



## **PART I - ELIGIBILITY CERTIFICATION**

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

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

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   3   Elementary schools (includes K-8)  
  0   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  4   Total schools in district
2. District per-pupil expenditure:  5537

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school:   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                                | 37         | 44           | 81          |
| 1                                | 38         | 41           | 79          |
| 2                                | 42         | 36           | 78          |
| 3                                | 67         | 43           | 110         |
| 4                                | 42         | 47           | 89          |
| 5                                | 55         | 42           | 97          |
| 6                                | 44         | 55           | 99          |
| 7                                | 0          | 0            | 0           |
| 8                                | 0          | 0            | 0           |
| 9                                | 0          | 0            | 0           |
| 10                               | 0          | 0            | 0           |
| 11                               | 0          | 0            | 0           |
| 12                               | 0          | 0            | 0           |
| <b>Total in Applying School:</b> |            |              | <b>633</b>  |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
25 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
58 % White  
13 % 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.   | 3     |
| (2)  | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 13    |
| (3)  | Total of all transferred students [sum of rows (1) and (2)].  | 16    |
| (4)  | Total number of students in the school as of October 1, 2011  | 601   |
| (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: 12%  
Total number of ELL students in the school: 79  
Number of non-English languages represented: 14  
Specify non-English languages:

Spanish, Korean, Filipino (Tagalog), Mandarin (Putonghua), Japanese, Arabic, Armenian, Dutch, Farsi (Persian), German, Italian, Urdu, Bengali, Other non-English

9. Percent of students eligible for free/reduced-priced meals: 0%  
 Total number of students who qualify: 3

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.

The percent who qualify equals .47%.

10. Percent of students receiving special education services: 9%  
 Total number of students served: 56

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>2</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>8</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>20</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>34</u> Speech or Language Impairment        |
| <u>1</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>23</u>        | <u>2</u>         |
| Resource teachers/specialists<br>(e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>4</u>         | <u>11</u>        |
| Paraprofessionals   | <u>0</u>         | <u>10</u>        |
| Support staff<br>(e.g., school secretaries, custodians, cafeteria aides, etc.)                              | <u>4</u>         | <u>4</u>         |
| Total number  | <u>32</u>        | <u>27</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: 25:1

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    | 97%       | 97%       | 97%       | 97%       | 97%       |
| High school graduation rate | %         | %         | %         | %         | %         |

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

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

Graduating class size: \_\_\_\_\_

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

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

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

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

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

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

**Total** \_\_\_\_\_**0%**

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

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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Situated in the foothills of the San Gabriel Mountains, La Cañada Elementary (LCE) is proud to be one of the four schools that comprise La Cañada Unified School District (LCUSD), identified in 2012 by the U.S. Department of Education as the top performing K-12 school district in California. Honored in 2010 as a California Distinguished School, LCE, with its mission to “provide a rich educational environment that challenges all students to think critically, solve complex problems, express themselves articulately in speaking, writing, and technology, and to work cooperatively and individually in a diverse and multicultural world,” is currently the highest-ranking school in the district with an API score of 975. LCE is currently nominated for the 2013 National Blue Ribbon Schools Award because of our consistently high performing status. In this application, we will introduce you to our stakeholders who continually expect best practices and passionately support the high academic standards and personal growth of every child we serve.

LCE is the oldest school in our district. Its educational tradition dates back to 1885 when children attended school in the home of Miss Helen Haskell. At that time, La Cañada was a sparsely populated farming area. In 1886, the first schoolhouse, a one-room, building, was constructed for 18 students. Over the years, La Cañada-Flintridge has grown into a highly desirable place to live with its small town ambience and close proximity to the cities of Pasadena and Los Angeles. Opportunities for employment attract a population of professionals, who work in a broad spectrum of careers. Our school's population of 633 consists of 58% White, 25% Asian (including 2% Filipino), 2% Hispanic/Latino, 1% African American, and 1% American Indian or Alaskan Native. Of our student population, 0.47% are economically disadvantaged, 9% receive special education services, 12% receive ELD support, and 8% are GATE-identified (Gifted and Talented Education).

Today, thanks to the generous and on-going support of our community, our school campus is beautifully landscaped and well-maintained. We have 16 Kindergarten (including Transitional Kindergarten) through third grade classrooms with an average of 20 students per teacher, and 9 fourth through sixth grade classrooms, with an average of 32 students per teacher. Instruction in music, art, computer, Spanish, GATE, Reading Intervention, and Special Education occupy the remaining classrooms. Our facility, which also includes an outdoor Science Center, is made available to the community for a variety of activities, including sports, scouts, campus child care, and enrichment classes. Symbolic of the call to education, the original bell, which stands at the entrance to our campus, reminds us of our enduring commitment to providing the highest quality education to our students.

At LCE, we believe the hallmark of our success is a school climate that promotes communication and collaboration. Our staff is committed to knowing our students from the time they enter Kindergarten to the time they promote to seventh grade. Teachers do their utmost to stay connected with children, appreciating them as individuals; they mentor students, create special bonds through small group lunches, and use older students to tutor younger ones. As an integral source of guidance and support, LCE's school counselor provides the best of care in addressing student needs through individual counseling, small groups, and classroom lessons. In keeping current, our counselor collaborates with staff and maintains accountability to the ASCA National Standards to bring meaningful topics to each grade level within the Academic, Career, and Personal/Social domains. In the spirit of communication and sharing, our staff greatly values best practices. In doing so, we have developed and implemented a core, standards-based curriculum that integrates differentiated instruction, often project-oriented, designed to engage and to motivate all students to reach their highest potential. Supplemented by a well-rounded education that includes music, art, drama, physical education, and technology, our comprehensive program values the whole child. Teachers draw from a wide array of instructional strategies, resources, and materials. They monitor and update district power standards and pacing guides to keep curriculum relevant and rigorous. Our core curriculum, along with the broader scope of our educational programs, is reviewed and revised annually based on the results of the California Standards Tests (CST). Through analyzing data,

teachers establish clear, measurable, and attainable goals for each student. Students who are struggling receive additional support through a tiered process of intervention programs, efforts of teachers, and Student Study Teams, which seeks answers and develops strategies that can be used in the classroom and at home. By using such resources, we have seen our struggling students, and those in Special Education and in ELD, make significant academic growth.

With our clear instructional vision and process, we take pride in our caring, supportive environment. Our overall goal is to ensure that every child experiences success. We believe all students can achieve, and we motivate our children to believe this, too.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

**A.** Those performance levels for the standardized assessments administered in LCE considered to be acceptable or up to the school's standards are, at minimum, for its students to meet or exceed State Targets – namely, for all students to score in the proficient to advanced ranges. In 2012 in English Language Arts, the percentages of students scoring in the minimally proficient or better ranges by grade levels were: Grade 3 – 95.6%; Grade 4 – 95.8%; Grade 5 – 94.6%; and Grade 6 – 93.9%. In 2012 in math, the percentages of students scoring in the minimally proficient or better ranges by grade levels were: Grade 3 – 100%; Grade 4 – 95.8%; Grade 5 – 91.3%; and Grade 6 – 98%.

School-wide in 2012, 93% of the 100% of our students tested scored proficient and above in English Language Arts (compared to a District average of 91% and a State average of 56%). In 2012 in math, 95% of the 100% of our students tested, scored proficient and above (compared to a District average of 87% and a State average of 51%). Recognizing that La Cañada Unified School District is a high-performing district, LCE's performance, which exceeded the District's percentage performance of students performing proficient and above, has achieved at a level acceptable to its school standards. Our school has met its 2012 school-wide API growth target and all student groups have met the 2012 API growth target. In terms of API Subgroup Performance, LCE has two API Subgroups, Asian and White. Both subgroups have met their targets in 2012, demonstrating 3% growth for each subgroup.

**B.** The performance trends found in LCE's data tables most significantly demonstrate consistency and growth-over-time. Looking at the five-year trends in English Language Arts, one sees marked growth at each grade level since 2008 with the percentage of students meeting or exceeding state targets improving as follows:

Grade 3 – 79% (2008) to 96% (2012)

Grade 4 – 90% (2008) to 98% (2012)

Grade 5 – 91% (2008) to 96% (2012)

Grade 6 – 94% (2008) to 94% (2012)

The five-year trend in math demonstrates a similar performance trend, with only slight anomalies explained by an \* below:

Grade 3 – 91% (2008) to 90% (2012) \*(93% in both 2010 and 2011)

Grade 4 – 94% (2008) to 98% (2012)

Grade 5 – 90% (2008) to 92% (2012)

Grade 6 – 94% (2008) to 98% (2012)

In English Language Arts, in all grade levels three through six, the percentage of students scoring in the Advanced range demonstrated percentage gains since 2011 ranging from between 2 and 9 points, and in all grades except fourth were at their highest in five years. In 2012 in math, the percentage of students scoring in the Advanced range shows growth (ranging from 1 to 17 percentage points) over a five-year period:

Grade 3 – 70% (2008) to 78% (2012)

Grade 4 – 67% (2008) to 84% (2012)

Grade 5 – 73% (2008) to 74 % (2012)

Grade 6 – 70% (2008) to 79% (2012)

Because the performance levels largely demonstrate consistent growth, with any *losses* surfacing as a one year blip, which corrects and gains the next year, there are no significant losses to explain. For example, in English Language Arts in third grade in 2010, 85% of the students scored in the proficient or advanced range. That percentage falls to 78% in 2011, but then rebounds to 96% in 2012. Any other “downward” trends in the data are largely statistically insignificant and correct within the next year.

In the most recent year’s data, an achievement gap of more than 10 points exists between test scores of all students and those in our subgroups. To close this gap, we are utilizing LCE’s Every Student Succeeds Plan (ESS). This is a systematic process providing every student with a high quality educational program that meets individual academic needs. Starting in the fall, students are identified for our ESS interventions. Students scoring below Proficient on the CSTs are targeted. By analyzing disaggregated data, teachers then identify student weaknesses according to grade level, gender, ethnicity, disability status, economic status, and English proficiency.

The ESS Plan is a three level pyramid of interventions with student success at the top. At its base, Level I and Level II encompass general education practices, programs, and formal interventions, while Level III contains our Special Education services for eligible students. Level I practices include analysis of ongoing formative and summative assessments. Academic interventions include: classroom interventions, instructional aide/volunteer tutoring and teacher collaboration. Students who are not making satisfactory progress with Level I interventions receive additional assistance in Level II. These include Reading Intervention (RI) and Student Study Teams (SST). The SST serves as an effective school resource where teacher(s) and parents discuss student’s academic and social/emotional issues. In an effort to increase the child’s school success, an intervention plan is designed. When students continue to struggle, Level III Special Education assessments may be recommended. If qualified, students receive Special Education services through one on one support with our resource specialists, and they utilize online academic programs, which provide frequent reports of progress. We feel the ESS Plan gives students the support they need to experience growth, thereby enabling every child to reach success.

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

Teachers at LCE consistently utilize assessment data to drive instruction. The school year begins with an in-service day devoted to analyzing the results of the prior school year’s state test scores and end-of-the-year assessments of each teacher’s incoming class. These assessments, especially the breakdown of the strands included in the Language Arts and Math state tests, are used to create focused lessons and pacing guides for the new school year. Students not meeting grade level proficiency are identified using data from multiple measures; strategies are discussed with prior teachers to be implemented in the present school year. Based on data, differentiated enrichment activities are planned for all levels of learners.

Assessing student learning is accomplished with formal, informal, summative, and quarterly benchmark assessments. Student classwork and homework is used to evaluate independent work and study habits. Examples of informal assessments include projects, independent classwork assignments, and checking for understanding. *2Know*, a software program, is available to teachers, providing hand-held responders to students as a creative way for them to participate and give answers. This allows for quick assessment of the group’s overall understanding of a concept. Based on formal and informal assessment results, instruction is realigned to meet the needs of students. Teachers engage in collaborative dialogue to evaluate student performance on benchmark assessments and unit, and chapter tests. Quarterly benchmark

assessments are submitted to the principal for monitoring school-wide, grade level, and individual student performance. In addition, quarterly benchmark results are uploaded to the district-wide assessment online tool, *Illuminate*, for district-wide results analysis. Due to consistent monitoring through various assessment tools, students are referred to the Student Study Team (SST) to develop an appropriate action plan if needed.

Benchmark assessments are reviewed for alignment with state standards. When student weaknesses are indicated on the benchmarks, teachers review the content standards and adjust instruction accordingly. In order to maintain benchmark assessments as a reliable predictor of CST performance, both the content of instruction and the content of the assessments are compared. Disaggregated data is analyzed for school-wide, grade level, and individual student performance. While most students meet or exceed expectations, individual student scores are important in our quest for all students to experience improvement.

District fall and spring assessments are used to measure individual student mastery in reading, writing, and math. Additional assessments include the *Individual Reading Inventory* used by kindergarten through second grade teachers, and the *Accelerated Reader* diagnostic tests used by first through sixth grade teachers to measure individual mastery of specific reading skills. Teachers consistently communicate the results of both formal and informal assessments with parents. Ongoing teacher/parent dialogue and school-wide parent conferences take place to discuss concerns, to document classroom or other recommended interventions, to communicate specific skills and academic areas that need reinforcement at home, and to recognize student strengths. Teachers utilize online gradebooks that provide progress reports to students and parents to help monitor progress. Of equal importance, teachers send home tests requesting parent signatures as a method of assessment communication and follow-through at home.

And finally, our online student data and assessment tool, *Illuminate*, is a formal resource for teachers to communicate assessment pieces of the daily curriculum. For example, many grade levels at LCE upload math tests for colleagues' use and analysis. *Illuminate* graphs and streamlines results from both classroom and state-driven assessments so student data is easily followed. Standards are monitored, as well, so teachers can quickly identify student individual needs and the needs of the whole class. A question bank in this program allows for the creation of specific-standard based practice.

Assessment results drive our rigorous and tailored instruction to insure all students' needs are being met. Our methods have brought us great success and are regularly shared with the community through PTA-generated communications, and publications, such as La Cañada's local paper *The Outlook*.

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

Sharing is an integral component to our continual growth and success. Key to this practice is an emphasis on collaboration, within and outside of our campus. At bi-monthly staff meetings, faculty members demonstrate effective teaching strategies and provide comprehensive materials to help with implementation in the classroom. Six times a year, our district holds training and collaboration days, enabling teachers to discuss best and meaningful practices with colleagues from other campuses. Topics include assessment pacing, unit projects, enrichment activities, technology resources, and remedial strategies. LCE teachers have spearheaded the development of several flagship projects to share. Through the use of webpages, numerous teachers communicate with families and district educators as they disseminate helpful information and resources. Three years ago, fourth grade teachers created and distributed a writing workbook to help others prepare their students for both the district writing and the state writing assessment. Recently, our fifth and sixth grade teachers created and shared methods of differentiating and enriching the math textbook curriculum in response to the district reorganization of homogenous math groupings. After district adoption of *Illuminate*, our staff has driven the use of this student data base by frontloading assessment information to enable others to access tests and results.

Since technology has allowed communication to become more readily accessible, our staff has taken a leadership role in helping others use a vast number of resources. In particular, the third grade team, which includes two of the district's volunteer "Tech-Lites," enthusiastically reach out to others in LCUSD and in

other districts. Besides driving the inclusion of the *Illuminate* and iPad technologies, they have held workshops to introduce colleagues from neighboring districts to the latest software and electronic equipment and their effective use in the classroom. Annually, our “Tech-Lites”, and other staff members, attend the CUE (Computer-Using Educators) conference to learn about the newest advances in classroom technology and to create a vision for future technological growth at our site and in the district.

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

LCE has implemented multiple strategies to engage school families and the community in support of student success and school improvement.

Our Parent Teacher Association (PTA), which boasts 100% membership, is dedicated to student success by focusing on student enrichment and learning. Multi-Cultural Days is an annual signature program at which parents and volunteers staff booths representing cultures from around the world. School-wide assemblies on topics spanning from character education to the arts are funded by our PTA. Annually, over thirty volunteers provide a classical art docent program in every classroom. Parent involvement is a key component to small group instruction in the primary grade classrooms, as well as in science, where NASA Jet Propulsion Laboratory scientists often lecture and create active learning opportunities.

In order to promote school spirit and campus pride, fundamental to student success, the PTA has developed several avenues of outreach for our school. We welcome new families by hosting a social gathering to foster connection and informational coffees for ongoing support. With our annual fall and spring picnics and movie nights, the entire school community comes together. School pride is also fostered through our student-led campus beautification days. As they garden together, children gain a sense of ownership in their school.

To engage and support LCE’s significant Korean population, volunteers assist classroom teachers with instruction of emergent English learners. Our Korean school community also supports the school’s large fundraising event, the Halloween Haunt, by hosting a very popular Korean BBQ booth.

In the community, LCE partners with Kiwanis to recognize outstanding student citizenship. Partnering with the Sheriff’s Department brings the STAR anti-drug program into the classroom, as well as helps to train carline parent volunteers to oversee student safety. Finally, at the annual Community Read-In, LCE invites community members to celebrate “Read Across America.”

In the area of school improvement, a critical component of support is our PTA’s fundraising efforts. Over the past five years, PTA has gifted LCE with over \$100,000 in technology purchases, including laptops for teachers, a student iPad learning center, computer lab upgrades, software, overhead projectors, and document cameras. Infrastructure support includes playground resurfacing, the purchase of audio-visual equipment, and campus upgrades.

By providing volunteer opportunities that are accessible to a wide range of parents, spanning multiple functions, LCE ensures that family and community members are engaged in the overall success of our students and the betterment of our school.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

LCE's curriculum spans many subjects. Students study the core content areas of English-Language Arts, Math, Science, and Social Studies, while engaging in visual and performing arts, technology, and physical education. A Spanish program is also integrated into the school day.

We hold ourselves responsible for addressing the California State Standards in the core content areas. To this end, we follow pacing guides to ensure students are well-prepared, not only for state standardized testing, but for promotion to the next grade level.

English-Language Arts encompasses reading, writing, and language conventions. Students use anthologies that focus on all of these topics, and their study is supplemented through the use of core literature, which provides opportunities for in-depth class discussion and writing activities. Throughout the writing process, students learn how to move their assignments from the prewriting stage to the finished product. In weekly Library, our specialist introduces children to various works, instilling a great appreciation of all literature.

Mathematical studies build on the proficiencies, interests, and experiences of our students. The math curriculum is designed for hands-on application of concepts "into, through, and beyond". A variety of modalities enhance learning through manipulative use, math centers, and cross-curricular connections to develop "real life" problem solvers.

With a plethora of science resources just minutes away, we have benefited from an enhanced science program. Our students experience content through a variety of means, even taking trips to Descanso Gardens, a local botanical site, and experiencing lessons in microbiology and electricity led by California Institute of Technology and Nasa Jet Propulsion Laboratory scientists.

In Social Studies, students experience curriculum beginning with the recognition of our small community in the primary grades to the upper grades where they focus on state history in fourth, U.S. history in fifth, and ancient civilizations in sixth. Unique activities, such as third grade's visit to La Cañada's historical Lanterman House and fourth grade's Gold Rush Day, make history come alive.

In keeping with our philosophy of reaching the whole child, our school holds extensive instruction not only in visual and performing arts, but in the unique offerings of computer, physical education, and Spanish. All subjects are taught with grade level curriculum in mind, making an impact on our students as they experience the curriculum through various modalities while learning to express their studies through the skills they are taught. We recognize that in today's world, it's a necessity for our students to be tech savvy. Each week our computer specialist supplements the core curriculum by teaching our students the skills essential for practice, *Internet* research, graphing on *Microsoft Excel*, and creating *Microsoft PowerPoint* presentations. Our physical education program, taught by a credentialed instructor, fosters healthy children. Students participate daily in activities encouraging fitness through drills focusing on locomotor skills, learning rules and playing games such as soccer and field hockey, and, on a weekly basis, students run a specific distance appropriate for their age. As students set and chart individual goals, they feel great pride when they are able to increase their push-ups or cut seconds off their mile time. The physical education program advocates sportsmanship with an emphasis on positive attitude and teamwork while promoting healthy living through nutrition. Spanish is available to all students in first through sixth grade. Beginning with the study and integration of grade level themes such as family, traditions, and community, students build their vocabulary. Those who continue in the program through sixth grade are equipped to enter seventh grade at the Spanish 2 level.

LCE's curriculum exposes students to numerous opportunities, thereby providing a rich educational environment that motivates and develops all learners.

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

Early in their education, students are given thorough reading instruction. The foundation is laid in Kindergarten, where small group instruction occurs, targeting skills for students at different instructional levels – struggling readers work on phonics while proficient readers focus on fluency. First and second graders participate in guided reading instruction, using *Open Court* materials. All students read independently and may take *Accelerated Reader* quizzes on the computer to track comprehension. In addition, students participate in core literature units that delve into topics like character development and make connections to other subject areas as social studies; *Molly's Pilgrim* helps teach students about heritage. Our school uses an Early Bird/ Late Bird schedule in grades one through three. The twenty-some children in each class are divided into two groups; one group begins school one hour earlier than the other, which stays one hour later. This practice allows primary teachers to create instruction for smaller groups. Assessment of reading skills is determined through the use of the *Individual Reading Inventory*. Extra instruction for all grades is provided through our Reading Intervention Program.

Once their reading foundation is established, students delve into higher levels of thinking through the comprehensive study of literature and language. Grades three through six use the *Houghton-Mifflin* series, which incorporates several types of literature and presents these pieces with links to targeted reading skills, spelling, and grammar lessons. Students in grades three and above also benefit from the use of our core literature program. Using specific works, taken from a list of district-approved titles, teachers expose students to more sophisticated vocabulary and reading comprehension and analysis activities that incorporate discussion and writing. Like core literature in the primary grades, books used in the upper grades, such as *The Trumpet of the Swan* and *Roll of Thunder, Hear My Cry*, give students the chance to study literature with more depth and complexity, equipping them with skills for literature analysis.

By starting reading instruction early on and in small groups, we are able to address the needs of and thereby support learners at all levels. We have seen students make quite a mature transition from the primary grades to the upper grades; for example, when they enter fourth grade, students are able to understand story structure and make sophisticated connections to daily life. Our comprehensive reading program has shown great results in meeting the needs of all level learners.

## **3. Mathematics:**

Just as our reading program is comprehensive, so too is our math. Starting with Kindergarten, students practice basic foundational skills by integrating them during routine activities, such as daily calendar. Music and games are used to teach skills like counting. First grade focuses on learning basic math facts not only through drill, but in hands-on practice with real life situations; in February, they open a valentine card shop, and students are responsible for selling handmade cards to each other, thereby practicing addition, subtraction and money skills.

As students continue to build a math foundation, teachers in grades two through sixth, apply a variety of pedagogical approaches as a means to increasing math development and success. This approach may include pretesting, grouping by pretesting results, differentiating work, posttesting, and enrichment/extension activities. Reteaching is emphasized as a means to ensuring student comprehension and achievement. Every effort is made to reach multiple intelligences; kinesthetic learners are given the opportunity to use manipulatives such as base-ten blocks or dice, and they might even employ a dish towel to learn coordinate graphing. Visual learners thrive when making three-dimensional art projects or factor trees shaped like trees, and auditory students benefit from the use of such computer websites as *Brainpop* when learning about or reviewing mathematical concepts. In grades five and six, an optional advanced math after school class is provided to take differentiation beyond the daily classroom curriculum. Higher level mathematics students are given the opportunity to practice their higher level thinking skills and strategies in a homogenous environment.

Given our school-wide focus on technology, we utilize numerous tools, allowing students to practice problems with responders and make graphs with *Microsoft Excel*. All grades incorporate computer programs to extend lessons, *IXL Math* being the most widely used. Project-based learning is also a component of our program which allows a differentiating of instruction as well as the development of problem solvers and critical thinkers.

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

At LCE, we believe in developing the whole child, one who experiences success beyond academics. We are fortunate to have a strong music program as part of our visual and performing arts curriculum which is supported by our community through the district's Education Foundation. The music enrichment class plays a key role in allowing students to build confidence and to experience success, in and out of the classroom.

Students in all grades work with a specialist to participate in activities that introduce them to several components of music: choral singing, music history, and instruments. In addition, students are guided to work cooperatively and individually to create their own musical compositions at all levels. Specifically, fourth graders compose background music for language arts-based stories, such as fairy tales. Beginning in Kindergarten and continuing through sixth grade, lessons are linked to curriculum and are used to enhance students' understanding of academic units being taught. Every grade showcases a content-specific performance for families; first graders present a "Buggy Musical", that reflects one of their science units, while fifth graders perform a short musical tying into their American History standards. All sixth graders participate in an elaborate school musical production at the end of the year, allowing them the opportunity to blossom in a variety of ways while giving them a safe forum for expressing themselves. Each year, the enthusiasm for the musical grows as the Kindergarten through fifth graders walk to our local community theater for the final performance. We often find that even the quietest of students will shine, discover a passion for theater, or gain confidence when earning a part in this production. Furthermore, this production is a rite of passage for our sixth students as they prepare for their transition to the middle school.

Our specialist collaborates with the high school teachers and is key in arranging opportunities for our high schoolers in chorus, orchestra, and band to perform at LCE, thereby enabling our students to see a future in one of the music programs. She also communicates with the instructors of our district's extracurricular instrumental program, sponsored by our local Assistance League, and encourages student participation in the classes.

Because of their involvement in music from an early age, our students often elect to participate in the fifth and sixth grade chorus. This group practices weekly and performs for our school and as an outreach to the community.

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

Our highly trained teachers and support staff creatively integrate standards into their daily classroom instruction, making curricular concepts accessible for all learners. Students experience curriculum through consistent use of best practices: questioning strategies, critical thinking, discussion, modeling, visual support, checks for understanding, hands-on experiences, and continuous feedback. With the standards embedded into higher levels of instruction, students frequently engage in projects, making concepts meaningful. Traditional school projects, ranging from family trees in second grade to mission narratives in fourth, incorporate standards in a holistic way. For us, standards are not merely statements on the board, but are representative of our pedagogy.

Our comprehensive educational program includes field trips, assemblies, and community-based projects, coordinated to enhance learning opportunities. For example, at LCE all fifth grade students are invited to travel to Valley Forge, Pennsylvania for five days to learn about the birth of our nation. Teachers use a supplemental curriculum called Why America is Free to prepare students for learning about the

philosophies and events that shaped America. Parents support this thirty-year tradition by paying for the trip, raising funds, and providing scholarships for students with financial need.

Instruction also incorporates the use of technology. We are fortunate to have a wireless environment and with equipment purchased by PTA, students are given a technological foundation, which is built upon in subsequent years. Through the use of technology and audio components, teachers enhance instruction, giving visualization and modeling in order to reach all learners, particularly impactful for our ELL, Special Needs, and GATE students. In support of our reading and math programs, students are encouraged to practice and monitor to build upon their individual knowledge base by accessing on-line programs such as *Accelerated Reader* and *IXL Math*. The incorporation of *Illuminate* has enabled us to design instruction to meet the various needs of our students. As discussed previously in Section IV, Question 2 (“Using Assessment Results”), outcomes are used to allow teachers to further differentiate instruction.

In support of student achievement, interventions are put into place through our SST process for those who need extra support. Once a student is referred, a team of teachers, Special Education professionals, administrators, and support staff meet with the parents to develop strategies to move their child towards independent learning and success. When students require academic support through an IEP, our resource specialists are experts at providing instruction that meets the academic needs of their students.

## **6. Professional Development:**

In order to maintain high standards, we hold ourselves responsible to grow as professionals. Consequently, at LCE, staff development is an important component of the implementation practice. In keeping with a philosophy of communication and sharing, professional development begins at the site level, as we seek to motivate each other to be the best we can be. At grade level, team, vertical team, and staff meetings, teachers share lessons and strategies for promoting student achievement. For example, when the third grade team had two new members, veteran teachers took it upon themselves to develop a notebook on specific projects key to this grade level, thus enabling a smoother transition for the new individuals. This notebook not only explains the projects but offers examples and grading rubrics.

Teachers take advantage of outside development opportunities and have attended seminars on the Korean culture, differentiated instruction, Common Core training, and the use of *Icons*, a multi-tiered critical thinking program. After attending these professional development opportunities, we synthesize the information and continually embed strategies learned, into the classroom instruction and school environment. This was best exemplified following intensive training with another district in the use of icons; teachers have now infused the creative components into classroom lessons. In sixth grade, after math standards are introduced, expansion projects are assigned to challenge students and to present real world situations; students balance checkbooks when learning about positive and negative integers. Teachers at numerous grade levels promote researching “unanswered questions” (an icon term) related to content curriculum. Recently staff members have been attending conferences on the Common Core Standards. Resources from such conferences have been distributed and discussed at staff meetings in order to help all teachers as they transition to the new standards. Finally, all new teachers participate in BTSA (Beginning Teachers Support and Assessment), a state-funded program that enables new teachers to meet with professionals from neighboring districts to help them fine tune best instructional practices and facilitate support and professional growth.

## **7. School Leadership:**

Leadership takes place at all levels in our school. While the principal takes a visible role in guiding and supervising our campus, faculty members serve in a variety of leadership capacities. To this end, our leadership philosophy is structured to provide ownership of the school environment, a philosophy which we have found promotes student achievement. Team leaders meet monthly with our principal to discuss topics generated by faculty. Feedback from these meetings is immediately disseminated to everyone by these leaders. Faculty members also serve as liaisons to School Site Council, a group that consists of



parents and staff members in order to oversee the well-being of the LCE campus. Teachers willingly participate on district committees that discuss such topics as collaboration and its function in our district. What is most refreshing on our campus is that any individual can suggest and lead an outreach event or campaign. Within the last several years, teachers have coordinated campus-wide efforts to help the victims of such tragedies as Hurricane Katrina, the Japan tsunami, and Hurricane Sandy.

Students also play an integral part in guiding the school. They are given the responsibility of electing leaders through in-class and upper grade elections. The elected students comprise the Student Council, which leads the school in activities such as fundraisers, food drives, spirit rallies, and gathering ideas from the student body at large. A separate Sixth Grade Council coordinates tutoring for younger students as well as outreach activities, such as a holiday craft sale, that focus on giving to others less fortunate than our community. Finally, students at large participate in “buddy activities,” in which teachers pair classes to provide mentoring opportunities for older students. These buddy classes forge long-lasting friendships between students and create many memories – gingerbread house making, peer editing of stories, and one-on-one reading sessions – for students of all ages.

Enabling leadership at all levels is just one more way we have succeeded in making LCE a place where children want to learn. As best expressed in a line from our school song, “LCE, where the students all are free, to learn and live and grow independently.”

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient +  | 100       | 91        | 93        | 90        | 91        |
| Advanced  | 78        | 76        | 78        | 68        | 70        |
| Number of students tested   | 68        | 91        | 85        | 97        | 109       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 1         | 0         | 0         | 0         |
| Percent of students alternatively assessed  | 0         | 1         |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | 0         | Masked    | Masked    |
| Advanced  | Masked    | Masked    | 0         | Masked    | Masked    |
| Number of students tested   | 1         | 2         |           | 1         | 2         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient +  | 0         | Masked    | 0         | 0         | Masked    |
| Advanced  | 0         | Masked    | 0         | 0         | Masked    |
| Number of students tested   |           | 1         |           |           | 1         |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | 91        | Masked    | Masked    | Masked    |
| Advanced  | Masked    | 64        | Masked    | Masked    | Masked    |
| Number of students tested   | 7         | 11        | 6         | 6         | 5         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | 78        | 82        | 80        | 83        |
| Advanced  | Masked    | 56        | 64        | 70        | 58        |
| Number of students tested   | 5         | 18        | 22        | 10        | 24        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient +  | 100       | 88        | 93        | 100       | 77        |
| Advanced  | 73        | 69        | 79        | 67        | 69        |
| Number of students tested   | 11        | 16        | 14        | 12        | 13        |
| <b>6. Asian</b>   |           |           |           |           |           |
| Proficient +  | 100       | 96        | 95        | 100       | 92        |
| Advanced  | 81        | 89        | 86        | 87        | 75        |
| Number of students tested   | 18        | 27        | 22        | 33        | 25        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| The alternative assessment given was the California Modified Assessment. #6. The Asian subgroup includes the Filipino subgroup in "number of students tested." The Asian subgroup percentages do not reflect the Filipino subgroup percentages. |           |           |           |           |           |

13CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient +  | 96        | 77        | 85        | 81        | 79        |
| Advanced  | 59        | 50        | 58        | 50        | 39        |
| Number of students tested   | 68        | 91        | 85        | 97        | 109       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 3         | 0         | 1         | 0         |
| Percent of students alternatively assessed  |           | 3         |           | 1         |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | 0         | Masked    | Masked    |
| Advanced  | Masked    | Masked    | 0         | Masked    | Masked    |
| Number of students tested   | 1         | 2         |           | 1         | 2         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient +  | 0         | Masked    | 0         | 0         | Masked    |
| Advanced  | 0         | Masked    | 0         | 0         | Masked    |
| Number of students tested   |           | 1         |           |           | 1         |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | 64        | Masked    | Masked    | Masked    |
| Advanced  | Masked    | 36        | Masked    | Masked    | Masked    |
| Number of students tested   | 7         | 11        | 6         | 6         | 5         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | 78        | 64        | 70        | 67        |
| Advanced  | Masked    | 39        | 36        | 40        | 33        |
| Number of students tested   | 5         | 18        | 22        | 10        | 24        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient +  | 100       | 50        | 86        | 83        | 62        |
| Advanced  | 46        | 44        | 50        | 42        | 15        |
| Number of students tested   | 11        | 16        | 14        | 12        | 13        |
| <b>6. Asian</b>   |           |           |           |           |           |
| Proficient +  | 94        | 82        | 86        | 90        | 88        |
| Advanced  | 50        | 63        | 71        | 70        | 33        |
| Number of students tested   | 18        | 27        | 22        | 33        | 25        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| The alternative assessment given was the California Modified Assessment. #6. The Asian subgroup includes the Filipino subgroup in "number of students tested." The Asian subgroup percentages do not reflect the Filipino subgroup percentages. |           |           |           |           |           |

13CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient +  | 96        | 98        | 95        | 100       | 94        |
| Advanced  | 82        | 83        | 85        | 94        | 67        |
| Number of students tested   | 95        | 89        | 94        | 119       | 89        |
| Percent of total students tested  | 100       | 99        | 99        | 100       | 100       |
| Number of students alternatively assessed   | 2         | 0         | 0         | 2         | 0         |
| Percent of students alternatively assessed  | 2         |           |           | 2         |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | 0         | Masked    | Masked    | Masked    |
| Advanced  | Masked    | 0         | Masked    | Masked    | Masked    |
| Number of students tested   | 2         |           | 1         | 2         | 1         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | 0         | 0         | Masked    | 0         |
| Advanced  | Masked    | 0         | 0         | Masked    | 0         |
| Number of students tested   | 2         |           |           | 1         |           |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient +  | 100       | Masked    | Masked    | Masked    | Masked    |
| Advanced  | 64        | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 11        | 8         | 5         | 6         | 5         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient +  | 73        | 92        | 100       | 80        | 77        |
| Advanced  | 60        | 72        | 91        | 72        | 46        |
| Number of students tested   | 15        | 25        | 11        | 25        | 13        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient +  | 100       | 94        | 85        | 88        | 100       |
| Advanced  | 75        | 78        | 85        | 75        | 40        |
| Number of students tested   | 16        | 18        | 13        | 16        | 10        |
| <b>6. Asian</b>   |           |           |           |           |           |
| Proficient +  | 100       | 100       | 96        | 96        | 100       |
| Advanced  | 93        | 82        | 96        | 86        | 71        |
| Number of students tested   | 29        | 23        | 29        | 29        | 24        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| The alternative assessment given was the California Modified Assessment. #6. The Asian subgroup includes the Filipino subgroup in "number of students tested." The Asian subgroup percentages do not reflect the Filipino subgroup percentages. |           |           |           |           |           |

13CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient +  | 96        | 94        | 95        | 93        | 90        |
| Advanced  | 83        | 83        | 84        | 87        | 71        |
| Number of students tested   | 95        | 90        | 94        | 119       | 89        |
| Percent of total students tested  | 100       | 100       | 99        | 100       | 100       |
| Number of students alternatively assessed   | 4         | 3         | 0         | 4         | 0         |
| Percent of students alternatively assessed  | 4         | 3         |           | 3         |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | 0         | Masked    | Masked    | Masked    |
| Advanced  | Masked    | 0         | Masked    | Masked    | Masked    |
| Number of students tested   | 2         |           | 1         | 2         | 1         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | 0         | 0         | Masked    | 0         |
| Advanced  | Masked    | 0         | 0         | Masked    | 0         |
| Number of students tested   | 2         |           |           | 1         |           |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient +  | 100       | Masked    | Masked    | Masked    | Masked    |
| Advanced  | 73        | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 11        | 8         | 5         | 6         | 5         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient +  | 87        | 84        | 82        | 84        | 92        |
| Advanced  | 67        | 72        | 82        | 72        | 46        |
| Number of students tested   | 15        | 25        | 11        | 25        | 13        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient +  | 100       | 94        | 92        | 88        | 70        |
| Advanced  | 75        | 89        | 92        | 81        | 50        |
| Number of students tested   | 16        | 18        | 13        | 16        | 10        |
| <b>6. Asian</b>   |           |           |           |           |           |
| Proficient +  | 100       | 100       | 100       | 96        | 88        |
| Advanced  | 90        | 91        | 100       | 89        | 71        |
| Number of students tested   | 29        | 23        | 29        | 29        | 24        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| The alternative assessment given was the California Modified Assessment. #6. The Asian subgroup includes the Filipino subgroup in "number of students tested." The Asian subgroup percentages do not reflect the Filipino subgroup percentages. |           |           |           |           |           |

13CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient +  | 91        | 93        | 94        | 95        | 90        |
| Advanced  | 73        | 74        | 73        | 71        | 73        |
| Number of students tested   | 92        | 97        | 128       | 91        | 106       |
| Percent of total students tested  | 100       | 100       | 99        | 100       | 99        |
| Number of students alternatively assessed   | 2         | 0         | 2         | 0         | 0         |
| Percent of students alternatively assessed  | 2         |           | 2         |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | Masked    | Masked    | 0         |
| Advanced  | Masked    | Masked    | Masked    | Masked    | 0         |
| Number of students tested   | 1         | 1         | 2         | 1         |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | Masked    | 0         | 0         |
| Advanced  | Masked    | Masked    | Masked    | 0         | 0         |
| Number of students tested   | 1         | 1         | 1         |           |           |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | 83        | Masked    | Masked    |
| Advanced  | Masked    | Masked    | 33        | Masked    | Masked    |
| Number of students tested   | 9         | 5         | 12        | 6         | 4         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient +  | 78        | 100       | 74        | 85        | 64        |
| Advanced  | 44        | 83        | 44        | 46        | 55        |
| Number of students tested   | 18        | 12        | 27        | 13        | 11        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient +  | 92        | 92        | 94        | 80        | Masked    |
| Advanced  | 77        | 50        | 71        | 70        | Masked    |
| Number of students tested   | 13        | 12        | 17        | 10        | 6         |
| <b>6. Asian</b>   |           |           |           |           |           |
| Proficient +  | 100       | 100       | 100       | 96        | 96        |
| Advanced  | 87        | 86        | 93        | 89        | 74        |
| Number of students tested   | 24        | 31        | 29        | 26        | 23        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| The alternative assessment given was the California Modified Assessment. #6. The Asian subgroup includes the Filipino subgroup in "number of students tested." The Asian subgroup percentages do not reflect the Filipino subgroup percentages. |           |           |           |           |           |

13CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient +  | 95        | 93        | 93        | 92        | 92        |
| Advanced  | 82        | 77        | 67        | 65        | 62        |
| Number of students tested   | 92        | 97        | 128       | 91        | 106       |
| Percent of total students tested  | 100       | 100       | 99        | 100       | 99        |
| Number of students alternatively assessed   | 5         | 0         | 3         | 0         | 0         |
| Percent of students alternatively assessed  | 5         |           | 2         |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | Masked    | Masked    | 0         |
| Advanced  | Masked    | Masked    | Masked    | Masked    | 0         |
| Number of students tested   | 1         | 1         | 2         | 1         |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | Masked    | 0         | 0         |
| Advanced  | Masked    | Masked    | Masked    | 0         | 0         |
| Number of students tested   | 1         | 1         | 1         |           |           |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | 67        | Masked    | Masked    |
| Advanced  | Masked    | Masked    | 17        | Masked    | Masked    |
| Number of students tested   | 9         | 5         | 12        | 6         | 4         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient +  | 83        | 83        | 74        | 85        | 64        |
| Advanced  | 61        | 50        | 48        | 39        | 18        |
| Number of students tested   | 18        | 12        | 27        | 13        | 11        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient +  | 100       | 83        | 88        | 70        | Masked    |
| Advanced  | 77        | 75        | 47        | 70        | Masked    |
| Number of students tested   | 13        | 12        | 17        | 10        | 6         |
| <b>6. Asian</b>   |           |           |           |           |           |
| Proficient +  | 100       | 96        | 96        | 96        | 91        |
| Advanced  | 91        | 89        | 79        | 73        | 74        |
| Number of students tested   | 24        | 31        | 29        | 26        | 23        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| The alternative assessment given was the California Modified Assessment. #6. The Asian subgroup includes the Filipino subgroup in "number of students tested." The Asian subgroup percentages do not reflect the Filipino subgroup percentages. |           |           |           |           |           |

13CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient +  | 98        | 98        | 88        | 97        | 95        |
| Advanced  | 77        | 83        | 72        | 81        | 70        |
| Number of students tested   | 98        | 126       | 97        | 113       | 128       |
| Percent of total students tested  | 99        | 99        | 100       | 100       | 100       |
| Number of students alternatively assessed   | 1         | 3         | 0         | 2         | 0         |
| Percent of students alternatively assessed  | 1         | 2         |           | 2         |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | Masked    | 0         | Masked    |
| Advanced  | Masked    | Masked    | Masked    | 0         | Masked    |
| Number of students tested   | 2         | 3         | 1         |           | 2         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | 0         | Masked    | Masked    |
| Advanced  | Masked    | Masked    | 0         | Masked    | Masked    |
| Number of students tested   | 1         | 1         |           | 1         | 2         |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | 92        | Masked    | Masked    | Masked    |
| Advanced  | Masked    | 62        | Masked    | Masked    | Masked    |
| Number of students tested   | 5         | 13        | 8         | 6         | 5         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | 91        | 80        | 70        | 67        |
| Advanced  | Masked    | 68        | 47        | 30        | 33        |
| Number of students tested   | 7         | 22        | 15        | 10        | 12        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | 92        | Masked    | Masked    | 90        |
| Advanced  | Masked    | 75        | Masked    | Masked    | 40        |
| Number of students tested   | 8         | 12        | 6         | 5         | 10        |
| <b>6. Asian</b>   |           |           |           |           |           |
| Proficient +  | 100       | 100       | 96        | 100       | 96        |
| Advanced  | 93        | 93        | 82        | 93        | 71        |
| Number of students tested   | 32        | 28        | 28        | 27        | 28        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| The alternative assessment given was the California Modified Assessment. #6. The Asian subgroup includes the Filipino subgroup in "number of students tested." The Asian subgroup percentages do not reflect the Filipino subgroup percentages. |           |           |           |           |           |

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: STAR

Edition/Publication Year: 2012

Publisher: Educational Testing Service

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Proficient +  | 94        | 93        | 90        | 95        | 94        |
| Advanced  | 78        | 74        | 71        | 68        | 61        |
| Number of students tested   | 99        | 127       | 97        | 113       | 128       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 3         | 0         | 2         | 0         |
| Percent of students alternatively assessed  |           | 2         |           | 2         |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | Masked    | 0         | Masked    |
| Advanced  | Masked    | Masked    | Masked    | 0         | Masked    |
| Number of students tested   | 2         | 3         | 1         |           | 2         |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | Masked    | 0         | Masked    | Masked    |
| Advanced  | Masked    | Masked    | 0         | Masked    | Masked    |
| Number of students tested   | 1         | 1         |           | 1         | 2         |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | 77        | Masked    | Masked    | Masked    |
| Advanced  | Masked    | 39        | Masked    | Masked    | Masked    |
| Number of students tested   | 5         | 13        | 8         | 6         | 5         |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Proficient +  | Masked    | 74        | 67        | 70        | 67        |
| Advanced  | Masked    | 57        | 47        | 20        | 25        |
| Number of students tested   | 8         | 23        | 15        | 10        | 12        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Proficient +  | Masked    | 92        | Masked    | Masked    | 90        |
| Advanced  | Masked    | 58        | Masked    | Masked    | 40        |
| Number of students tested   | 8         | 12        | 6         | 5         | 10        |
| <b>6. Asian</b>   |           |           |           |           |           |
| Proficient +  | 100       | 96        | 93        | 96        | 89        |
| Advanced  | 83        | 85        | 79        | 74        | 54        |
| Number of students tested   | 32        | 28        | 28        | 27        | 28        |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| The alternative assessment given was the California Modified Assessment. #6. The Asian subgroup includes the Filipino subgroup in "number of students tested." The Asian subgroup percentages do not reflect the Filipino subgroup percentages. |           |           |           |           |           |

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