

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13CA16

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**

Name of Principal: Mrs. Alison Luvara

Official School Name: William Faria Elementary School

School Mailing Address: 10155 Barbara Lane
 Cupertino, CA 95014-2901

County: Santa Clara State School Code Number*: 43694196047112

Telephone: (408) 252-0706 E-mail: luvara_alison@cusdk8.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Wendy Gudalewicz Superintendent e-mail:
gudalewicz_wendy@cusdk8.org

District Name: Cupertino Union District Phone: (408) 252-3000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Anjali Kausar

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)

**Non-Public 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, Director, National Blue Ribbon Schools (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, National 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

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 20 Elementary schools (includes K-8)
5 Middle/Junior high schools
0 High schools
0 K-12 schools
25 Total schools in district
2. District per-pupil expenditure: 5327

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
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	65	55	120
1	46	72	118
2	54	64	118
3	46	49	95
4	46	52	98
5	50	49	99
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
Total in Applying School:			648

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
98 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
2 % White
0 % 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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2011	654
(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: 4%
Total number of ELL students in the school: 27
Number of non-English languages represented: 20
Specify non-English languages:

Vietnamese, Cantonese, Korean, Mandarin, Japanese, Arabic, Armenian, Farsi, Hindi, Indonesian, Russian, Urdu, Gujarati, Taiwanese, Bengali, Telugu, Tamil, Marathi, Kannada, Other non-English

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 2

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: 2%
 Total number of students served: 16

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>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</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>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>1</u>
Total number	<u>28</u>	<u>12</u>

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

27:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	99%	98%	99%	99%
High school graduation rate	0%	0%	0%	0%	0%

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?

PART III - SUMMARY

Faria Elementary School is one of twenty elementary schools in the Cupertino Union School District, situated in the heart of Silicon Valley. Cupertino is a K-8 district with an ADA of 17,500 students and serves families in six local cities. The campus is located in a Cupertino neighborhood with a wide ethnic and language spectrum. The school serves a total population of 648 students, including 77.5% Asian Indian, 20% Asian, 2.5% White. Many Faria parents work in the Silicon Valley's high-tech industry.

The mission of Faria Elementary School is to provide a traditional, structured, teacher-directed, back-to-basics environment for student learning. The academic program strongly emphasizes the development of critical thinking and deep conceptual understanding of the basic core academic subjects of reading, language arts, and mathematics, and also social studies and science. This program emphasizes the development of social skills and character traits to enable students to be successful, responsible citizens in school and in the community.

Faria Elementary School was founded by a group of parents in 1973. They proposed to the Cupertino Union School District Board of Education the establishment of a pilot program that would include a basic curriculum that is traditional in scope and sequence. The parents believed that some children learn best in a structured environment. They recognized that some children are easily distracted by unstructured classrooms in which people move in various directions and are involved in a wide variety of simultaneous activities. They also believed that some children have better natural learning experiences in a classroom organized for whole group instruction with a good teacher. The Board approved the plan, and in September 1973, the pilot program that would become Faria Elementary School was established.

Faria Elementary School is a lottery school-of-choice that offers a traditional educational philosophy and environment. Children come to Faria from any school neighborhood in the district. Classes are always filled, and there are long waiting lists for students to enter Faria. Faria Elementary School is operated under the State Ed. Code governing lottery schools-of-choice programs.

Over the years, Faria has been recognized for student academic excellence and social/community awareness. Faria received the California Distinguished School Award in 2010. Faculty plans collaboratively at and across grade levels, using formative and summative assessments to drive instruction. Special Education experts work with other colleagues, offering guidance to help every student. Teachers and staff work with parents supporting valued school traditions and establishing new ones.

Faria parents are actively involved in many aspects of school life. They invest their time and professional skills in PTA, School Site Council, and the Faria Education Enrichment Fund (FEEF), providing students with school-wide assemblies, enrichment activities and academic support materials. Parents help organize our annual Walk Around fundraiser. They help direct traffic and assist pedestrians, supervise lunch recess or lunchtime enrichment activities, and provide support for the development of the school yearbook.

The Faria Student Council brings grade level representatives, from 3rd through 5th grade, together to represent the school by exhibiting leadership and being positive role models on campus as well as promoting civic awareness. The Faria staff adopted a character education program that promotes a positive school climate and provides an opportunity to build assets in students. Project Cornerstone guides students to develop student leadership skills, promotes healthy behaviors and reduces bullying on campus. Teachers read thought-provoking books each month that are directly related to character traits.

The school celebrates three community events throughout the year, Dinner on the Green, PTA Winter Party, and the School Walk Around. Teachers and parents also organize Family Math and Science Nights,

Geography Bee and Spelling Bee every year. All Faria students have an opportunity to attend various after-school classes on our campus, including chess and advanced band.

Faria students consistently score among the top schools in the state. Throughout the years from 2008-2012 inclusive, Faria's API scores range from 994-998 as reported in the Accountability Progress Reporting from the State of California, ranking among the highest of all California schools.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The California Standards Tests (CST) are the standardized assessments designed for the state of California. The CST is a criterion-referenced test that was developed to measure the student progress on the California State Standards. Scoring results are based on how an individual student performs on tasks related to the state content standards, and not based on how they perform compared to other students. The test is administered annually in early May to students in grades two through five at Faria Elementary School. Students are assessed in the areas of English/Language Arts and Mathematics. In addition, fourth grade students are assessed in writing applications and fifth grade students are assessed in science. Students' assessments are graded and results are reported in one of five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. At Faria, students who perform in the Proficient or Advanced range are considered to be meeting district and state standards. Alternative assessments are available for students with special needs who qualify through the IEP process.

Standardized Testing and Reporting (STAR) results over the last five years in grades two through five, show an increase in proficient and advanced students in both English/Language Arts and Mathematics. At the same time, Basic, Below Basic, and Far Below Basic scores have shown a decline in both English/Language Arts and Mathematics. In English/Language Arts, proficient and advanced scores increased 2.7% over 5 years from 96.3% in 2008 to 99.0% in 2012. Basic, below basic, and far below basic scores in language arts have declined from 3.7% in 2008 to 1.0% in 2012. Mathematics proficient and advanced scores increased from 99.5% in 2008 to 99.7% in 2012. Basic, below basic, and far below basic scores in Mathematics have declined from .5% in 2008 to .3% in 2012.

Faria is a high-performing school. However, there continues to be a few students who perform below proficient and are considered academically at-risk. Faria has developed procedures and systems to target students performing in the Basic, Below Basic and Far Below Basic categories on the CST. Targeted interventions are implemented at the classroom and site level. We have intervention programs in place to work with students who are academically at-risk. Student Success Plans (SSPs) are developed for target students as needed to develop goals and support for these students.

2. Using Assessment Results:

Faria Elementary follows a systematic approach to using assessment data to analyze and improve student performance. The practice of data-driven intervention has three key components. First, the Faria Philosophy team designed staff development sessions focused on research-based, data-driven practices. Second, the Student Success Process (SSP) is a formalized process that uses guided protocols and student progress monitoring to make the most of special education and staff resources. The process supports teachers and students to design targeted interventions. Finally, the Reading Intervention program has provided extended learning opportunities to students who need additional support with their reading comprehension and writing skills.

In recent years, professional development has been focused on formative assessment, allowing teachers to develop more proactive strategies to design and differentiate instruction. The data program, Partners4Results, was introduced in the 2010-2011 school year. Teachers were trained in the program, which provides individual student and whole class data in order to drive instruction. Teachers carefully examine this data early in the school year in order to improve instruction as well as identify those students who may need extra support. This process is both systematic and reflective. Grade levels are able to identify ways to work together to improve instruction across the board. Review of this information and staff discussions also help provide direction for school goals.

Intervention support for students is provided through the Student Success Process (SSP). The SSP is initiated by the teacher based on student performance data. Students considered at-risk are identified through STAR testing results, benchmark assessments, and classroom performance. At the beginning of the school year, STAR data from the previous year is collected and analyzed. Third, fourth and fifth graders who scored in the Basic, Below Basic or Far Below Basic categories are identified. These students, as well as all students in Kindergarten through second grade, are assessed using formalized, criterion-referenced testing, including running records and classroom assessments to determine their basic reading and writing skill levels. The data is used to develop a Student Success Plan. The classroom teacher meets with the parents of at-risk students to set goals and identify classroom and home interventions that will support the student in meeting the goals. Through benchmark assessments in reading and by using classroom performance data, student progress is monitored, interventions documented, and the student's performance is continually updated. If the student does not make progress towards meeting the benchmark goals, a more formalized protocol for information gathering is introduced. This protocol leads the teachers through a data collection procedure that includes background information, report card data, test results, and health information. Previous teachers are also consulted in order to identify strategies that have been tried and the results of those interventions. This process includes ongoing documentation and data collection for classroom interventions that are being implemented. For students that are still not meeting benchmark achievement goals, the next step is collaboration with the special education team through the Intervention Strategy Team.

The collaboration between special education and general education is a key part of the intervention process at Faria. This collaboration capitalizes on the experience of the special education staff in gathering and analyzing data, and access to intervention resources and strategies that the special education team can provide. The Intervention Strategy Team is the most formalized part of the general education/special education collaboration. In this meeting, general education teachers meet with special education staff to discuss student progress, analyze data, and plan and implement interventions. Strategies and supports are developed to help the teacher target the student's needs and differentiate instruction. Accommodations and modifications are designed by the team and implemented, as appropriate.

Student history is collected through the Student Study Team process. This meeting includes parents, teachers, and other staff members, and facilitates communication with the student's family in order to plan interventions and monitor student progress. At each step of the Student Success Process data is collected and information is filed in the students' cumulative file. This data helps track students across the grade levels and provides new teachers with information on the intervention history of each child in order to facilitate early intervention and consistency.

Through follow-up parent meetings, Student Study Team meetings and Intervention Strategy Team meetings, student progress is monitored. As needed, interventions are modified and monitored. If progress is not shown through the process, a referral for special education assessment can be made.

In order to help support students outside of the school day, Faria has developed a before school Reading Intervention program. The Reading Intervention program is available to students in grades first through fifth. Students are identified by the classroom teacher and recommended for the program. Teachers work with students three times per week for half an hour to provide additional instructional support in reading and writing strategies and skills. Students are referred to the program based on STAR data and classroom performance.

3. Sharing Lessons Learned:

Faria has actively participated in the Common Core State Standards professional development collaboration with the Santa Clara County Office of Education. Teacher representatives from Faria are part of the Curriculum Leadership Council and they have regularly attended ongoing trainings hosted by the County Office of Education to help equip teachers with the tools needed for transitioning to new Common Core Standards. Trainings have produced teacher leaders who have been able to bring the

trainings back to the entire school site. Faria teachers have also been included in ongoing district trainings.

Faria Elementary has identified three teachers who serve as representatives in the district's Lead Teacher Network. These lead teachers represent the school by attending monthly meetings with teacher leaders from the other 19 elementary schools in the district in order to stay abreast of research and instructional strategies. Lead teachers return to Faria and share the information with colleagues for professional development.

Additionally, new teachers at Faria Elementary participate in Cupertino Union School District's New Teacher Induction Program. New teachers are assigned a site mentor and have the opportunity to meet with other colleagues throughout the district in professional learning communities on a monthly basis for support and professional development. The New Teacher Induction Program also provides an opportunity for new teachers to shadow veteran teachers at various school campuses in the school district and to observe best practices.

As a participating school in the Silicon Valley Math Institute (SVMI) collaborative, Faria has been able to send teachers for a week-long summer session along with five additional days during the school year. This training helps teachers develop best practices for teaching mathematics. Sharing the resources and training with other teachers has been done through on-site professional development and at each grade level. Several of our teachers have participated at the district level to help teachers at other school sites with using strategies such as Problems of the Month and using MARS (Mathematics Assessment Resource Service) assessments tasks for assessment and to inform instruction. Teachers from Faria have also participated as scoring leaders for the MARS assessments given each spring for our district and for other districts. One colleague participates in math trainings in other districts as part of the Silicon Valley Math Institute collaborative.

Faria Elementary School teachers have joined up with Morrissey Compton Educational Center's summer program and Challenge School to share learning strategies and materials to work with students with differing needs. The three schools have collaborated on programs that involve writing, reading and science.

4. Engaging Families and Communities:

Parents are actively involved with the school and are encouraged to volunteer. The PTA and School Site Council are strong and supportive advocates for student welfare, in maintaining the school philosophy, and in setting policies. In order to provide financial support, the Faria Education Enrichment Fund (FEEF) raises money through direct donation by Faria parents. The PTA sponsors an annual Walk Around to provide funds for enrichment, academic support materials and programs for our students.

Some of the enrichment activities that the Parent Teacher Association (PTA) provides include a lunchtime jogging program, sewing club, origami classes, and board games. To encourage reading, the PTA sponsors an "Eager Beaver" reading program. This program offers incentives to students for reading books of their choice. The PTA also sponsors school teams in flag football, basketball, and soccer that compete against other CUSD schools.

The Faria Education Enrichment Fund (FEEF) supports our school by funding resource materials, teacher professional development opportunities and technology, such as computers and printers. FEEF supports our kindergarten classes by funding a kindergarten instructional aide. They have made it possible for us to keep our school library open during the school day by funding additional hours for our librarian. FEEF has also sponsored enrichment activities such as math and science nights, movie nights and parenting workshops.

The Faria School Site Council (SSC) oversees the annual School Plan and Safe School Plan. They

coordinate school-wide activities and programs to assure meeting the needs of the whole child. Because our school's philosophy places a heavy emphasis on academics, the three parent groups work to augment the academics for our students with activities in music, art and sports.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Aligned with the California State Standards, Faria Elementary's Back-to-Basics philosophy focuses on providing students with direct instruction in reading, writing, and mathematics. Expectations for students are rigorous throughout all grade levels. These expectations are facilitated in a traditional learning environment where students are seated in rows facing the teacher. Students are all provided with the same, whole class lesson, given by the teacher from the front of the room. All subject areas are taught directly. There are only single grade level classrooms with no combined grade classrooms. Faria staff and community are currently focused on the transition from the state curricular standards to the Common Core Standards in an effort to continue to strengthen student achievement.

The English/Language Arts adoption used by Faria is the Houghton Mifflin Reading Series. This program closely follows the guidelines set by the California State Standards. Faria also supplements this program by using Reading Mastery starting in Kindergarten, the Step Up to Writing Program, running records and reading comprehension strategies.

Faria Elementary uses the Houghton Mifflin Math adoption to align with state standards. Students solve problems, think analytically, explain their reasoning and practice skills to work through new math concepts.

The science program used by Faria Elementary is Foss by Lawrence Hall of Science. The content and curriculum in this adoption is aligned with the California State Standards. The curriculum is delivered to students by a variety of methods. The Foss experiment kits allow students to investigate, apply and observe science concepts in action. Students also participate in field trips and assemblies that relate to the standards. These activities give students differentiated learning opportunities.

Faria adopted the Scott Foresman Social Studies California edition curriculum by Pearson. This social studies program focuses on chronological and spatial thinking, research, evidence, point of view and historical interpretation. This curriculum also incorporates technology to support each lesson.

In addition to the rigorous academic program, visual and performing arts are also an important part of Faria. Our program has developed over the years to encompass the Visual and Performing Arts standards set by the state. By having a credentialed teacher for music, Faria is able to provide 4th and 5th grade students with a standards based music program. Students in Kindergarten through 3rd grade receive teacher-directed music instruction. Parent support and volunteers have allowed for our art program that addresses the standards through various projects and activities. Faria PTA also provides visual/performing arts assemblies for our students.

In 4th and 5th grades, the physical education/health/nutrition curriculum is taught by a credentialed physical education teacher. The P.E. program is aligned with the five core standards that have been outlined by the state. In Kindergarten through 3rd grade, the physical education program is taught by professionals from the local YMCA. The school and district have also implemented wellness programs to support students. Some of the programs include: Project Cornerstone, Too Good for Drugs, Fit for Life, Here's Looking at You, and the National Dairy Council's Healthy Choices, Healthy Me program.

All students have opportunities in our computer lab, where they can access instructional technology, such as software programs that provide basic skills practice.

2. Reading/English:

Faria's reading program is both teacher-directed and interactive. Teachers are in the process of revising and creating lessons to align with the new Common Core State Standards.

Faria employs a direct instruction phonics model for kindergarten and first grade students. The Reading Mastery Program fits with our teacher-directed, back-to-basics model of instruction. The teachers of the older students know that each child has received a firm foundation in phonics and will enter second grade with the same skill set. Reading lessons for our youngest students include comprehension, spelling, vocabulary, and the dictation of sounds, words, and sentences. Reading strategies are introduced. Students in kindergarten and first grade use a take-home book program to provide additional reading practice and involve our parents. The review of phonetic skills continues through third grade.

Once students acquire the mechanics of beginning reading, our reading program focuses on explicitly taught reading strategies (previewing, questioning, predicting, inferring, connecting, summarizing, evaluating), vocabulary development, and literature based writing lessons. Our teachers chose this approach to meet the needs of our student population. While the majority of our students can converse in English, for most it is not their first language, it is critical to address comprehension and vocabulary to ensure their academic success.

For our students who struggle with reading, before school reading classes are held three times per week. These classes provide students with a small group setting for extra support and practice in using specific reading strategies for improved comprehension.

In 4th and 5th grades, students are divided into leveled reading groups. Students switch classrooms, so that only one level is taught as a whole group within a given room, in keeping with our back-to-basics philosophy. Students within each leveled class meet in smaller groups as part of their literature studies. All levels of readers—struggling, on level, above grade level—are thus provided with a program that meets their needs.

3. Mathematics:

Faria uses direct instructional methods consistent with our philosophy of a teacher-directed, back-to-basics program. Mathematics instruction is transitioning to address and incorporate the Common Core State Standards and Mathematical Practices. Teachers utilize district-adopted materials from Houghton Mifflin California Math and Math Expressions as starter resources. Additional resources used to develop units for instruction include: Marilyn Burns Replacement Units, Student Centered Mathematics by John Van de Walle, Marcy Cook materials, TERC Materials, Singapore Problem Solving, and other professional resources.

Faria is using data from the Math CST STAR and task-based assessments (MARS tasks) for pre-assessment to inform instruction. Using the data from the tasks, teachers design units to build mathematical vocabulary and conceptual understanding that meet the needs of their students.

Units focus on the big ideas of mathematics. The use of concrete objects, manipulatives and hands-on activities are used to build conceptual understanding. Reasoning, critical thinking, and justification are core components of the program. Independent practice and homework directly reflect what is done in the classroom. Number Talks are used to develop number sense, for student justification of strategies, to address student misconceptions and to create a culture of mathematical discourse. Teachers are beginning to implement the use of MARS tasks for summative assessment in addition to traditional end of unit assessments.

Problems of the Month are incorporated into the program. This provides the opportunity for students to work on problems that build competency in mathematical practices and allows for deeper exploration of mathematical concepts. The problems are open-ended, with multiple solution paths. Work is done individually and then in small groups. This deepens the skill set and problem solving abilities of

struggling math students and extends the abilities of high performing students as they collaborate together. Faria is increasing the use of these problems to develop student proficiency in the practices of the Common Core and to give students the opportunity to persevere and collaborate on challenging mathematical problems.

Our staff has participated in professional development to improve mathematical instruction. Learning to use Problems of the Month, facilitating Number Talks, utilizing MARS assessment tasks to inform instruction, constructing a CCSS aligned unit and exploring new resources has enabled us to strengthen our pedagogy and improve our efficacy in teaching mathematics. Providing solid instruction and experiences in math has raised the achievement of our students.

4. Additional Curriculum Area:

The Cupertino Union School District provides and supports physical education with certified staff for 4th and 5th grades. Students receive organized physical education classes that teach skills twice a week for a period of 45 minutes each. In middle school, physical education classes are scheduled daily. Five years ago, the Faria fifth grade teachers recognized the need to prepare the students for the more rigorous programs in the middle schools. They feel strongly that physical development not only increases strength, but also improves self-esteem.

The school's mission states that Faria Elementary School emphasizes the development of social skills and character traits to enable children to be successful, responsible citizens in school and in the community. The fifth grade begins the school year by attending science camp. Science camp helps students grow in leadership and social skills. Students participate in many activities that develop and promote self-reliance, strength, and teamwork.

The fifth grade teachers have developed a "Boot Camp" program that extends those activities for the rest of the school year. Boot Camp consists of two 20 to 30 minute periods per week, in addition to the physical education classes, designed to develop upper body strength, endurance, and teamwork. The whole fifth grade class participates together in a series of exercises that become routine. Exercises include jumping jacks, push-ups, and burpees (squat thrusts), and culminates in a run. At the beginning of the year, the run is just one lap of the school field. By the end of the school year, students run four laps, which is a greater than a mile. Students demonstrate increased strength and endurance based on testing at the end of the school year. They develop the ability to assist and lead in the exercises as the year progresses. Self-esteem and teamwork are built out of shared experiences.

The fifth grade teachers are also focused on the back to basics emphasis of the school as well. They have an extended math period each Wednesday to make up for the time spent in Boot Camp. Students achieve both physically and academically.

5. Instructional Methods:

Collaboration is a key part of the intervention process at Faria Elementary School. The Faria community works together to provide quality instruction for all students and to target students' individual needs based on assessment data and student progress. This happens through well-designed classroom instruction, accommodations in the classroom, as well as strong communication between teachers and parents to work together to meet the needs of the students. At Faria, parents cooperate and are partners with the teachers in their children's learning.

Teachers develop Student Success Plans (SSP) for students who are not meeting grade level benchmarks or are struggling in the classroom. The SSP is a tool that provides guidance for teachers, parents and students to make progress in the designated areas. In addition, teachers utilize the Intervention Strategy Team (IST), which consists of special education staff, to come up with strategies and accommodations to assist struggling students. Student Study Teams (SST) are formed to address further parent or teacher

concerns, either academic or behavioral.

Within the classrooms, teachers use leveled readers, re-teach and challenge students through opportunities provided in the adopted curriculum and techniques to engage every learner. At the classroom level, students' needs are assessed through strand analysis of standardized testing, benchmark assessments and student work samples. Teachers are able to target academic needs and differentiate for students' learning differences.

All students have opportunities in our computer lab, where they can access instructional technology, such as software programs that provide basic skills practice. The use of technology is often very motivating for students. Faria is currently looking into other modes of technology, such as iPads, which will be incorporated into the classroom in order to better meet the needs of all students.

Faria Elementary Schools has a Reading Intervention program that runs three morning per week for students in 1st through 5th grades. The program is designed to support those students who struggle with reading. The classes provide students with a small group setting for extra support and practice in using specific reading strategies for improved comprehension.

Enrichment opportunities are also available for students in 4th and 5th grades. The students that participate in this program use a computer simulation program where they are asked to work together to complete a cooperative learning adventure.

6. Professional Development:

In our school district, developing teacher leaders and strong professional development is a focus. Every Tuesday is an early release day for students, which provides the opportunity for staff professional development and collaboration. In addition, there are four full-day staff Learning Days throughout the school year. At least one Tuesday afternoon per month is dedicated to grade level planning. During this time, grade level teachers work collaboratively to systematically plan instruction. Teachers regularly review results of standardized tests as well as on site assessments to track improvements and student needs. In addition, Faria supports consistent cross grade level collaboration and articulation. This level of communication supports the philosophy by having consistent expectations across grade levels as well as helping to frame instruction for the needs of the students.

Each school in the district has a leadership/philosophy team. The Faria Philosophy team consists of seven teachers, at least one representative from each grade level, who meet on a monthly basis. One of the philosophy team's roles is to develop a strong professional development plan that is aligned with the mission of the school. The team plans agendas for Learning Days throughout the year.

Another district focus is transitioning from the California state standards to the Common Core State Standards. Cupertino has a partnership with the Santa Clara County Office of Education. The County resource teachers work with our Instruction Department to create on-going professional development. Along with the principal, Faria has three teacher leaders who attend these trainings. Following the trainings, these teachers meet with the principal and philosophy team to brainstorm the most effective way to share this information with the school staff.

As a participating school in the Silicon Valley Math Initiative collaborative, several of our teachers have participated at the district level to help teachers at other school sites with using strategies such as Problems of the Month and using MARS assessments tasks for assessment and to inform instruction. Faria teachers have provided resources and training to other district teachers to develop best practices for teach Mathematics.

7. School Leadership:

Faria Elementary and the district's philosophy is building a model of shared leadership. The idea is for teacher leaders to foster strong professional development and sustainable teams to move the school forward even if there is a change in leadership. While the role of the principal as the instructional leader is important, having teacher leaders is also key to supporting the professional development of all teachers. This ensures that the school's systems are in place even in the event of staff turnover.

The Faria Philosophy team includes the principal and at least one teacher representative from each grade level. The team meets on a monthly basis to plan the focus and agendas for the Tuesday staff development and four full-day Learning Days. In addition to the philosophy team, teacher leaders also serve on smaller sub-committees or teams. Teachers have the opportunity to participate in a number of teams including Lead Teacher Network, Common Core Standards Team, Faculty Advisory Committee (FAC) as well as Project Cornerstone and Technology committees. Between both the philosophy team and subcommittees, over half of the teachers participate in a leadership role to some degree.

The role of the principal is to be an active member of the philosophy team and check in regularly with each of the committees. The principal lends her leadership by making sure decisions are data-driven and ensure that all students are performing at the proficient or advanced level on the California Standards Test. Furthermore, the district instruction department is instrumental in providing student data and assessment results. They support the Partners4Results website to disaggregate the data. In Fall, teachers review the STAR data and examine the strand analysis. The weakest strand in both English Language Arts and Math are evaluated with a closer look and become the topic for further discussion.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: CA STAR Test

Edition/Publication Year: 2012 Publisher: State of CA

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	100	99	99	100	100
Advanced	97	97	94	84	93
Number of students tested	98	99	97	97	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	1	1			
2. African American Students					
Proficient Advanced					Masked
Advanced					Masked
Number of students tested					1
3. Hispanic or Latino Students					
Proficient Advanced					Masked
Advanced					Masked
Number of students tested					1
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	4	6	4
5. English Language Learner Students					
Proficient Advanced	100	100	97	100	100
Advanced	96	94	90	83	83
Number of students tested	26	36	31	18	18
6. Asian American					
Proficient Advanced	100	99	99	100	100
Advanced	97	97	94	83	93
Number of students tested	96	93	93	96	89
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: CA STAR Test

Edition/Publication Year: 2012 Publisher: State of CA

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	97	96	97	96	94
Advanced	70	76	72	65	60
Number of students tested	98	99	97	97	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	1	1			
2. African American Students					
Proficient Advanced					Masked
Advanced					Masked
Number of students tested					1
3. Hispanic or Latino Students					
Proficient Advanced					Masked
Advanced					Masked
Number of students tested					1
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	4	6	4
5. English Language Learner Students					
Proficient Advanced	89	92	90	100	94
Advanced	75	56	68	56	50
Number of students tested	26	36	31	18	18
6. Asian American					
Proficient Advanced	97	96	97	96	94
Advanced	71	76	72	65	62
Number of students tested	96	93	93	96	89
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: CA STAR Test

Edition/Publication Year: 2012 Publisher: State of CA

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	99	99	100	99	100
Advanced	97	94	92	94	93
Number of students tested	99	96	96	96	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	1	1		4
2. African American Students					
Proficient Advanced				Masked	
Advanced				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient Advanced				Masked	
Advanced				Masked	
Number of students tested				1	
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	5	5	2
5. English Language Learner Students					
Proficient Advanced	100	97	100	100	100
Advanced	100	93	60	95	81
Number of students tested	35	29	17	19	21
6. Asian American					
Proficient Advanced	99	99	100	100	100
Advanced	97	96	92	97	93
Number of students tested	93	92	95	89	93
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA16

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: CA STAR Test

Edition/Publication Year: 2012 Publisher: State of CA

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	100	100	100	100	99
Advanced	96	91	96	97	94
Number of students tested	99	96	96	96	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	1	1		4
2. African American Students					
Proficient Advanced				Masked	
Advanced				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient Advanced				Masked	
Advanced				Masked	
Number of students tested				1	
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	5	5	2
5. English Language Learner Students					
Proficient Advanced	100	100	100	100	100
Advanced	94	90	100	90	86
Number of students tested	35	29	17	19	21
6. Asian American					
Proficient Advanced	100	100	100	100	99
Advanced	96	92	96	97	95
Number of students tested	93	92	95	89	93
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: CA STAR Test

Edition/Publication Year: 2012 Publisher: State of CA

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	100	100	100	100	100
Advanced	87	93	91	96	95
Number of students tested	96	94	95	93	92
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	1		3	1
2. African American Students					
Proficient Advanced			Masked		
Advanced			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient Advanced			Masked		
Advanced			Masked		
Number of students tested			1		
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	4	2	3
5. English Language Learner Students					
Proficient Advanced	Masked	Masked	Masked	100	100
Advanced	Masked	Masked	Masked	86	79
Number of students tested	3	2	3	22	14
6. Asian American					
Proficient Advanced	100	100	100	100	100
Advanced	88	93	92	96	94
Number of students tested	92	93	88	91	90
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13CA16

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: CA STAR Test

Edition/Publication Year: 2012 Publisher: State of CA

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	99	99	99	100	99
Advanced	85	90	91	86	80
Number of students tested	96	94	95	93	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	1		3	1
2. African American Students					
Proficient Advanced			Masked		
Advanced			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient Advanced			Masked		
Advanced			Masked		
Number of students tested			1		
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	4	2	3
5. English Language Learner Students					
Proficient Advanced	Masked	Masked	Masked	100	92
Advanced	Masked	Masked	Masked	72	64
Number of students tested	3	2	3	22	14
6. Asian American					
Proficient Advanced	100	99	99	100	99
Advanced	87	90	90	86	79
Number of students tested	92	93	88	91	91
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA16