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: 27:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	95%	95%	95%
Daily teacher attendance	94%	98%	94%	95%	92%
Teacher turnover rate	3%	0%	12%	6%	3%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

In 2005-06, the daily teacher attendance rate was 92% because two teachers were on maternity leave.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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

“The sun shines brightest when we work together to do our best.”

Sundance Elementary is located in Beaumont, California which lies in the beautiful San Geronio Mountain Pass area. As a result of a dramatic population increase over the past 11 years, we have added 5 new elementary schools (Sundance was built in 2003), a middle school and a high school to accommodate the growth.

What sets Sundance Elementary apart is the fact that we *live* our mission. Our mission statement includes creating a safe, positive learning environment. It focuses on programs that promote the development of each student’s desire to learn while recognizing social/cultural understanding and self-worth. Sundance’s mission statement emphasizes the importance of cooperation between students, staff, parents and community. Each day begins with a schoolwide flag salute and reciting the Sundance Motto which was written by one of our teachers.

At Sundance, 60% of our students qualify for free or reduced lunch and 21% are English learners. Our population of 725 students include: 44% Hispanic, 39% White, 9% African American, 5% Other Pacific Islander and 3% American Indian/Other Asian. Parents have listed 16 languages other than English as their primary language. Our school population mirrors the increasingly diverse community around us. To support our working parents, we provide afterschool care on site through our After School Education and Safety Program (ASES). An additional group of students is bused to the Boys and Girls Club at a neighboring school site. Spanish translation at meetings, flexible hours for parent conferences, referral for medical, dental and vision care, and many free family events are provided to support our families with limited resources.

Sundance also partners with the Beaumont Adult Education Parent Academy to offer Parent Information Network classes that support families in need: Adult Literacy, Supporting Autism, and “On the Road to Learning” for parents and their preschoolers. Community involvement is valued and promoted through annual events, including Winter Musical, Spelling Bee, Science Fair, Literacy Fair, Earth Day, Career Day, and Field Day.

Parent participation plays a major role in our Sundance culture. Our Parent Teacher Association (PTA) sponsors many of the events that have become part of our annual traditions, including Scholastic Book Fairs, Fall Festival, McTeacher’s Night, Family Math Night, and Dr. Seuss Reading Celebration (complete with the principal dressed as the Cat in the Hat). Our English Language Advisory Committee (ELAC) and School Site Council (SSC) parent groups review academic data and monitor the Single Plan for Student Achievement (SPSA) at regular meetings.

Even though there has been a noticeable increase in our students’ population and diversity, Sundance’s academic success remains constant. Our schools overall API is 854, a 135 point gain in 7 years. Our significant subgroups have each shown a steady point increase since 2005: White (+58), Hispanic (+64), Socioeconomically Disadvantaged (+75), and our largest gain was seen in our English Learners with a +100 point increase. Our daily attendance averages 95% and has maintained this level for the past 7 years.

Collectively, we are proud to have earned four consecutive Title 1 Academic Achievement Awards at Sundance. This milestone can be attributed to the teamwork that exists between staff, students and parents. Staff works tirelessly to provide explicit, systematic, Direct Interactive Instruction and hold high expectations for their students and themselves. Parents are committed to making sure their students attend school regularly and students demonstrate their commitment by making continuous academic growth. The

school's climate of high expectations and supportive culture is immediately obvious to new parents and visitors.

Title 1 banners greet visitors as they walk through the door and student achievements line the hallways with artwork, school projects, and photos of students receiving awards. The principal makes at least 30 positive phone calls each month to families, congratulating students for their successes in academics and behavior. At the end of each day, our principal makes announcements over the intercom highlighting successful academic practices by individual students as well as classroom accomplishments.

Determined, focused, capable and caring...our staff keeps moving forward. There is a collective spirit of teamwork as we continue on our journey as a Professional Learning Community. Grade level teams of teachers collaborate weekly regarding shared lesson planning, problem solving, analysis of assessment results, and dialogues of best practices. This collaborative relationship and commitment to continuous improvement is a key contributor to our success.

Substitute teachers, parents, and others who have visited our campus have commented, "There's something about this school... It's special." One visitor said, "Positive energy permeates this school! It's in the WALLS!" The high energy and positive culture of Sundance Elementary is part of everything we do. It is why our students shine ~ and why they deserve national recognition.

1. Assessment Results:

The current assessment program in the state of California consists of two measurement systems: the Academic Performance Index (API) and the Adequate Yearly Progress (AYP).

The API, a single number ranging from 200 to 1000, reflects a school, district or a subgroup's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools. Each school has an annual target and all significant subgroups at a school also have targets. The statewide target is 800. Sundance's overall API score as well as each of its subgroups, exceed 800: Overall (854), White (880), EL (830), Hispanic (829), and Socioeconomically Disadvantaged (823).

AYP is a series of annual academic performance goals established for each school and district. Schools are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria - i.e. participation rate, percent proficient, API and graduation rate.) Student achievement falls into one of five performance levels:

Advanced (A): 401-600 - Exceeds the standard
Proficient (P): 350-400 - Meets the standard
Basic (B): 300-349 - Does not meet the standard
Below Basic (BB): 299-201 - Does not meet the standard
Far Below Basic (FBB): 200-150 - Does not meet the standard

Data analysis plays an integral part of the ongoing success of Sundance Elementary students. The first level of analysis includes looking at trends of our students' schoolwide and by significant subgroups for the last five years in English Language Arts (ELA) and Math. At the second level, staff identifies trends affecting various grade levels and within each subgroup. Positive trends are identified and studied to determine the factors that assisted our students in their increased achievement. Those factors are then applied to areas where a weaker trend exists in order to close the achievement gap.

Analysis of our California Standards Test (CST) results identified positive performance trends in ELA for students in our schoolwide student population and various subgroups. There was an increase in the number of students who scored proficient and advanced, both schoolwide and in each subgroup, from 2005-2010. Here is a summary of what can be found in the attached data tables:

English Language Arts (ELA) CST Proficiency Rates from 2005-2010:

- Schoolwide: From 43% to 63% (+20%)
- White: From 49% to 72% (+23)
- Socioeconomically Disadvantaged: From 35% to 56% (+21%)
- Hispanic: From 37% to 57% (+20%)
- English Learners: From 20% to 54% (+34%)

Mathematics CST Proficiency Rates from 2005-2010:

- Schoolwide: From 62% to 72% (+10%)
- White: From 73% to 80% (+7%)
- Socioeconomically Disadvantaged: From 57% to 67% (+10%)
- Hispanic: From 57% to 67% (+10%)
- English Learners: From 23% to 67% (+44%)

A deeper analysis across the grade levels, including each subgroup, provides a similar picture. In ELA, there is an increase in the number of second through fifth graders scoring proficient and advanced, overall and in every significant subgroup including White, Socioeconomically Disadvantaged (SED), Hispanic and English Learners (EL). The largest growth occurred with the fourth grade students that progressed from 2005-2010 Schoolwide - 30%, SED - 31%, Hispanic - 37%, and EL - 41%.

A continued analysis across our grade levels and subgroups from 2005-2010 shows a slight decrease in math in second grade in three of our subgroups: White: -6%, SED: -4% and Hispanic: -3%. In third grade, our Hispanic group also dipped slightly (-1%) but there a greater decline in our EL group (-26%). The identification of these weaknesses is an important part to closing our achievement gap. The decrease in achievement of our third grade EL students might be attributed to the change in the testing format between second and third grade. Second grade students have the test questions read to them and third grade students must read the questions, including story problems, for themselves. Currently, the researched-based Macmillan McGraw-Hill series is utilized as core curriculum in ELA and Math. EL students receive an additional thirty minutes of instruction a day using the ELD component of the program.

Although Sundance's data from 2005-2006 to 2009-2010 does not indicate an achievement gap of ten or more percentage points between overall and any significant subgroup, it does indicate a gap between our White subgroup and the other three. The staff is working together to create goals and action plans that ensure the success of every learner. Additional resources and time (aide time, targeted assistance in small groups, specific materials) are allocated to our EL, SED and Hispanic subgroups in order to help close the gap.

Evidence of the figures noted above may be found at the California Department of Education website.
<http://ayp.cde.gov>

2. Using Assessment Results:

At Sundance, the use of the Data Director Assessment management system enables us to retrieve ELA and Math reports including universal screening, progress monitoring, district benchmarks, and chapter/weekly/unit curriculum embedded assessments. The results of these assessments are used both formatively, to assist with student placement and adjust instructional delivery, and in a summative manner, to evaluate the success of curriculum, instructional strategies and programs.

Student placement in various support groups is based on the results from the California Standard Test (CST), California English Language Development Test (CELDT), and initial universal screening assessments.

Teachers can be found in weekly collaboration meetings analyzing data from writing, universal screening, curriculum embedded assessments, and district benchmarks utilizing the district's data analysis protocol. The protocol requires specific tasks to be accomplished and questions to be answered by teachers before meeting with their grade level team. During the grade level team meeting, individual classroom data is shared and reviewed. A 6-8 week action plan is developed as a result of the strategies identified in the meeting. This plan serves as evidence to the systematic changes that will take place until the next review.

As an example, our Grade Level Coordinators ask team members to share the standards their students mastered. The team members with the highest scores on identified standards share the strategies used to teach the standard. They also share the standards students did not master. If a team member had success in an area identified as a weakness for others, the team member who experienced success shares the techniques used. As a team, they ask the questions: "When will we check progress of students? Who is responsible? Does the way the standard is taught and tested in the curriculum align with the way it is tested on the benchmark/CST?"

Depending on the outcome of the data analysis discussion, decisions are made to determine what support may be necessary for identified students: Universal Access group placement, Student Study Team (SST), SAI support, EL program assistance, Gateways class, ELA/Math or EL Academy, or Homework Club help.

After each district benchmark, individual student scores, grade level and school wide scores are analyzed to ensure growth over time. The final analysis occurs when the individual student, grade level and school's CST and CELDT results are compared to prior years and goals have been achieved.

3. Communicating Assessment Results:

Sundance strives to build relationships with parents while providing them with the results their students have received on their CSTs, CELDT, district benchmarks, universal screening and curriculum embedded assessments. This opportunity is provided to each parent formally through parent/teacher conferences in the fall and spring. Informally, conferences occur as often as parents, teachers or students request one. Translators are provided for Spanish speaking parents.

Through each individual conference, parents are provided the opportunity to understand the assessment program at Sundance, define areas of success or weakness for their student and set goals for ELA and Math. Between conferences, parents are informed of assessment results through mailings, newspaper articles, Data Director reports, progress reports, our website, and School Accountability Report Card (SARC).

At Sundance, students are taught to "own" their data. Data Director reports are used to motivate students and give them a visual representation of where they are achieving. After administering an assessment, teachers use the results with students as a learning tool. Together, they analyze questions and answers and determine the rationale behind them. These results are either distributed during conferences or sent home with students so they can explain their results to their parents.

Annual CST/CELDT results and target goals are reported at meetings throughout the year to inform parent groups as well as provide direction. Our data is used in PTA as a basis for programs that support our standards-based curriculum, in the School Site Council as the foundation for our Single Plan for Student Achievement (SPSA) and in our ELAC meetings as a means of reporting how many students are achieving at the Early Advanced and Advanced levels of English proficiency.

Official CELDT results are mailed home to parents of EL students in January of each year. At our first ELAC meeting, the EL Coordinator explains the rationale of the CELDT test to parents. She reviews how to interpret test results so parents know what to expect and gives them strategies to help support their child at home. EL students who achieve their goals and who are redesignated from the EL program are recognized at these meetings.

The community receives information about our assessment results through many of the same avenues as the parents. In addition, reports to the school board include school and district assessment results for CST, CELDT and benchmark data. The reports are then posted on the district's website.

4. Sharing Lessons Learned:

One of our areas of strength at Sundance is the spirit of collaboration in which we willingly share ideas, strategies and resources. Student teachers, substitute teachers, colleagues from other sites and new additions to the staff are amazed at the level of assistance and support they receive from all staff members. Collectively, we feel the responsibility of increasing student achievement.

We have had the opportunity to have been featured in two local newspapers several times in recognition of our four Title 1 Academic Achievement awards. Each year, we explain what successful strategies we

feel contributed to earning the award. We are continually analyzing our practices to determine what to stop doing, keep doing, and start doing.

Our teachers union hosts collaboration meetings periodically where our teachers share their best practices in grade level teams across school sites. Our small district is so cohesive that our teachers are in constant communication with each other. They compare effective ideas and techniques regularly. This communication has increased dramatically over the past three years since the adoption of our new Macmillan McGraw-Hill Math and ELA programs. Most recently, teachers have begun to go to neighboring schools' collaboration team meetings on minimum days to learn from one another.

During our Instructional Leadership Council meetings, teachers and administrators from all school sites collaborate and share information across grade levels and schools as we assess our place in the PLC journey. Our principal shares successful strategies at monthly Instructional Support meetings with the other five elementary principals, the Assistant Superintendent of Instructional Support Services, the Director of Special Education and the Director of Assessment and Accountability.

We have several staff who serve as Master Teachers every year, sharing their expertise with our newest members of the profession. In addition, we have always had a high number of teachers serve as BTSA Support Providers to assigned Participating Teachers throughout the district. Other district meetings provide a forum for sharing best practices as well. Data Director Coaches, Gateways teachers and EL Coordinators attend regular meetings and collaborate on the latest strategies.

We look forward to sharing our enthusiasm and best practices with our fellow colleagues from other districts as a National Blue Ribbon School.

1. Curriculum:

Sundance Elementary incorporates a standards-based curriculum using state adopted instructional materials for math, language arts, science, social studies and physical education. Upon entering our classrooms, you will experience high expectations for all, use of academic language, learning objectives posted, students speaking in complete sentences, students “owning” their data, students working in cooperative learning groups, and being accountable for their behavior.

The staff at Sundance uses the Direct Interactive Instruction (DII) approach. Student engagement and corrective feedback, lesson structure and sequence, proactive classroom management, and consistent use of standards and objectives are the key components to DII. At Sundance, teachers have worked directly with a DII Coach to Co-Plan/Co-Teach a Macmillan McGraw-Hill Math and ELA lesson using these strategies.

The Macmillan McGraw-Hill California Treasures English/Language Arts program provides a lesson format which is presented in four key components: 1) Oral Language (oral vocabulary, listening comprehension, phonemic awareness), 2) Word Study (phonics, spelling, vocabulary), 3) Reading (comprehension, fluency), and 4) Language Arts (writing, grammar). This systematic, explicit instructional program helps to build students’ skills through a logical progression that includes a variety of techniques, resources and activities. This program not only allows for differentiated instruction but also monitors student progress throughout the year.

Our district approved standards-based curriculum is the Macmillan McGraw-Hill Math series. Each grade level follows a district pacing guide that includes regularly scheduled assessments. The Macmillan Math series is vertically aligned, providing learners with a coherent sequence of content. The key concepts, academic vocabulary, skills and focus on problem-solving, is integrated throughout all grade levels and evidenced by regular walk-through observations and increased student achievement.

Our Houghton Mifflin Social Studies curriculum follows a continuum from "My World" in Kindergarten and expands through "School and Family," "Neighborhoods," "Communities," "California Studies" and finally, "United States History in the Early Years" in fifth grade. Throughout the year, these topics are integrated across the curriculum throughout all subject areas. Study trips and special assemblies like the Gold Rush simulation and Civil War reenactment, sponsored by our PTA, support these units of study.

Harcourt Brace is our adopted science curriculum. The content of the program mirrors the California Science Content Standards. Cross-curricular connections are correlated to the ELA and Math frameworks. Science is integrated through the Wonders books of the ELA curriculum at all grade levels. A 5th grade Science Fair is held each year. Parents are invited to attend a Science Project information night where they are given strategies and valuable resources as they help guide their student through the scientific process.

At Sundance, our mission is to meet high academic expectations while still designating time for "the Arts." We feel that providing a variety of opportunities to participate in the Visual and Performing Arts has had a positive effect on our school culture and our 95% average daily attendance rate over the past 7 years. We offer programs such as Sundance Singers to develop vocal talent and Young Rembrandts for aspiring artists. Students can showcase their various skills during our weekly “Talent Show Fridays.” We contribute to an art display at the annual "Celebrate Reading and the Arts Fair" and have a 4th/5th grade instrumental band.

Our Physical Education program varies by grade level. Our Kindergarten team focuses on basic small and large motor skills and eye-hand coordination. Our 1st through 4th grade teams participate in group calisthenics, compete in various skills groups and run the track. Our 5th grade teams focuses on the Physical Fitness Test skills including running the mile in preparation for middle school. For additional opportunities to exercise, all students are encouraged to participate in the Mileage Club and enter in several races throughout the year: Beaumont Spirit Run, Relay for Life, Susan G. Komen Race for the Cure and Breezin' through Beaumont.

2. Reading/English:

The standards-based Macmillan McGraw-Hill (MMH) Reading/Language Arts program is our district's recently adopted, research-based curriculum. Embedded within the MMH curriculum are key components that are delivered systematically and sequentially and provide solid foundational reading skills: 1) Oral Language (oral vocabulary, phonemic awareness), 2) Word Study (phonics, spelling, vocabulary words), 3) Reading (comprehension, fluency, skills based practice readers, and 4) Language Arts (writing, grammar). Students are evaluated at the beginning of the year using diagnostic assessments to identify levels of proficiency. These assessments determine the specific reading needs of individual students.

An integral part of the success of our reading program is the independent reading component. We encourage and monitor independent reading at every level. K-1 students participate in a nightly take-home reading program. Books are sent home daily with students to allow them to practice their reading skills. All of our significant subgroups had an increase in ELA scores last year: SED (+6%); English Learners (+7%); Hispanic (+4%); White (+10).

When students are performing below grade level a variety of strategies may occur. They may be placed in Universal Access leveled groups according to their unit/weekly assessment results. UA centers include weekly comprehension strategies and leveled readers. Timed fluency tests are given daily. These groups are fluid and change constantly. At workstations and in small groups, students' receive work according to their level: below, on or approaching. Beginning and Early Intermediate EL students are assigned to an EL group led by paraprofessional staff for extra support.

Our Specialized Academic Instruction (SAI) team supports the curriculum by using ancillaries such as MMH Triumph Readers and Intervention guides with identified and non-identified students in the areas of Phonemic Awareness, Phonics, Reading Fluency, Reading Comprehension, and Writing.

CA Gateways instruction occurs at the Tier 3 level of the RtI Pyramid of Interventions for 4th/5th grade students who are 2 or more years behind in ELA reading and scored Far Below Basic on the CST. Two outstanding teachers have been chosen to teach Gateways and help close the achievement gap between our significant subgroups.

Other interventions include the following: before school ELA Academy for 5th graders, the afterschool EL academy for 3rd graders, the K-5 Homework Club with teachers volunteering their time twice a week, the Early Act Club assistance, and use of the computer lab for taking comprehension quizzes.

3. Mathematics:

Sundance Elementary utilizes Macmillan McGraw-Hill Mathematics, our district-approved standards-based curriculum. Each grade level follows a district pacing guide that includes regularly scheduled assessments. The Macmillan Math series is vertically aligned, providing learners with a coherent sequence of content. The key concepts (academic vocabulary, skills, and focus on problem-solving) are integrated throughout all grade levels and evidenced by regular walk-through observations and increased student achievement.

Along with the new adoption, a simultaneous implementation of Direct Interactive Instruction techniques occurred. Each teacher focuses on four main categories when providing math instruction: 1) Standards

and objectives (posted daily, reviewed, revisited throughout lesson, and checked for mastery at the end of the lesson); 2) Lesson structure and sequence; 3) Student engagement and corrective feedback; and 4) Proactive classroom management.

Each math lesson structure follows a daily routine, beginning with a 5-minute check and Problem of the Day. Math steps/concepts are reinforced with the use of Total Physical Response (TPR), a mnemonic device and kinesthetic approach for students to associate the learning. Classes use chants to remember concepts. (e.g. "Bottom bigger? Better borrow!") Students use manipulatives, math journals, and individual white boards to solve math problems. A Math Wall in each classroom includes lesson objectives, math vocabulary words, and visuals of math concepts.

Students who are performing below grade level are pulled into re-teach groups where they receive assistance from their teacher. A myriad of intervention tips and ancillary materials are used by teachers to address the needs of their students who need strategic assistance. A Homework Club held twice a week after school provides students extra time with teachers and additional peer support. Math Academy, a before-school program for 4th and 5th graders, is an intensive intervention for our upper-grade students. The Sundance Elementary School web site includes links to the Macmillan McGraw Hill website so parents can follow the curriculum and answer homework questions more effectively.

At Sundance, we want students to be aware that math is all around us. Daily timed drills help students learn math facts to automaticity. Students work in cooperative learning groups where they collaborate to solve math problems as a team. Family Math Night is held on the 100th Day of School where math is celebrated and hundreds of their students and families participate. Our goal at Sundance is to let students know that "Math is not a...mystery!"

4. Additional Curriculum Area:

At Sundance, our mission is to meet high academic expectations while still designating time for "the Arts." We feel that providing opportunities to participate in the Visual and Performing Arts has had a positive effect on our school culture and our 95% average daily attendance rate since 2003.

Educational research indicates that music has a positive effect in developing academic achievement skills. Our "World Famous" Sundance Singers boasts a membership of 100 K-5 students. Our "Singers" give highly entertaining performances during morning flag salute, Christmas Tree Lighting Ceremony, Dickens Festival, "Breakfast with Santa," Dr. Seuss' Reading Celebration and the Annual Literacy Fair. Other musical opportunities include a Winter Musical, Monthly Flag Ceremony patriotic song, 5th grade Promotion Ceremony song, and a song performed by kindergarteners at each awards ceremony. At "Talent Show Fridays" students can perform a dance, sing a song or play an instrument. Our school band performs at concerts throughout the year. An ASL-trained teacher teaches our students to sign songs for the Winter Program and Aesop's Fables performance.

We believe that students who participate in drama experience improved reading comprehension, maintain better attendance records, and stay generally more engaged in school than students who aren't given the opportunity. Each year, our students write stories and submit them to the "Imagination Machine" acting team. The actors choose ten stories to perform. Aesop's Fables is performed by 1st grade classes and a 4th grade musical production is presented. Each spring, our 3rd grade students research a historical figure and replicate their life during a unique Wax Museum "live" display. An annual all-school musical incorporates the talents of students throughout all grade levels.

According to the California Department of Education, "The arts are essential to every child's education, which is why the arts are one of the core academic subjects in No Child Left Behind." We offer a Young Rembrandts Art Class that is taught by one of our 4th grade teachers, a well-known artist in our community. Teachers throughout the school use the "Meet the Masters" art program where students emulate the art of masters like Van Gogh and Rembrandt. Annually, our students create an art display at the "Celebrate Reading and the Arts Festival" and decorate the District Office School Board Room. All of

this is accomplished without any additional support staff, just an energetic, talented, committed group of extraordinary teachers with a passion for Arts in Education!

5. Instructional Methods:

Sundance staff uses a variety of instructional methods to differentiate instruction for our diverse student population including our Hispanic, SED and EL subgroups: Good first instruction through DII, pre-teaching or front-loading, guided practice, re-teaching, small group instruction, TPR (Total Physical Response), Universal Access time (for approaching level, on level, beyond level), use of whiteboards for continuous checking for understanding, peer/cross-age tutoring and paraprofessional support. Teachers use cross-curricular workstations in ELA to provide independent activities that reinforce key skills and concepts. Our teachers work diligently to do whatever it takes to help our students learn.

Universal screening takes place at the beginning of the year. Progress monitoring data is collected at regular intervals throughout each trimester. Results are reviewed in team collaboration meetings and Action Plans are created. When students are not making adequate progress, they are given additional support. For example, if a student was not progressing, small group instruction would be given in the deficient area for a designated amount of time. The student would then be reassessed to determine mastery of the standard/concept.

To assist our English Learners, thirty minutes of daily instruction is given following the ELD component of Macmillan McGraw-Hill. Applying SDAIE strategies, groups of EL students are front-loaded with the skills that they will be learning later in core ELA instruction. All teachers provide extra opportunities for EL students to answer, and sentence frames to help them organize their responses and learn to speak in complete sentences. Teachers ask questions one level above their students' CELDT level to stretch their thinking, re-teach in small groups if concepts are not understood, provide peer tutoring, realia, visuals, and graphic organizers, all to help bridge the achievement gap. As a result of our efforts, our EL API score has risen 100 points in 5 years!

During the school day, our Early Bird/Late Bird kindergarten program is designed so the student/teacher ratio is lowered for two-thirds of the day allowing teachers to spend quality instructional time with 15 of their students for two hours of core instruction. In addition, the Gateways Intensive Intervention class is provided for 4th/5th graders two or more years below grade level in ELA.

Supplemental help outside the school day includes the ASES afterschool program with a built-in homework time for students, an afterschool 3rd grade EL Academy and a before/after school 5th grade ELA/Math Academy for students not meeting grade level standard proficiency.

6. Professional Development:

Beaumont Unified School District began its professional development program by completing the Academic Performance Survey (APS) through the District Leadership Team, which included staff from every site. The product of this process was the development of two district goals: 1) ALL students in our district five years or longer will achieve Proficient or Advanced in core subjects as measured by CST; 2) ALL English learners will be reclassified within five years as measured by the district reclassification criteria. All professional development opportunities must be in alignment with those two goals.

The data from the APS indicated the need for all teachers, administrators, and classified staff to participate in professional development in the areas of curriculum, instruction, and assessment.

To address the curricular needs, our teachers and administrators were provided with SB472/AB430 training in both our new Macmillan McGraw-Hill Math and English Language Arts adoptions. This process supplied teachers with the basic knowledge of what content was to be taught and the various resources available to pre-teach, teach, and re-teach the curriculum.

In conjunction with the new curriculum adoption, Sundance teachers received training in Direct Interactive Instruction (DII) through outside consultants. Once the basics of the DII instructional strategies were taught, the next step included a coaching cycle. The one-on-one Co-Plan/Co-Teach cycle

was an integral part of the change in instructional practices at our school site. Administrators were trained how to conduct “Action Walks” to evaluate the level of implementation for DII. Schoolwide implementation of DII has had a direct impact on increased student engagement. As a result there has been a positive influence on student achievement as evidenced by ongoing assessment results.

The APS clearly indicated that professional development was necessary to support our English Learners. In pursuit of making a positive impact on our 21% EL student population and in alignment with our District Goal 2, ELD training for our EL Coordinators and paraprofessionals is offered regularly.

The final part of the plan includes student assessment. A team of teachers and site and district administrators attend the Instructional Leadership Council trainings. These trainings are based on the Professional Learning Community philosophy. They include how to work with colleagues to understand student, site and district level data and how the data impacts scheduling, instructional strategies and the curriculum program.

Targeted professional development has proven to be an effective part of the educational process at Sundance.

7. School Leadership:

As a Professional Learning Community (PLC), school leadership at Sundance is a shared responsibility. Led by an enthusiastic principal, all stakeholders feel a collective responsibility for improving student achievement. The staff and parents are empowered by the principal to “lead from wherever they are.”

Each grade level team is represented by a Grade Level Coordinator (GLC) who acts as a liaison for the team. GLCs meet weekly with their teams to analyze student assessment data, participate in curriculum planning and share best teaching practices. The GLCs meet with the principal monthly, before each Early Release Day, to discuss school culture, successes, common challenges, and create the agenda for the next staff meeting. In addition, our Instructional Leadership Council representatives, a team of four teachers and the principal, attend quarterly district leadership meetings. They return to join with the GLCs to collaborate and establish “next steps” to take to the staff. The entire staff meets together to assess their place in our PLC journey each month.

The more consistently our policies are followed and enforced, the more focused our students are on their academic achievement. The principal, part-time assistant principal, teachers and support staff work together to enforce the discipline, dress code, attendance and homework policies. The principal, when necessary, makes many phone calls home to reinforce these policies.

District Goals 1 and 2, API/AYP subgroup targets/CELDT, and attendance goals are all aligned to our programs, practices, policies and procedures. With our goals in mind, programs such as EL/Math/ELA Academies before and after school, Student Study Team meetings to establish interventions and our EL Coordinator’s ongoing efforts to redesignate our EL students, are established to support student achievement.

At Sundance, we believe that when good relationships exist people feel safe, thus creating a perfect environment for learning. Any school can have activities but we have strong relationships. Our teachers are connected, our principal is connected, and we have some parents that volunteer on a daily basis. Our students have maintained a 95% attendance rate for the past seven years because they feel like they belong and they feel connected.

Analysis of our assessment data and subgroup goals guide the placement of our resources. Instructional aides, CA content standards support (Standards Plus), library support, cross-age tutors, Gateways Intensive Intervention class, academies, Speech and EL services, Specialized Academic Intervention, volunteers, and additional materials are all allocated based on need.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	71	65	73	63	63
Advanced	46	32	28	28	29
Number of students tested	120	116	132	130	91
Percent of total students tested	98	100	100	98	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	65	52	71	58	69
Advanced					
Number of students tested	72	61	59	50	55
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	63	57	69	64	66
Advanced	34	27	23	26	34
Number of students tested	56	44	52	47	38
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	63	57	73	67	40
Advanced	38	30			
Number of students tested	32	28	26	30	15
6. White					
Proficient/Advanced	84	73	78	65	79
Advanced	62	37	34	29	30
Number of students tested	51	49	59	52	43
NOTES: The California Standards Test (CST) reports only % Proficient and Above in the subgroup disaggregated data reports. It does not always specify % of the students who are advanced.					

11CA31

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	57	54	54	54	49
Advanced	21	18	15	16	12
Number of students tested	121	116	132	130	91
Percent of total students tested	99	100	100	98	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	49	44	46	42	45
Advanced					
Number of students tested	73	61	59	50	55
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	49	39	50	51	50
Advanced	16	11	15	13	11
Number of students tested	57	44	52	7	38
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	47	46	50	53	13
Advanced	16	19			
Number of students tested	32	28	26	30	15
6. White					
Proficient/Advanced	67	63	56	60	49
Advanced	26	20	14	21	12
Number of students tested	51	49	59	52	43
NOTES: California Standardized Testing and Reporting (STAR) California Standards Test (CST) reports only % Proficient and Above in the subgroup disaggregated data reports. It does not always specify % of the students who are advanced.					

11CA31

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	70	73	72	77	67
Advanced	47	41	59	37	37
Number of students tested	107	111	126	101	108
Percent of total students tested	96	98	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	61	74	60	67	61
Advanced					
Number of students tested	61	61	43	51	49
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	64	69	65	67	65
Advanced	38	40			
Number of students tested	42	48	50	43	49
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	56	65	52	50	76
Advanced	38	30			
Number of students tested	18	17	23	20	21
6. White					
Proficient/Advanced	73	79	80	85	70
Advanced	49	42	40	43	47
Number of students tested	44	48	46	47	43
NOTES: The California Standards Test (CST) reports only % Proficient and Above in the subgroup disaggregated data reports. It does not always specify % of the students who are advanced. There was also no Advanced % data available for EL students from 05-08.					

11CA31

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	51	50	41	39	36
Advanced	19	12	14	11	9
Number of students tested	107	111	125	101	108
Percent of total students tested	96	98	98	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	39	43	26	29	27
Advanced	0	0	0	0	0
Number of students tested	61	61	43	51	49
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	38	46	33	33	27
Advanced	7	12	15	7	8
Number of students tested	42	48	49	43	49
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	39	24	14	10	29
Advanced	16	19			
Number of students tested	18	17	23	20	21
6. White					
Proficient/Advanced	61	52	50	43	44
Advanced	24	13	16	15	10
Number of students tested	44	48	46	47	43
NOTES: The California Standards Test (CST) reports only % Proficient and Above in the subgroup disaggregated data reports. It does not always specify % of the students who are advanced. There was also no Advanced % data available for EL students from 05-08.					

11CA31

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	86	77	86	81	69
Advanced	57	47	59	43	34
Number of students tested	112	113	109	120	98
Percent of total students tested	97	96	96	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	80	63	82	72	60
Advanced					
Number of students tested	66	48	51	53	52
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	82	72	77	77	64
Advanced	60	40	48	36	34
Number of students tested	49	46	48	56	33
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	80	44	74	78	37
Advanced	47	17			
Number of students tested	15	18	19	23	19
6. White					
Proficient/Advanced	89	84	92	83	78
Advanced	49	55	68	43	41
Number of students tested	45	43	51	46	45
NOTES: The California Standards Test (CST) reports only % Proficient and Above in the subgroup disaggregated data reports. It does not always specify % of the students who are advanced. There was also no Advanced % data available for EL students from 05-08.					

11CA31

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	83	70	63	68	53
Advanced	45	37	36	29	18
Number of students tested	110	112	107	120	98
Percent of total students tested	95	95	94	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	75	55	52	53	44
Advanced					
Number of students tested	65	48	50	53	52
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	79	64	51	63	42
Advanced	53	33	28	20	13
Number of students tested	48	45	47	56	33
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	67	33	26	48	26
Advanced	27	17			
Number of students tested	15	18	19	23	19
6. White					
Proficient/Advanced	89	74	70	72	67
Advanced	41	40	41	35	30
Number of students tested	44	43	50	46	45
NOTES: The California Standards Test (CST) reports only % Proficient and Above in the subgroup disaggregated data reports. It does not always specify % of the students who are advanced. There was also no Advanced % data available for EL students from 05-08.					

11CA31

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	66	69	38	52	45
Advanced	35	28	21	17	11
Number of students tested	118	109	119	118	98
Percent of total students tested	95	95	97	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	58	73	51	41	38
Advanced					
Number of students tested	59	59	51	64	58
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	59	73	59	42	33
Advanced	35	26	13	7	8
Number of students tested	49	48	54	43	39
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	42	38	53	35	0
Advanced	10				
Number of students tested	12	16	17	23	10
6. White					
Proficient/Advanced	71	68	62	57	63
Advanced	34	30	26	24	12
Number of students tested	41	50	47	54	43
NOTES: The California Standards Test (CST) reports only % Proficient and Above in the subgroup disaggregated data reports. It does not always specify % of the students who are advanced. There was also no Advanced % data available for EL students from 05-08.					

11CA31

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2005-2010 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	64	57	58	46	35
Advanced	26	19	13	7	8
Number of students tested	117	108	120	118	98
Percent of total students tested	94	94	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	57	53	43	34	26
Advanced					
Number of students tested	60	58	52	64	58
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	58	58	56	42	31
Advanced	21	19	9	5	3
Number of students tested	48	48	54	43	39
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	33	13	12	22	0
Advanced					
Number of students tested	12	15	17	23	10
6. White					
Proficient/Advanced	71	59	64	54	35
Advanced	29	18	17	6	12
Number of students tested	41	49	47	54	43
NOTES: The California Standards Test (CST) reports only % Proficient and Above in the subgroup disaggregated data reports. It does not always specify % of the students who are advanced. There was also no Advanced % data available for EL students from 05-08.					

11CA31

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	73	71	67	68	61
Advanced	46	37	42	31	28
Number of students tested	114	112	122	117	99
Percent of total students tested	97	97	98	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	66	66	66	60	57
Advanced					
Number of students tested	65	57	51	55	54
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	67	68	68	63	57
Advanced	42	33	21	17	19
Number of students tested	49	47	51	47	40
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	60	51	63	58	38
Advanced	49	19			
Number of students tested	19	20	21	24	16
6. White					
Proficient/Advanced	79	76	78	73	73
Advanced	48	41	42	35	33
Number of students tested	45	48	51	50	44
NOTES:					

11CA31

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	64	58	54	52	43
Advanced	28	21	20	16	12
Number of students tested	114	112	121	117	99
Percent of total students tested	96	97	98	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	55	49	42	40	36
Advanced					
Number of students tested	65	57	51	55	54
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	56	52	48	47	38
Advanced	24	19	17	11	9
Number of students tested	49	46	51	37	40
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced	47	29	26	33	17
Advanced	15	14			
Number of students tested	19	20	21	24	16
6. White					
Proficient/Advanced	72	62	60	57	49
Advanced	30	23	22	19	16
Number of students tested	45	47	51	50	44
NOTES:					

11CA31