

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mrs. Tommie Archuleta

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hillside University Demonstration School

(As it should appear in the official records)

School Mailing Address 4975 North Mayfield Avenue

(If address is P.O. Box, also include street address.)

City San Bernardino State CA Zip Code+4 (9 digits total) 92407-3130

County San Bernardino County State School Code Number\* 36 67876 6036909

Telephone 909-881-8264 Fax 909-881-4270

Web site/URL http://www.sbcusd.k12.ca.us/index.aspx?NID=327 E-mail tommie.archuleta@sbcsud.k12.ca.us

Facebook Page \_\_\_\_\_  
Twitter Handle https://www.facebook.com/HillsideUnivDemoSchool Google+ \_\_\_\_\_  
Other Social Media Link \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*Dr. Dale Marsden E-mail: dale.marsden@sbcsud.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Bernardino City Unified School District Tel. 909-381-1240

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Michael Gallo  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 51 Elementary schools (includes K-8)
  - 10 Middle/Junior high schools
  - 9 High schools
  - 0 K-12 schools
- 70 TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	48	45	93
1	61	59	120
2	56	61	117
3	53	68	121
4	42	60	102
5	52	47	99
6	37	28	65
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 Students</b>	349	368	717

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 9 % Black or African American
  - 71 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 13 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 37%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	142
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	126
(3) Total of all transferred students [sum of rows (1) and (2)]	268
(4) Total number of students in the school as of October 1	717
(5) Total transferred students in row (3) divided by total students in row (4)	0.374
(6) Amount in row (5) multiplied by 100	37

7. English Language Learners (ELL) in the school: 37%  
186 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish and Pasha
8. Students eligible for free/reduced-priced meals: 88%  
 Total number students who qualify: 685

If this method is not 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.

9. Students receiving special education services: 13 %  
92 Total number of students served

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

25 Autism	0 Orthopedic Impairment
0 Deafness	9 Other Health Impaired
0 Deaf-Blindness1	9 Specific Learning Disability
0 Emotional Disturbance	8 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
29 Mental Retardation	0 Visual Impairment Including Blindness
2 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	20
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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The mission: Hillside University Demonstration School is dedicated to the joy of learning in an enriched and nurturing environment that enables students and staff to grow to their fullest potential.

Situated at the base of the San Bernardino mountains lies Hillside University Demonstration School, a San Bernardino City Unified School District community of dedicated educators and staff, enthusiastic students, and involved community members, focused on success for all participants. Hillside has been a premier Options Magnet Program School of choice for 27 years. Our district Magnet program allows parents to send their children to choice SBCUSD district schools based on such criteria as high achieving schools and enrichment programs, which Hillside possesses. We currently have two magnet programs at the school to meet student's individual needs. To enroll in the DUAL magnet program, the student must be assessed by the District's Language Assessment Center to establish and maintain placement. Our other magnet program, the University Demonstration magnet, provides the students with a rigorous, child-centered education, utilizing our partnership with the California State University, San Bernardino (CSUSB) staff. This magnet is available to any interested family, if space is available.

Hillside was created in 1987 when rising enrollment necessitated reopening of an elementary school. Our University partnership with CSUSB has been beneficial and integral to our Hillside family. University professors have come to our campus to share expertise with students and staff. Our Hillside community has welcomed student teachers to help them prepare for their chosen career of education. The Hillside-CSUSB partnership has earned numerous state honors for university/school partnerships, giving Hillside the opportunity to serve the community at large and giving our 21st century students the vision of what they can contribute to this world.

Hillside is privileged to serve 717 students, with 17 general education classes, 4 special day classes for moderate to severe disabilities, and 6 Dual Immersion English Language Learners classes. Our cultural diversity of 71% Hispanic, 9% African-American, 13% Caucasian, 1% Native American, 1% Asian, 1% Pacific Islander, .5% Filipino and other students, allows our school the opportunity to embrace all students through our core curriculum and multicultural events/assemblies. Of our student population, 91% of our students are socioeconomically disadvantaged, 37% are English Language Learners, 10% receive special education services, and 10% are GATE-identified (Gifted and Talented Education). Due to being in a highly impoverished area, we have a high mobility rate of 37%. This is lower than the 56% average for Elementary schools in San Bernardino School District.

Hillside has been consistently recognized for its academic excellence. We have received a California Distinguished School highlighting our accomplishments. We received the School On The Move Award in 2011, the California Business for Education Excellence Honor Roll Award in 2012 and 2013, and the National Center for Urban School Transformation Bronze Award in 2014. Our students have consistently performed well on the California Standards Test (CST), with a current Academic Performance Index (API) of 885, the highest score in the district. Our current CST scores for Proficient or Advanced in English-Language Arts (70%), Math (81%), and Science (85%) are at least twice that of the district.

Hillside's success is highlighted by our dedication to being at the forefront of educational practices to benefit students. Our Hillside Enrichment Academy assists our students in English-Language Arts success, connecting seamlessly with our school wide Universal Access program. Our NCLB highly qualified teachers collaborate together within grade levels and through each grade to ensure students' success in their current grade level and strong preparation for the next grade level. We celebrate students through assemblies held every Monday morning and through Summit Award assemblies highlighting academic achievements, excellent behavior, and writing successes. Our Positive Behavior Support program (PBS), helps students make strong, positive behavioral choices for successful learning.

Teachers and staff at Hillside are actively involved in academic, behavioral and extracurricular pursuits that benefit children. Common Core standards are being implemented in this transitional year, and fully

implemented in 2014-2015. In addition, Hillside School sees visitors from district teachers and teachers from surrounding areas to observe active examples of exemplary teaching. Our end of the year Extravaganza solidifies our school as a family as we celebrate our exemplary learning year.

Parent and community involvement is very strong at Hillside. Hillside welcomes students, staff, parents, and community to come together in a daily joy of learning experience. Our popular Muffins meetings give parents opportunities to meet with administration and to network with other parents. Volunteers log hundreds of hours working with our teachers and students in classrooms. Our PTA, School Site Council, and English Learners Advisory Council invite our parents to stay active in the Hillside community. Our Hillside family takes pride in our unified effort to develop, share, learn and grow in an environment that always exudes positive learning experiences.

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

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

Each spring, Hillside students in grades two through six are assessed using the California Standardized Testing and Reporting (STAR) program. The STAR program examines students' proficiency levels in the areas of math, English Language Arts (ELA), writing, and science (5th grade only). Hillside students were assessed using the following STAR program components: California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). CSTs are criterion-referenced assessments that place students into five performance bands: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students with an individualized education program and specific eligibility are assessed using the CMA and the CAPA alternative assessments. Scale scores that range from 150-600 indicate students' depth of understanding of the content areas. Students must score 350 in each content area to be considered proficient. The expectation in the state of California is for all students to achieve proficient or advanced levels.

The California Department of Education (CDE) uses CST scores to calculate an annual Academic Performance Index (API) score for the school. Scores range between 200-1000; the statewide performance target for all California schools is 800. California schools strive to meet Adequate Yearly Progress (AYP) goals, a federal accountability measure to ensure all schools and districts are achieving adequate yearly progress indicated by the number of students reaching proficient or advanced levels. The AYP consists of annual measurable achievement objectives, which reports numerically significant student groups in reading and math.

Hillside University Demonstration School has made significant API strides, increasing by 125 points since 2009. Our current API score of 885 represents the highest elementary score in San Bernardino District. We continue to meet our AYP targets in both reading and math through Safe Harbor indicating that each subgroup has increased the number of students exiting the Basic and Below Basic levels by 10%.

A significant number of our students score in the proficient/advanced range. In 2013, our overall AYP score was 81.2% proficient/advanced in math and 69.9% proficient/advanced in ELA. Hillside met all required AYP target goals. Our Hispanic subgroup reached 67.8 % proficiency in ELA and 81.3 % proficiency in math, whereas, our English Learners (EL) reached 64.6 % in ELA and 81.5 % in math. Our Social Economically Disadvantaged students (SES) reached 68.9% proficient in ELA and 80.7% proficiency rate in math. School wide and each subgroup have shown a dramatic increase in proficiency levels. School wide data shows that students' proficiency has grown from 50.6% to 69.9% in ELA and 60.1% to 81.2% in math. Our Hispanic subgroup increased from 50.7% to 67.8% in ELA and 61.3 % to 81.3 % in math. As for our English Learners, they have grown from 43.5% to 64.6% in ELA and 58.3% to 81.8 % in math. Our SES students increased from 48.9 % to 68.9% in ELA and 59.3% to 80.7% in math.

According to the CDE, a subgroup is 15% of the total students tested. Our African Americans and Students with Disabilities currently do not qualify as subgroups according to this criteria. Although they do not qualify as subgroups, we monitored these groups closely as with all Hillside students. Our African Americans represent 9% of the students tested, however their API scores of 858 are well above the state target of 800. Additionally, our Students with Disabilities represents only 13% of the students tested; however they too, exceed the state target with an API score of 857.

Overall, our students are making tremendous growth. We offer a variety of resources to our students so they can continue to grow and increase their scores. At Hillside Elementary, grades K-6, participate in Universal Access. During Universal Access, students are placed into groups based upon their instructional level. This ensures all students access to core curriculum so they can achieve their fullest potential and meet or exceed their grade level standards. Students are in this group for one hour each day. During this time, students are able to interact and participate in lessons that challenge them to continue to grow.

Teachers monitor student learning by using common assessments, benchmarks, and teacher created tests. These show teachers where students are succeeding and where students need extra help to understand concepts. Our staff works together to collaborate and analyze data to make the best teaching decisions for all of our students. The students are also aware of their data as they set achievement goals throughout the year. Additionally, teachers partner with families to ensure students meet their academic achievement goals. Hillside sets high expectations for each student so they will be able to meet their future goals.

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

Hillside uses a variety of assessment data with all students throughout the school year to continually assess students and guide instruction. This consistent analysis allows teachers to better know their students' learning successes, to diversify what needs to be taught to students, and to provide concrete information to parents on next steps of learning for their children.

Beginning with the start of the school year, teachers and administrators review data from the previous year to help guide our students for the current year. Diagnostic testing, baseline fluency testing and phonics and decoding screenings are used to identify individual needs. In collaboration with grade level participants, other assessment tools such as common assessments, district benchmarks, Accelerated Reader, STAR Reading, informal observations, pre- and post-tests, teacher made assessments, and authentic assessments are used. Analysis of all data is used on a continuous basis to improve student performance and school performance through grade level meetings and data chats with administration.

Students needing further intervention are referred to the Intervention Response Team (IRT) or Language Appraisal Team (LAT) to complete an Individualized Learning Plan (ILP). The plan includes an area of need and specific teaching strategies to implement to ensure student growth. In addition, students are placed in flexible, homogenous groups based on their assessment needs to allow for differentiated instruction within both the classroom and Hillside's Enrichment Academy. At the academy, students work in smaller groups where their challenges can be addressed using differentiated instruction and practice. Following the Response to Intervention (RTI) model, we progress monitor using assessments such as fluency, running records and STAR reading. Assessments are completed and analyzed every six to eight weeks to ensure that all students meet their individualized goals.

In the classroom, teachers also use these assessment tools to guide their instruction. It is important to the Hillside staff that all students are challenged to reach and exceed their full potential. Teachers use GATE icons, Socratic questioning, depth and complexity for students who perform above grade level expectations. At weekly grade level meetings, teachers share and analyze data to decide upon next steps. Trends are identified, as well as strengths and areas for improvement. Teachers share teaching strategies, differentiation, and create universal access groups to challenge students towards standards mastery. Some grade levels use assessment tools to create team teaching opportunities to facilitate student growth. This approach offers students the opportunity to work cooperatively with like-ability peers and better meet individual needs.

Hillside teachers keep parents informed of their student's progress on a regular basis. Teachers meet with parents formally twice a year during parent-teacher conferences to share student work and discuss report card grades. Teachers also share with parents the results of the student/teacher conferences conducted before hand. In addition, teachers communicate informally with parents through progress reports, email, phone calls, and teacher websites. Our school-wide data is shared with the community via the School Quality Snapshot and School Accountability Report card during School Site Council (SSC), English Learners Advisory Council (ELAC), and PTA meetings.

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

Hillside is proud to be the highest performing elementary school in the San Bernardino City Unified School District. It is equally proud of its 27-year partnership with California State University, San Bernardino (CSUSB). Not only is it the longest surviving partnership of its kind in the nation, but it has kept Hillside on

the cutting edge as a demonstration school. As a demonstration school, Hillside is fortunate to be able to share its successful strategies with a wide variety of audiences. Hillside also has a District magnet program, the Dual Language Program. Collectively these programs and Hillside's student academic success have brought a very large and diverse audience to Hillside's corridors.

Hillside opens its' doors daily to student teachers and interns, District personnel, administrators, CSUSB professors, and schools from around the world studying effective instructional strategies. Visitors come to observe the Hillside Enrichment Academy and other successful strategies in place at Hillside such as direct interactive instruction and technology integration. They witness powerful instruction which includes a focus on 21st Century learning, student engagement, and cooperative learning. Observers leave with the goal of implementing these successful strategies at their own school sites.

In addition to site collaboration, many Hillside teachers volunteer to be members of district committees such as the Local Control Accountability Plan (LCAP), District Advisory Committee (DAC), Report Card Committee, and the Rigorous Curriculum Design (RCD) to name a few. During these committee meetings, Hillside teachers are given the opportunity to share Hillside's best practices and teaching strategies that positively affect student achievement. Recently, SBCUSD has participated in implementing Instructional Rounds at various school sites. Hillside was chosen as a demonstration school. Teachers, principals and other community members conducted walk-throughs, which focused on best practices. The Instructional Rounds concluded with a discussion about strategies such as using rubrics and appropriate pacing to replicate at other schools.

In Hillside's unique partnership with CSUSB, teachers collaborate with student teachers through the Co-Teaching program. Both teachers plan, teach and reflect together on a daily basis. They participate in trainings, which are presented by CSUSB professors. Teachers and administration meet with CSUSB representatives to discuss program successes through Governance Council.

Hillside teachers are a true inspiration not only to their students, their student teachers and colleagues, but also to other educators throughout the world. The word demonstration in our school's title truly represents the school environment here at Hillside.

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

Hillside University Demonstration School encourages parents to become involved in their student's education by offering many opportunities to attend and participate in events held at the school site. Hillside administrators and teachers have an open door policy and endeavor to respond to parent concerns and requests within 24 hours. Information regarding school policies is given to parents during the first week of school. Hillside begins with our Back to School Night, where the principal introduces all staff to the attending parents and they then visit classrooms. Many teachers use email to communicate with their parents on a weekly basis. Other methods employed by the school to promote home/school communication are the electronic message board, in-touch phone messages, notes and flyers in English and Spanish, and weekly announcements during Monday Assemblies.

Hillside takes an active role in preparing parents to participate in school decisions and to develop their leadership skills. Hillside has established ELAC (English Learners Advisory Council), SSC (School Site Council), and PTA programs. Parents are encouraged and trained to develop the agenda for the ELAC meetings and the ELAC officers attend the monthly district meetings bring current information back to the school site members. SSC representatives attend the monthly District Advisory Council, which provides district and state information regarding programs for our school.

Hillside's PTA is a major source of information for parents regarding community programs and PTA sponsored school activities. The PTA sponsors our Fall Festival, Math Instructional Night and Family Reading Night where community leaders and teachers are invited to share their career experiences with families. These events provide opportunities for parents to learn strategies that improve student learning and

achievement. Our principal hosts a bi-monthly “Muffins with the Principal” which is an informational question and answer forum for our parents. A translator is provided for all our parent meetings.

Hillside celebrates students’ academic achievements during our Summit Awards. Students with outstanding citizenship and leadership qualities receive the Junior Rotarian Award supported by the Rotary Club San Bernardino North. California State University, San Bernardino provides the College Bound Award for students exhibiting academic excellence. The Hillside Author Program (HAP) is presented to aspiring writers in each grade. Hillside’s annual end of the year Extravaganza showcases grade level social studies themes, where students demonstrate their learning through song and movement performance. The Extravaganza is a positive community-building event where hundreds of people attend.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Hillside University-Demonstration Elementary School uses state and district-approved materials based on Common Core State Standards (CCSS) in English Language Arts, Math, Social Studies, Science, Physical Education, and English Language Development. Instructional minutes are based on state requirements and the needs of the students and the community. Currently, our district and teachers are realigning curricula to ensure full implementation of the CCSS. In addition, third through sixth grade students participate in music lessons on a weekly basis. They have the opportunity to participate in band, orchestra, playing recorders, instrument study, presentations, and music theory. All students participate in positive behavior strategies through our district character-building program as well.

To provide effective instruction to meet the needs of all students and align with the CCSS, we provide high levels of student engagement through literature circles, chapter books, and project based learning based on student interest. In addition, teachers use GATE icons, Depth of Knowledge questioning, Think/Pair/Share, and real life application through hands on learning. Our site has implemented Lucy Calkins' grade-specific Units of Study for writing, which are aligned with CCSS.

In addition to our English only classrooms, our Dual program focuses on developing high levels of oral and written proficiency in Spanish across the curriculum. Our program's goal is for students to perform at grade-level by meeting state standards. They also develop an understanding and appreciation of cultures other than their own primary culture. Hillside students in the Dual Language Program acquire literacy in their primary language while acquiring oral fluency in the second language. This program has provided benefits to both English Learners and English Language students as they achieve academic progress and develop positive cross-cultural skills.

Due to our recent implementation of the CCSS, teachers/grade-levels are augmenting lessons to provide students with in-depth knowledge and mastery of the mathematical practices. Using a variety of strategies, such as the four-step plan organizer, students are actively engaged in the learning process. Students are challenged to explain, both verbally and in writing, their mathematical thinking. In addition to the district-approved assessments, teachers have created performance tasks and tests to assess students' learning and direct their instruction. This practice has been proven successful as 82% of our students have scored proficient or advanced in the area of mathematics.

Teachers use state-adopted science curriculum in addition to videos, field trips, and online resources to develop scientific understanding for students. Teachers also use Reader's Theatre, such as third grade's "Vacation on Mars", from Bad Wolf Press publishing company to strengthen the Science program. Science skills continues to be strong at Hillside as 85% of our fifth-grade students scored proficient or advanced on the 2013 California State Test. All students are encouraged to participate in our annual Hillside Science Fair using the scientific method. Second grade students have hands-on opportunities to learn about life cycles of plants and insects in our school garden. We believe these types of activities will prepare our students to compete in the global economy.

In addition to using Bad Wolf Press for Science, teachers also use the Reader's theatre to supplement our state adopted Social Studies curriculum. This gives students the opportunity to bring history to life using Performance Arts. An example of this would be the fourth grade performance of "Gold Dust or Bust". In addition, we have our annual "Extravaganza" performance of songs and plays related to American History.

In the field of technology, children have weekly access to Hillside's computer lab. Students learn computer skills, and use technology to create research projects and power point presentations. Students also learn word processing and internet navigation. Fifth and sixth grade teachers are currently piloting the district's 1:1 iSeek initiative in which students work with iPads to integrate technology into their daily learning.

Physical Education is taught by a certificated PE specialist and a PE assistant. These instructors focus on physical education state standards and reinforce our district's character building program. All students participate in the district-wide campaign Run Across America designed to get kids moving and more active. The fifth grade students also participate in the statewide physical test.

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

We believe the ability to read is the foundation for future student academic success. We offer a balanced literacy program that depends on coherence and rigor throughout the grades. Common Core State Standards comprehension strategies of both literature and informational text are evidenced through all grade levels. Many Hillside teachers are involved in CCSS committees writing units of study for teachers to use throughout our district. Our approach to reading prepares our students for 21st Century success through all academic endeavors.

Beginning in Kindergarten, students are focused on letter recognition, phonemic awareness, letter/sound correspondence, blending letters to read words, and reading decodable books as well as texts based on individual reading level. Grades 1-3 expand their reading skills as they learn to decode blends, digraphs, and multi-syllabic words and increase their rate of fluency. Grades 4-6 continue to enhance and expand on skills taught in the primary years. Students are able to focus on various reading genre, reading books rich in vocabulary, language, and information that allows for in-depth discourse, formulating opinions, and debate.

All students are regularly monitored to ensure reading literacy. If it is determined that a student is struggling, our assessment team will isolate the concern and address it promptly through our Hillside Enrichment Academy, where additional time is provided for targeted instruction. GATE students enhance their literature experiences through strategies such as Socratic questioning and project based learning. Our ELD population is given opportunities to learn in English and Spanish through our district's units of study for English Language Development. Strong student monitoring is key to determining next steps with all Hillside students.

We believe in a strong home-school connection. We work with families to keep them updated on their student's progress as well as providing them with materials, resources, and activities that they may use at home to accelerate their child's progress. We also provide opportunities to educate parents on literacy standards by hosting Family Reading Nights. Our monthly PTA meetings also provide resources to parents who desire additional reading programs through the community.

We provide a balanced literacy program where every student is supported with a rigorous curriculum. Teachers collaborate in both grade level and vertical teams to ensure seamless teaching success for all students. Parents are included in our reading program to provide best literature practices at home. All stakeholders ensure that our 21st Century students succeed beyond expectation.

## **3. Mathematics:**

We currently use McMillian/McGraw-Hill's California Mathematics Concepts, Skills, and Problem Solving. Teachers develop CCSS aligned lessons that focus on real-life experiences and problems to develop students' problems solving skills for life experiences. All teachers supplement with other resources to create higher-level thinking and develop a strong foundation of what concepts are being taught. Hillside teachers are also involved at the district level in writing units of study through SBCUSD's Rigorous Curriculum Design (RCD). Our students' enthusiasm about math reflects the high level of rigor in our instruction.

Continuous informal and formal assessments provide the data needed to have ongoing flexible groups. Informal assessments include the use of whiteboards, response cards, Think/Pair/Write/Share, and Fist to Five. Formal assessments include common tests, exit tickets, online discussion forums, benchmark data, and CST results. Based on data chats, differentiation is provided to meet the needs of struggling students, while challenging advanced students. To accomplish this, grade level teams group students according to math proficiency, which allows advanced students to delve deeper into conceptual understanding of the

standards while allowing less proficient students additional time needed to master concepts being taught. Teachers collaborate weekly to analyze data and group students homogeneously.

Hillside's classroom environments reflect teachers' high expectations for all students. Students are expected to be active participants in their learning. They participate in real-world problem solving activities using concrete and virtual manipulatives, answer real life scenario mathematical questions, and are required to justify their thinking using academic language. Students are also comfortable working cooperatively to solve problems using the school-wide four-step plan and often required to present their problem and solution to their classmates. Teachers use strategies such as direct interactive instruction, think aloud, Think/Pair/Write/Share, Total Physical Response, graphic organizers, and reference posters during their instruction. To aid students in conceptual retention, most grade levels also use interactive notebooks as a resource guide. Students are seen using their reference materials as well as the room environment when needed.

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

At Hillside, an additional curriculum area that is focused on throughout the school year is Science. Our 5th grade students participated in the Science CST and 85% of them scored proficient or advanced. Students have many opportunities to learn about science. They learn from exploring inside the classroom with books and classroom experiments, to participating in our school's garden and on-campus presentations, to field trips exploring places around the community.

Throughout the year, classroom teachers teach the Scientific Method through science experiments. Students participate and collaborate together to complete numerous experiments in the classroom using scientific rotating stations. For example, students tested for chemical versus physical reactions using a Vinegar and Baking Soda experiment. Annually, students are given the opportunity to participate in a school wide Science Fair where their projects are displayed and judged on creativity, execution, and presentation. Our partnerships within the community have presented to different grade levels on various scientific topics, as well. For example, California State University, San Bernardino professors guided students through interactive science lessons and experiments. Career exploration in the science fields and occupations are also explored.

Hillside has also focused on environmental studies. We have an on-campus garden where students observe first-hand the life cycle of plants and its inhabitants. We also take pride in our Hillside recycling project. Recycling is important to the entire Hillside Community. For example, the school collects bottles to donate to a local mall. As a result of these types of donations, our mall is now solar powered.

Hillside students explore Science in a real-life context through the many different field trips taken throughout the year. Students travel to Doheny State Beach, San Bernardino County Museum, and The Living Desert where they observe natural habitats of animal life. Many of these students have never had the opportunity to visit the beach or the desert. Locally, students travel to the Yucaipa Regional Park to experience various science activities. In addition, students visit the Aquarium of the Pacific where they observed first-hand the ecosystems of the ocean. Another field trip opportunity was the California Science Museum where students participated in hands-on experiments such as Ecosystems, World of Life, and Air and Space. An additional exhibit explored at the museum was the Endeavor Space Shuttle which was a once in a lifetime experience. Science offers our students 21st Century skills to succeed in our global economy.

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

To ensure rigorous daily instruction at Hillside University Demonstration School, teachers use research based practices and strategies to ensure each student's academic potential is attained.

Teachers work collaboratively to review pertinent data to analyze student mastery of grade level standards. Data used include teacher observation, pre/post assessments, common assessments, district benchmark data, as well as state testing results. Based on data analysis, teachers create flexible groups reflecting the students'

learning modalities, ability levels, and academic needs. Teachers work in conjunction with the Hillside Enrichment Academy placing students in ability groups to maximize student achievement and ensuring universal access to grade level standards.

Teachers demonstrate a strong understanding of the standards being taught and present lessons in an engaging manner using differentiated instruction which includes hands-on instruction, song, mnemonic devices, realia, vocabulary and word study, and graphic organizers, to name a few. In addition to differentiating our instruction, teachers also differentiate student practice, based on the students' abilities. By using a combination of direct instruction, guided practice, small group instruction, re-teaching, technology, and enriched activities for our gifted students, Hillside is able to effectively support all learners.

Hillside is implementing technology in varying methods depending on the grade and students' abilities levels. Some fifth and sixth grade teachers are piloting the iSeek Program, which is a 1:1 student ratio iPad implementation. iPad engagement during the reading, science and social studies blocks include Close reading, generating graphic organizers in Inspiration, extending the curriculum by reading common core aligned NewsELA articles, which increase rigor and complexity of informational text for our students. One successful project has been the "Book Trailer," in which students take the theme of their book, and create a slide presentation in a movie format. Students then present these "Book Trailers" to the class. All teachers embed technology weekly by employing the Computer Lab where students acquire computer literacy skills.

Students use PhotoComic to create their own word problems during mathematics. They use computer graphics, take pictures or create their own illustrations to create a visual demonstrating the solution to their mathematical problem. Students use the GeoBoard App to create a virtual manipulative which they import into Educations. Using their virtual model, the student then demonstrates and explains the content to their virtual audience and classmates.

Hillside continues to modify and supplement our curricula and teaching strategies to ensure high levels of student learning and achievement.

## **6. Professional Development:**

Professional development is fundamental to high quality instruction and student engagement. Hillside teachers are dedicated to growing as professionals and, with that commitment, our teachers strive to be ahead of the curve to maintain our professional excellence. Hillside's Single Plan for Student Achievement includes a professional development plan that aligns with our Common Core State Standards (CCSS) and our annual goals. Much of our professional development this year has centered on the CCSS that will be in full implementation in 2014-2015. We have also focused on enhancing student engagement, implementing Lucy Calkins' Units of Study, and infusing technology into our daily curriculum.

Our Professional Development and Leadership Teams conduct surveys with our staff to decide what subjects we would like to improve during the school year. During our Memorandum of Understanding (MOU) days, set aside each Monday afternoon, teachers share best instructional practices with one another, analyze and calibrate student work samples, participate in professional development learning opportunities based on survey results, and discuss next steps with our students' success in learning.

One area of concentration this year has been on CCSS and its' full implementation in the 2014-2015 school year. Our Teacher of Teachers Model guides our own teachers to instruct the rest of the staff on close examination of the depth and complexity of the new standards. Teacher trainers attend district professional development sessions and then return to the school site to work with staff. In alignment with the district's Strategic Plan for Student Achievement, the trainings include English-Language Arts and Math CCSS, technology in the classroom, and English Language Development standards.

Teachers also explore additional professional learning opportunities on their own, pursuing opportunities to develop and extend their expertise in a variety of subjects. Computer-Using Educators (CUE) conferences, Good Teaching Conferences, Writers' Workshop consortiums and district in-services on technology are

some of the learning opportunities that are available for teachers to enhance their learning. Teachers that engage in these conferences are encouraged to share their learning with staff, further giving all teachers the opportunity to learn more instructional strategies for student success.

## **7. School Leadership**

The philosophy of shared leadership is evident throughout Hillside University Demonstration School. Our principal believes in building strong leadership skills among staff, students, and parents. All participants take part in a shared vision and decision-making process through the San Bernardino City Unified School District's Community Engagement Plan, a plan that values all stakeholders and is dedicated to the success of all students. In addition, our partnership with California State University, San Bernardino (CSUSB), connects to Hillside's philosophy of shared leadership - "It takes a village to raise a child."

The Hillside Leadership and Professional Development Teams, which consist of the principal, vice principal, and teacher representatives, meet monthly to review our Professional Development Plan and our Single Plan for Student Achievement (SPSA), including the review of grade level action plans. The teams also discuss school and student needs on a regular basis. Our principal believes in building capacity among all teachers by focusing on teachers' strengths and passions. Teachers provide leadership by participating in voluntary adjunct duties. Duties include and are not limited to Grade Level Leads, Professional Development Leads, Science Committee, and Hillside's unique Hillside Author's Program (HAP).

Our principal recognizes the importance of Home-School Connection, and has made it her mission to help build parent capacity through Hillside's Parent Involvement Plan. Our parents provide leadership through the School Site Council (SSC), English Learners Advisory Committee (ELAC), District Advisory Committee (DAC), Local Committee Advisory Panel (LCAP), and PTA. Each committee consists of a president, vice president, and secretary. Agenda items include school budget, curriculum, upcoming school activities, and methods for parent support. Our principal also meets with parents informally for breakfast and coffee bi-monthly.

Hillside students play an active leadership role as well. Student opportunities for leadership include Student Council, Technology Classroom Leaders, mentoring roles through reading buddies, and Positive Behavior Support Role Models. Leadership is also celebrated through Hillside's Summit Awards, which spotlight student excellence in academics and behavior. Hillside is passionate in building influential 21st Century leaders.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: CST

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: ETS/California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	77	81	67	62	79
% Advanced	45	54	37	34	55
Number of students tested	94	109	105	91	89
Percent of total students tested	99	99	100	100	100
Number of students tested with alternative assessment	11	10	9	8	7
% of students tested with alternative assessment	10	11	9	7	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	75	82	64	61	77
% Advanced	44	55	30	32	52
Number of students tested	89	103	88	72	66
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	73	80	78	38	57
% Advanced	36	50	56	13	29
Number of students tested	11	10	9	8	7
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	64	77	61	50	76
% Advanced	39	51	26	25	50
Number of students tested	33	35	38	36	38
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	74	81	65	58	78
% Advanced	41	49	35	36	53
Number of students tested	69	73	74	55	59
<b>5. African- American Students</b>					
% Proficient plus % Advanced	75	82	65	65	58
% Advanced	25	55	29	18	25
Number of students tested	4	11	17	17	12
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	91	85	83	67	94
% Advanced	64	75	58	40	81
Number of students tested	11	20	12	15	16
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** CST

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** ETS/California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	85	75	77	70	62
% Advanced	59	49	45	37	26
Number of students tested	102	101	86	89	127
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	16	7	6	6	18
% of students tested with alternative assessment	16	7	7	7	14
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	84	75	79	73	60
% Advanced	57	49	48	44	24
Number of students tested	88	101	71	66	104
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	88	86	100	67	44
% Advanced	44	86	50	17	0
Number of students tested	16	7	6	6	18
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	90	72	75	74	64
% Advanced	66	51	59	50	29
Number of students tested	38	43	32	34	45
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	88	76	80	70	63
% Advanced	57	51	48	41	27
Number of students tested	68	75	54	59	79
<b>5. African- American Students</b>					
% Proficient plus % Advanced	82	82	86	54	35
% Advanced	55	27	36	23	10
Number of students tested	11	11	14	13	20
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	79	67	69	86	77
% Advanced	68	56	54	43	35
Number of students tested	19	9	13	14	26
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** CST

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** ETS/California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	90	82	71	61	44
% Advanced	48	47	44	27	12
Number of students tested	88	95	91	115	102
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	10	8	10	15	16
% of students tested with alternative assessment	11	8	11	13	16
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	91	82	71	63	39
% Advanced	46	47	47	28	9
Number of students tested	80	92	70	88	77
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100	100	70	60	50
% Advanced	30	88	50	20	19
Number of students tested	10	8	10	15	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	92	79	77	74	40
% Advanced	46	42	53	31	6
Number of students tested	38	33	30	35	35
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	91	77	77	71	46
% Advanced	46	44	51	29	9
Number of students tested	67	64	57	72	65
<b>5. African- American Students</b>					
% Proficient plus % Advanced	88	92	64	36	36
% Advanced	50	33	29	7	21
Number of students tested	8	12	14	14	14
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	90	100	59	50	46
% Advanced	50	86	35	31	14
Number of students tested	10	14	17	26	22
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** CST

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** ETS/California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	69	58	59	44	45
% Advanced	35	19	22	10	7
Number of students tested	65	69	107	79	85
Percent of total students tested	100	100	100	99	99
Number of students tested with alternative assessment	7	8	14	9	14
% of students tested with alternative assessment	11	12	13	11	16
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	72	59	60	40	42
% Advanced	38	19	23	8	6
Number of students tested	58	68	92	62	72
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	57	88	71	56	7
% Advanced	0	38	43	22	0
Number of students tested	7	8	14	9	14
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	85	52	63	40	28
% Advanced	54	19	30	10	0
Number of students tested	26	21	27	30	18
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	73	56	59	42	50
% Advanced	41	24	24	13	7
Number of students tested	44	41	68	53	42
<b>5. African- American Students</b>					
% Proficient plus % Advanced	56	50	50	33	25
% Advanced	22	10	10	0	0
Number of students tested	9	10	10	9	16
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	88	69	64	60	50
% Advanced	25	8	24	7	8
Number of students tested	8	13	25	15	24
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** CST

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** ETS/California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	53	50	44	34	45
% Advanced	15	22	14	11	15
Number of students tested	94	109	105	91	89
Percent of total students tested	99	99	100	100	100
Number of students tested with alternative assessment	11	10	14	8	7
% of students tested with alternative assessment	12	9	13	9	8
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	52	51	39	33	44
% Advanced	14	23	10	10	15
Number of students tested	89	103	88	72	66
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	73	80	89	38	29
% Advanced	27	60	56	13	29
Number of students tested	11	10	9	8	7
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	33	37	29	19	42
% Advanced	3	9	8	3	5
Number of students tested	33	35	38	36	38
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	46	45	38	31	44
% Advanced	12	15	14	9	14
Number of students tested	69	73	74	55	59
<b>5. African- American Students</b>					
% Proficient plus % Advanced	75	55	47	41	17
% Advanced	50	36	18	6	8
Number of students tested	40	11	17	17	12
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	91	65	75	33	63
% Advanced	27	35	17	27	19
Number of students tested	11	20	12	15	16
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** CST

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** ETS/California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	75	76	67	62	58
% Advanced	45	47	33	33	25
Number of students tested	102	103	86	89	127
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	16	8	6	6	18
% of students tested with alternative assessment	16	8	7	7	14
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	73	76	68	64	54
% Advanced	40	47	32	38	24
Number of students tested	88	103	71	66	104
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	94	75	83	33	44
% Advanced	69	75	33	33	22
Number of students tested	16	8	6	6	18
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	68	73	63	62	51
% Advanced	40	43	31	32	24
Number of students tested	38	44	32	34	45
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	74	79	70	64	62
% Advanced	41	49	32	36	24
Number of students tested	68	76	54	59	79
<b>5. African- American Students</b>					
% Proficient plus % Advanced	64	58	71	46	35
% Advanced	36	33	36	15	15
Number of students tested	11	12	14	13	20
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	84	78	62	64	65
% Advanced	63	44	39	43	35
Number of students tested	19	9	13	14	26
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** CST

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** ETS/California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	66	71	63	57	41
% Advanced	25	26	20	14	10
Number of students tested	88	95	91	115	102
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	10	8	10	15	16
% of students tested with alternative assessment	11	8	11	13	16
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	65	70	63	53	36
% Advanced	23	26	20	15	7
Number of students tested	80	92	70	88	77
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	80	88	60	33	56
% Advanced	60	63	40	13	25
Number of students tested	10	8	10	15	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	66	67	60	49	29
% Advanced	21	24	13	11	6
Number of students tested	38	33	30	35	35
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	67	67	68	57	39
% Advanced	27	22	21	13	11
Number of students tested	67	64	57	72	65
<b>5. African- American Students</b>					
% Proficient plus % Advanced	75	58	29	50	43
% Advanced	25	25	7	7	14
Number of students tested	8	12	14	14	14
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	60	93	72	65	46
% Advanced	20	50	29	19	5
Number of students tested	10	14	17	26	22
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** CST

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** ETS/California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	74	64	51	49	40
% Advanced	23	20	16	13	11
Number of students tested	65	69	104	79	85
Percent of total students tested	100	100	100	99	99
Number of students tested with alternative assessment	7	8	14	9	14
% of students tested with alternative assessment	11	12	13	11	16
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	76	63	50	45	36
% Advanced	26	19	17	13	11
Number of students tested	58	68	92	62	72
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	86	75	57	67	7
% Advanced	43	50	21	44	0
Number of students tested	7	8	14	9	14
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	81	57	44	47	11
% Advanced	27	14	15	10	0
Number of students tested	26	21	27	30	18
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	77	61	46	49	41
% Advanced	21	22	15	13	10
Number of students tested	44	41	68	53	42
<b>5. African- American Students</b>					
% Proficient plus % Advanced	67	50	40	33	19
% Advanced	33	10	10	11	6
Number of students tested	9	10	10	9	16
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	75	77	68	60	50
% Advanced	38	23	20	13	13
Number of students tested	8	13	25	15	24
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**