

**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) [ ] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Dr. Erin Roderick

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

Official School Name Los Molinos Elementary School

(As it should appear in the official records)

School Mailing Address 3112 Las Marias Avenue

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

City Hacienda Heights State CA Zip Code+4 (9 digits total) 91745-6218

County Los Angeles County State School Code Number\* 19-73445-6014278

Telephone 626-933-2201 Fax 626-855-3746

Web site/URL http://losmolinos.hlpschools.org E-mail eroderick@hlpusd.k12.ca.us

Twitter Handle	Facebook Page	Google+
<u>www.twitter.com/LosMolinosElHLP</u>	<u>www.facebook.com/losmolinos elementary</u>	<u>https://plus.google.com/u/0/106201901276775399252/</u>

YouTube/URL	Blog	Other Social Media Link
<u>https://www.youtube.com/user/LosMolinosPTA</u>	<u>http://losmolinospta.wordpress.com</u>	

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

Date \_\_\_\_\_

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

Name of Superintendent\*Mrs. Cynthia Parulan-Colfer E-mail: cpcolfer@hlpusd.k12.ca.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hacienda La Puente Unified School District Tel. 626-933-1000

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

Date \_\_\_\_\_

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

Name of School Board  
President/Chairperson Gino Kwok, Esq.  
(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.

Date \_\_\_\_\_

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

*\*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):
- 24 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 6 High schools
  - 2 K-12 schools
- 36 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. 2 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	7	0	7
K	32	27	59
1	24	24	48
2	23	33	56
3	29	32	61
4	34	30	64
5	35	19	54
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	184	165	349

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 18 % Asian
  - 1 % Black or African American
  - 75 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 6 % White
  - 0 % 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: 7%

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	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	293
(5) Total transferred students in row (3) divided by total students in row (4)	0.072
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 10 %  
35 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Cantonese, Gujarati, Korean, Mandarin, Spanish
8. Students eligible for free/reduced-priced meals: 41 %  
 Total number students who qualify: 141

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.

n/a

9. Students receiving special education services:  $\frac{9}{30}$  %  
30 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.

- |                         |   |
|-------------------------|---|
| 17 Autism               | 0 Orthopedic Impairment                 |
| 0 Deafness              | 3 Other Health Impaired                 |
| 0 Deaf-Blindness        | 6 Specific Learning Disability          |
| 0 Emotional Disturbance | 2 Speech or Language Impairment         |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 2 Visual Impairment Including Blindness |
| 0 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	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 24:1

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	97%	98%	97%	97%	97%
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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“Once a Wildcat, Always a Wildcat” is a common mantra that is heard around the local community of beautiful Hacienda Heights. Current and former families have experienced the legacy of Los Molinos, which provides the feeling of an intimate family atmosphere. Throughout the day, our 349 students can be found walking through our muraled indoor hallways, tending to our organic garden, or reading with the principal in the manicured atrium patio.

At Los Molinos, “We Nurture Life Long Learners”. We believe that all students come with a desire for learning and a belief that all things are possible. Despite challenges students are faced with in their personal lives, we provide a stable learning environment where students feel safe and respected. We foster critical thinking through diverse opportunities, shared decision making, and rigorous curriculum. Los Molinos is a community of dedicated staff members, involved parents, and students who always strive to achieve their highest potential. From the moment you step onto our campus, Wildcat pride is evidenced by the actions and behaviors of all stakeholders. Los Molinos balances academic rigor and social-emotional development while preparing students for 21st century learning and becoming college and career ready.

Our district invites parents to choose their children's schools, regardless of where they live. With many other surrounding elementary schools to choose from, we are honored that families elect to bring their students to Los Molinos so that they can enjoy such an amazing school experience. Our student demographic is wonderfully diverse with over 63% of our families residing outside our attendance area. It is not uncommon for families to drive great distances, passing many other schools along the way, in order to arrive each day at the best, Los Molinos.

A “focus on literacy” campaign drives our instruction beginning in Pre-K. Our comprehensive literacy-building plan includes research-based strategies for classroom environment, reading fluency and comprehension, writing across the curriculum, and vocabulary-building. Our beautifully renovated media center hosts motivating literacy activities such as annual book fairs, grandparent reading events, and summer reading challenges to promote wide reading of various genres and engage young readers.

Teachers and staff, working within professional learning communities, are committed to ensuring academic success for all students. This is accomplished through ongoing student data analysis and collaborative planning. Teachers routinely use annual state assessment data, district interim results, and grade-level common assessments to inform instructional planning. Los Molinos teachers are trained to use technology-based data management systems, student assessment software, and web-based instructional programs to support student learning. Our teachers are devoted to developing positive relationships beyond the classroom and to helping children succeed academically. “We believe in our students and will do whatever it takes for success!”

At Los Molinos, nurturing a strong sense of character is accomplished by a tiered incentive system. Students are motivated when recognized for their accomplishments and efforts. Through demonstrating our school’s core values of being safe, respectful and responsible, students earn raffle tickets, lunch with the principal, “bring a friend” activities, and are publicly recognized through various media including the school marquee. Achievements in all content areas are celebrated by presenting students with certificates, medals, and trophies during awards ceremonies throughout the year to an audience of proud parents.

Los Molinos provides a variety of enrichment programs. Beginning band, sports, cheer, and dance are offered to our students. Art Masters and Art Attack are provided for all students throughout the year. Additional afterschool classes such as Foreign Languages, Chess, Art, Science, and Technology are offered. We support working families with early drop-off and late pick-up through our California Learns after school program. This program offers students a quiet place to get help with homework, enjoy enrichment and physical activities in a safe environment.

Los Molinos stands apart from other schools because of the community's support of our school's educational philosophy. Student success is largely dependent upon the level of parent involvement that we are afforded by our community. Our PTA is committed to raising money to support academic and enrichment programs throughout the year. We offer an annual Fall Festival, Santa's Workshop, family nights, dances, Move-a-Thon and much more. As part of Autism Speaks, Los Molinos hosts an annual Autism walk to raise awareness and funds toward research. We are not just an elementary school, we are a family!

Through the spirit of team work we have narrowed the achievement gap between groups of students and made a 78-point increase over the past 5 years bringing our API to 953, the highest in our district. Los Molinos continues to make our school a safe, academically challenging, and supportive learning environment for all students. With the belief that rigor, relevance, and relationships are the key to success, Los Molinos proudly provides the Wildcats with the best educational experience possible and this is why our community is deserving of the National Blue Ribbon Award.

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

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

A.

In California, students in grades 2-5 are assessed annually with the Standardized Testing and Reporting (STAR) program. Most students take the California Standards Test in Language Arts and Math, as well as Science in 5th grade. Students with an Individualized Education Plan (IEP) take either the California Alternative Performance Assessment (CAPA) or the California Modified Assessment (CMA) based on their learning abilities and as indicated in their IEP. There are five performance levels for reporting individual student performance: advanced, proficient, basic, below basic, and far below basic. In California, the target is for all students to score proficient or advanced in all subject areas. An Annual Performance Index (API) score is calculated for each school based on the performance of the students. California's target score is set at an API of 800. Additionally, each school is expected to make Adequate Yearly Progress for all subgroups of students. At Los Molinos, over the past five years, our students have made consistent improvement and have met the AYP target annually for both English Language Arts (ELA) and Math.

We can say with "Wildcat Pride" that over the past five years we have progressively decreased the number of students in the below and far below basic levels to having no students scoring in these bands for either ELA or Math in 2013. We attribute this great feat to the implementation of highly rigorous, engaging, and quality standards-based instruction.

We engage our students in setting individual goals for their own performance and we strategically target students who need intervention and support. Through intensive data analysis of formative assessments, we provide additional supports, individual and focused instruction to these targeted students. As a result, we have been able to achieve 85% proficiency in ELA, 96% proficiency in Math, and 94% in Science.

B.

Upon analyzing Los Molinos' data trends over five years, it is notable that we have made consistent and steady improvements in both ELA and Math. In ELA we made a 19% increase in the number of students at or above proficient with 67% in 2009 and 85% in 2013. Our most notable growth was made in our Socioeconomically Disadvantaged (SED) subgroup with a 32% increase over five years and our English learner subgroup increased 34%. The Hispanic subgroup increased by 19% to having 83% at or above proficient.

Fourth grade writing scores show an increase in students scoring benchmark, from 71% in 2009 to 100% in 2012. We use rubrics and exemplars to teach writing across all content areas. Fifth grade science scores show an 18% increase over five years, while consistently ranking as one of the highest schools in our district. 4th and 5th grade students receive consistent instruction from a teacher specializing in a single subject. This practice allows students to receive the most effective instruction within specific content areas.

In Math we made a 15% increase in the number of students at or above proficient with 82% in 2009 and 96% in 2013. 97% of our SED subgroup and 95% of our Hispanic subgroup scored at or above the proficient level. Our English Learner subgroup scored higher than our overall student population with 100% proficiency!

In ELA, we have narrowed the achievement gap between Hispanics and our overall student proficiency to less than a 3% difference. In Math, we exceeded the NCLB expectation to narrow the achievement gap and actually eliminated the gap for the SED subgroup. These achievement results are due to excellent first-teaching, by highly qualified teachers, who collaboratively planned lessons and reflected on better ways to teach concepts.

Although our students are performing at such high levels, we reflect on ways to move a greater number of students into the advanced performance band. We consistently increase the percentage of students scoring advanced. In the last five years, 19% more students scored advanced in ELA and 20% more in Math.

Particular grade levels show a significant increase in the number of students scoring advanced, specifically in 3rd grade in 2009, 36% were advanced as compared to 2013, 53% were advanced in ELA. In 4th grade Math, 60% were advanced in 2009 as compared to 84% in 2013. In 5th grade ELA, 40% were advanced in 2009 as compared to 62% in 2013. These significant increases in advanced students are attributed to instructional improvements, strategic grouping of students, and pairing students with the teacher that matches their own unique learning styles.

We challenge students to set goals for their own achievement. Our principal and teachers conduct individual data chats with students to analyze their progress, set personal goals, and encourage maximum levels of performance. Our students take pride in their efforts and set out for perfect scores in ELA and Math. In 2013, we celebrated 23 students with a perfect score of 600 on their state test.

This plethora of achievements is attributed to our Professional Learning Communities (PLCs) and Response to Intervention, where we analyze student achievement data and strategically target our instruction and intervention program. We focus on enhancing instructional best practices in a collaborative team approach to meet the needs of each individual student. Our grade level teams analyze data from multiple measures, including state, benchmark, common, and formative assessments to drive instruction. This process includes analyzing and reflecting on instructional practices in order to differentiate and make adjustments.

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

At Los Molinos, we believe that effective data analysis for comprehensive school-wide improvement utilizes multiple measures of data to improve school and student performance. We analyze demographic, perception, school processes, and student learning data to make informed decisions about improvement. These measures are interrelated and our staff focuses analysis on the intersection of these four measures. By doing this, we are able to draw conclusions and make predictions about our actions, processes and programs that we establish, and whether or not they will meet the needs of all students. We focus on what processes are needed for continuous improvement across all areas.

The use of assessment data begins before students ever start their school experience at Los Molinos. A diagnostic assessment is administered to our incoming Kindergarten students, which allows us to form classes. Our staff uses a systematic approach and conducts a thorough analysis of our state assessment data to identify specific areas of strengths and weaknesses and to form targeted intervention groups early in the year.

Grade level teams meet in PLCs bimonthly to analyze summative and formative assessment data: state, district, curriculum based and grade level common assessments, and informal observations. Our Renaissance Learning and iStation online reading programs provide diagnostic reading data that we use to form leveled reading groups, target instruction, and identify students needing intervention. To identify areas of need for professional development, teachers collect information through multiple means, including observations, daily interactions, student participation, and work samples during all lessons. Data is used to determine how to best guide and differentiate our everyday instruction.

The data is disaggregated by gender, subgroup, and standard and cluster areas to assist teams in using the data results to reflect on instructional best practices, share practices, identify standards for reteaching, identify target students and develop lessons and units of study in collaborative teams. There is ongoing and continuous reflection of what strategies are working and what are not working to make instructional adjustments.

Students meet 1:1 with their teacher during data chats to analyze and graph their performance and set goals. The cornerstone of our success has been the development of a system where students take ownership and demonstrate a passion for the highest achievement possible.

Transparency is essential within our school community and we spend endless hours communicating our assessment results in multiple ways with all of our stakeholders. Our Shared Decision Making team and

English Language Advisory Committee discuss these results to gain insight for the development of the school plan. We conduct data presentations at parent meetings and family evening events and utilize social media to showcase our students' achievement. The local Hsi Lai Temple partners with our school to recognize and award scholarships to high achieving economically disadvantaged students. We proudly display our various assessment results on our parent bulletin board and parents have access to viewing their students' progress through online grading systems. Our teachers go above and beyond the traditional forms of communication to make themselves available and to accommodate parents.

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

Los Molinos is fortunate to be a part of a large school district serving our community with 4 comprehensive high schools and their subsequent feeder schools. The staff believes in the power of teamwork and sharing. We work collaboratively as a whole district, but spend significant time within our quadrant which consists of one high school, two middle schools, and five elementary schools. Our quadrant's administrative team conducts monthly instructional walks at each of the schools to learn and share instructional practices and plan professional development for our staff.

The district's instructional division develops district-wide workshops and trainings throughout the year where teachers and administrators come together from all schools to focus on strategies, lesson planning, development of instructional pacing, and integration of technology. An online network is utilized, where teachers can post lessons and share strategies. High levels of success have been experienced in reading comprehension and writing strategies presented by educational consultant, Nancy Fetzner. Teachers regularly participate in her intimate workshops where reciprocal teaching of strategies occurs between consultant and our staff. Teachers also reflect on and share strategies that have been effective in their classes.

Teachers proactively discuss successes and challenges with peers at trainings and district level PLCs such as Response to Intervention (RTI). Our teachers contribute on district committees to develop pacing guides and provide input for curriculum adoption.

At Los Molinos we are eager to share our best practices with others due to our very high levels of achievement. We have produced instructional videos in our own classrooms and shared them within our district and with local university teacher education programs, such as Azusa Pacific University. Our success has led to an "open door" policy with the entire education field. We have also hosted visits from other local and international schools to learn from our best practices and school programs. Many of our teachers have served as master teachers for students in teacher education programs, sharing many successful techniques.

The partnerships that we have established with local schools, other districts, universities, and international schools contribute to many levels of success in our surrounding community. We strive to inspire others and continuously search for ways to make a meaningful impact that ripples beyond our small school.

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

Los Molinos is more than just a school, it is a family! We have progressively increased our parent involvement and communication. In 2011, Los Molinos was honored as a California Distinguished School and highlighted our signature practice as being a "Parent Involvement" school. Our parent community contributes tremendously to the successes of our students. Staff members present an array of parent workshops to build the culture of collaboration between school and home and focus on using evidence-based strategies to support success academically and behaviorally. Within the home environment, parents reinforce teachers' efforts and student learning to maintain consistency across both settings.

Our highly involved Parent Teacher Association (PTA) raises and contributes over \$20,000 yearly to purchase materials and supplies for our classrooms, prizes to promote our reading incentive program, trophies and other awards for recognition ceremonies, annual subscriptions to web-based instructional programs such as Accelerated Reader (AR) and Brain Pop, and transportation for various activities.

Communicating a clear vision has been essential to the partnership between our school and community members. Social media, daily information folders, and student planners are used to correspond with families and encourage involvement and volunteer opportunities. We publish a 6-page monthly magazine in full color highlighting students and communicating upcoming events and activities to keep our parents informed. Our Principal regularly sends recorded phone messages and email blasts with announcements and reminders as well as personally invites and encourages parents to participate in opportunities such as Shared Decision Making, English Language Advisory Committee and a monthly “Coffee with the Principal.” Parents volunteer as photographers/videographers to document and celebrate the fun and enriching activities our PTA plans for the school. Announcements, photo collages, and videos are shared throughout the hallways, at our front office media station, and are included on our school website, Facebook, WordPress, Google+, and Twitter pages.

Our PTA is known throughout our community for planning the best student and family events in town and we are regularly featured in the local newspaper! PTA goes above and beyond to plan and provide special events that create lifelong memories for our students. At Los Molinos, we celebrate diversity daily, but embrace and highlight various cultures at our annual multicultural celebration. A resource room is provided for our parent volunteers to plan and work on school projects which support our students and teachers. This unique feature stimulates our family atmosphere.

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

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### **1. Curriculum:**

Los Molinos utilizes core curriculum aligned to the California Content Standards with enhancements to further intrigue the minds of our students. Our district has introduced bridge materials to support the shift to implement the Common Core Standards. We maximize students' learning through the use of supplemental materials and tools. Cross-curricular activities and lessons are embedded in the core curriculum with Standards Plus, Scholastic News, Mc-Graw Hill Critical Reading Series, SRA Reading Laboratories, test prep materials, novel studies, and online resources.

In ELA, our core curriculum is Houghton Mifflin (HM), A Legacy of Literacy. This curriculum supports our implementation of a balanced literacy program including phonemic awareness, phonics, vocabulary, fluency, comprehension, spelling, grammar and writing. The series provides teachers with a variety of tools to support and challenge individual students during Universal Access (UA) time. We supplement HM with Hampton Brown Avenues during UA time to focus on instruction for ELs. Teachers use interactive classroom walls as instructional tools to engage students. Students reference HM Focus Walls, language frames, chants, and text structure charts throughout the day. Beginning in Kindergarten, students learn to write in a variety of genres including narratives, opinions and informational/explanatory pieces, which are built upon and spiral throughout all grades.

Los Molinos utilizes Harcourt Brace Math and has introduced Go Math in K-1 as a bridge to the Common Core Standards. We use manipulatives, reteaching, real-world problems and applied problem solving skills to focus on number sense, algebra and functions, measurement and geometry, statistics, and data analysis and probability.

In Science, students explore units of physical, life, and earth science using Scott Foresman, California Science curriculum in all grade levels. Teachers incorporate the use of technology using an online portal to the curriculum called Pearson SuccessNet. To supplement the core curriculum we provide students with hands on experiments and investigations through the use of science tool kits.

For social studies, we use Scott Foresman, Social Science for California. We enhance the curriculum with real life connections including field trips to various locations in the community, guest speakers, as well as an annual Gold Rush Day for fourth graders. We transform our campus into a California settlement and students dress in authentic clothing, pan for gold, and experience what life was like during the California Gold Rush.

We believe that visual and performing arts contribute to the development of the whole child and are very important at Los Molinos. PTA funds an Art Masters program, where specialty art teachers bring lessons to our students throughout the year. The entire school participates in an annual winter show performance where students sing and dance to choreographed routines. Additionally, our Kindergarten classes annually perform a musical for our Hacienda Heights community.

Emphasizing physical fitness, health, and nutrition are very important at Los Molinos. Students are taught healthy habits for life-long well-being. We provide students with monthly rotations to various sports, activities, and calisthenics for Physical Education. Classes also use an online program, Adventure to Fitness, to engage students in healthy lifestyles through imagination and movement. A cross country club and competitive team that participate in a district-wide league enforce our commitment to physical fitness. Los Molinos hosts an annual cross country meet and several home games for our basketball team.

The Los Angeles County Sheriff's Department presents our 4th and 5th grade students with a positive life choice curriculum. The Success through Awareness and Resistance (STAR) program teaches drug and violence prevention, positive choices, and short and long term goal setting. Teachers implement the Too Good for Drugs and Violence curriculum for all students. In recent years, we have implemented a healthy

eating campaign by providing students with fresh fruits and vegetables at our nutrition break and lunch. Students also learn to prepare balanced meals using our organic garden's produce.

Los Molinos students engage in technology enhanced lessons daily. Each of our classrooms have LCD projectors, a document camera, and up to five student computers. Classes rotate weekly through our newly renovated computer lab, with 39 personal desktop computers. Students utilize Google docs, Blackboard and multiple websites to learn computer navigation skills, keyboarding, and research techniques to complete technology based performance tasks.

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

Our multi-layered focus on literacy encompasses the strategic use of the physical classroom environment, multimodal teaching and learning strategies, purposeful exposure and direction of student independent reading, focused goal-setting, data analysis, tiered interventions, and reading incentive programs. All of these strategies are embedded in our school-wide focus on foundational reading, writing, communication, and critical thinking skills. Our staff has built on the components of the Focus Wall by including visual supports from various educational sources including Nancy Fetzer, Dennis Parker, and Thinking Maps. We balance the delivery of vocabulary, reading comprehension, and writing instruction in every classroom. Teachers focus on bolstering students' application of reading comprehension strategies and skills using our Houghton Mifflin core curriculum.

High value is placed on close reading and annotating text. Students are taught skills that enable them to think critically and develop a deeper comprehension of complex text. Data is utilized from our reading assessments to determine which students are performing below grade level. These students are strategically placed into small intervention groups based on their individual areas of need and receive support both during the instructional day and extended learning time afterschool. Within the school day, dynamic groupings of students are pulled out of class to receive intentionally designed instruction delivered by highly qualified retired Los Molinos teachers. Students develop and sharpen their skills with an online computer adaptive reading intervention program called iStation. In addition, they are afforded opportunities to practice on campus and at home, with other web-based resources including Raz Kids, Spelling City, Compass Learning, and NewsELA.

Students achieving at or above grade level, are challenged to explore elevated reading levels through research projects, incorporation of non-fiction articles at higher Lexile levels, and setting more rigorous individual reading goals with our AR program.

Exposing students to a wide breadth of genres is essential to our school's reading philosophy. We accomplish this through our Reading Log/Accelerated Reader program and yearly Read Across America activities. Parents support and encourage their students' daily reading to foster a life-long passion for reading. Once a month, the principal reviews all students' progress in reaching their goals and hand-delivers reading prizes. Our wildcats are highly motivated to read and look forward to receive their monthly incentives.

Each summer our school and students compete in the Scholastic Summer Reading Challenge. In 2012-2013, Los Molinos placed first in California with 305,191 minutes read!

## **3. Mathematics:**

Our staff's enthusiasm for math creates a passion and love for the subject in our students. We emphasize high levels of student engagement strategies and frequent checking for understanding including the use of white boards, thumbs up/down, choral responses, and think-pair-share. When students are engaged, they are learning!

Math is made meaningful at Los Molinos through collaborative lesson planning that gives students connections to the real world. Students engage in the use of manipulatives, hands on activities, and online

programs, such as Xtra Math, to build foundational skills. Fluency with basic facts is essential to progress toward higher level math skills. Several years ago, we launched a math facts campaign with each grade level setting goals for mastery of facts. By the end of 5th grade, students will utilize all of their math facts with accuracy and automaticity, applying them in research projects and real life scenarios.

Students begin using math notebooks in 3rd grade and consistently use their notes to make references when completing assignments and reviewing for tests. In PLCs, teachers use data to identify areas of need for re-teaching and repetition of concepts to use during whole group and small group instruction. Lessons begin with a spiral review to build on prior knowledge and create curiosity. Teachers employ kinesthetic, auditory, and visual strategies to engage students with diverse learning styles to support retention.

It is our belief that, “If you can teach it, you have mastered it.” Students routinely participate in sage-n-scribe activities to strengthen listening and speaking skills. We identify our high achieving students and assign them as peer tutors to help lower achieving students as well as challenge them to explain concepts for a deeper understanding. We provide opportunities for students to access above grade level math instruction. Partnerships with our local middle school provide an ongoing accelerated pathway to ensure these students receive the most rigorous instruction possible.

Target students in need of intervention are given extended learning opportunities before and after school, in an individual setting, or in small groups. Many of our teachers donate their own time to provide tutoring to students because of their passion to ensure mastery of the standards. The collaborative discussions, lesson planning, and sharing of best practices among our teachers has enabled Los Molinos to be at the top of our district and far superior to the state average for Math achievement.

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

The science program at Los Molinos contributes to our overall acquisition of essential skills across all content areas and enforces our school’s mission to nurture life-long learners. We begin our exploration of Science concepts in Pre-K, giving our students hands on learning in our school’s beautiful organic garden. With donations and the support of our PTA, we developed a 100% organic garden where students come and learn lessons about gardening, organic composting, worm factories, and the process for preparing soil and harvesting fruits and vegetables. Students hold an annual Farmer’s Market and sell their crops while blending skills from various content areas. All classes rotate through our garden multiple times throughout the school year. This early exposure to hands on science sets our students on a life-long quest for deeper science exploration and understanding.

From Kindergarten to 5th grade, students move through units learning earth, life, and physical science. Our philosophy with teaching science in the classroom involves students knowing text structure, graphs, diagrams, and how to read and comprehend expository “real life text”. Teachers explicitly teach and train students to become effective note takers through a blend of Cornell Notes and Fetzer strategies. We teach our students how to closely read text and determine the meaning of key terms and vocabulary that are necessary to be college and career ready.

Our quadrant’s high school Biology students deliver science instruction and facilitate experiments via the Face Time application on iPads with our students. This not only gives students chances to share, but also builds their language, speaking, listening, and overall communication skills. Since 2006, we have selected a team to represent our school at the Los Angeles County Science Olympiad Competition. Students explore different science concepts and compete with both intellectual and building challenges. With the expertise of our staff and parent volunteers who have backgrounds in science, technology, engineering, and math, we have earned gold medals several times. In addition to this honor, our school has been listed as a STEM honor roll school by the California Business for Education Excellence for the past three years.

A 21st century school provides students with rigor, relevance, and relationships. Los Molinos focuses on these three R’s to give our students a head start and strong foundation so that they are one step closer to

being ready for their college or career experiences in the future. We enhance our students' experiences in Science by planning field trips to various hands-on museums, the California Discovery Science Center, the Los Angeles Zoo, and other local establishments that relate directly to our instructional standards.

The focus of early childhood education is to prepare children to be life-long learners. The early years are foundational and a strong emphasis is placed on the whole child. In order for children to be prepared for K-3 expectations, all areas of development must be addressed through early education programs. A focus is placed on social, emotional, and motor development, cognition, language and communication, and practical life skills.

Children's learning is driven by curiosity and is facilitated by the educator. Early education teachers present curriculum rich in interactive and open-ended materials, which engage children by supporting their natural learning style. Hands on activities, such as those presented through our organic garden, entice our young students. Children learn to collaborate with peers and use language to resolve challenges. They use both large motor and fine motor muscles to dig and plant various seeds. Students learn healthy eating habits and gain a sense of accomplishment for having planted, cared for, and cultivated their own crops.

The ability to reach high levels of student success is grounded in knowing what to teach and on how to teach it. At Los Molinos Elementary, the whole child is fostered through the collaboration of a skilled staff that is constantly screening, monitoring, and promoting the development of every child from Pre-K to 5th grade.

## **5. Instructional Methods:**

With an ever changing student population, we must differentiate instruction in order to meet the diverse needs of our students. Teachers work together with students and their parents to identify individual learning needs, provide accommodations, modifications, and unique learning opportunities. With the transition to Common Core Standards, we have shifted from a model of "I do, we do, you do" to focusing on the 4 C's: communication, collaboration, critical thinking, and creativity. Our classrooms have transformed into environments where there are less teacher directed tasks and more student led discussions and activities. Our annual Oratorical contest showcases and allows students to refine their presentation skills. Our staff scaffolds Kaplan's Depth and Complexity Icons for all students to use at varying degrees to annotate text. GATE students receive specialized instruction during the day and are challenged to combine the icons at a more complex level. They are also actively challenged with theme-based, technology enhanced performance tasks in the after school GATE club. Strategies like total physical response and Specially Designed Academic Instruction in English (SDAIE) strategies have supported our English learners.

Our school utilizes the Response to Intervention (RTI) model to meet the needs of all learners. RTI is a tiered approach to identify what students need, both academically and behaviorally, to succeed. In the first tier, we focus on direct whole class and small group instruction, flexible grouping, reteaching, universal access time, guided reading, and tiered vocabulary. There is a widespread use of diagrams, fiction and non-fiction story maps and graphic organizers to scaffold instruction in all content areas. Behaviorally, we support students using proactive classroom management strategies, the Good Behavior Game, and Positive Behavior Supports (PBS).

For the very few students that demonstrate a need for more support based on universal screening results, tier two provides them with an individually prescribed program that meets their needs. This includes after school academic tutoring, pull out intervention during the day, a check in/check out mentoring program, or referral to a student study team to dig deeper. Our RTI team monitors their progress on a regular basis to determine if more or less support is needed.

Tier 3 offers students the highest level of support including behavior support plans, 1:1 instructional aides, or specialized academic instruction with a possible referral for special education services and the development of an Individualized Education Plan.

## **6. Professional Development:**

The Los Molinos staff uses data to identify areas of need for professional development (PD). We collaboratively select PD for each grade level team based on their unique needs. Our school's focus is effective PLCs and strategic data analysis, RTI, instructional best practices and strategies, and the implementation of California Common Core Standards.

A train-the-trainer model is employed, where members from our leadership team participate in district-wide PD and then train our Los Molinos staff. A strategically selected group of teachers annually attend summer trainings to become experts and share strategies to be implemented throughout the year. Members of our staff serve as facilitators for Common Core, Site Governance, and English Language Development.

Our district has provided PD over the last several years on the PLC process, where collaborative teams share data and make decisions about instruction. We have focused on the process for universally screening students and identifying target students in need of academic or behavioral support. In addition to the district-wide focus on PLCs, we have implemented the RTI model. A combination of proactive classroom management strategies from Rick Morris and Diana Browning Wright, expert consultants in this field, are implemented consistently to highly engage students. We have implemented a PBS model, teaching students expected behaviors in all settings at school with consistent reinforcement.

Professional development for instructional best practices is vital to the success at Los Molinos. Our long-term commitment to the strategies of Nancy Fetzer and Thinking Maps has directly impacted our continued success in reading and writing. As a result of our fidelity to these strategies, we have progressively moved toward a greater depth of implementation across all grade levels.

Over the past two years we have focused on instructional strategies to engage through communication, collaboration, critical thinking, and creativity. Teachers have learned about Webb's Depth of Knowledge and how to engage students in understanding the different levels of questioning with increased cognitive demands. In an effort to engage students in a deeper understanding of complex text in both fiction and non-fiction, a significant amount of time has been spent learning about the close reading process.

Teachers have been trained on how to best enhance their lessons through the use of technology. We have embedded technology into all our site-based PD, including exploration of Microsoft Office, use of Blackboard, and online resources.

## **7. School Leadership**

Los Molinos operates best within a distributive leadership model. Our entire staff participates in decision making processes that promote collaboration and harmonious work relationships. This model has had a positive impact on student and teacher productivity. All stakeholders have input in school decisions as evidenced by the relationship between the principal and Shared Decision Making team, other parent groups, and the school staff members.

Parent involvement and input is welcomed and teachers and the principal have an open door policy. Students are encouraged to participate in leadership opportunities in Student Council. Student officers are elected each year and lead many school activities and events. Our student leaders plan donation drives to collect clothing and toys for the homeless, organize and promote participation in Red Cross blood drives, as well as collect donations for the Lymphoma and Leukemia Foundation for cancer research. We believe it is important to teach our students to give back to the community in many ways. Student leaders are also responsible for promoting a monthly character trait focus and they decorate a bulletin board in our main hallway to highlight the monthly focus. Student Council officers select one student each week who demonstrates the focus character trait as our "Wildcat of the Week". The student's name appears on our marquee and is published in our monthly magazine.

It is our principal's top priority to provide students with a safe and effective learning environment, full of rich experiences. She models collaborative decision making, listening to all perspectives when making decisions, and involves all stakeholders in decisions. She is highly accessible, approachable, and can be found visiting classrooms, joining students on the playground during recess, greeting students and parents before and after school or even performing at the annual talent show to motivate and encourage students.

The communication of a clear vision and purpose is of utmost importance to Los Molinos. Our leadership team meets regularly to plan goals and guide all members on the journey toward continuous improvement and reflect on the success of implemented strategies. The commitment and passion from the entire Los Molinos family is the reason why so many people echo, "Once a Wildcat, Always a Wildcat!"

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** California Standards Test

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** California Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	97	80	94	77	76
% Advanced	74	61	75	63	59
Number of students tested	61	49	47	56	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	6	2	4	1	10
% of students tested with alternative assessment	9	4	8	2	14
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	77	88	78	47
% Advanced	70	54	64	61	26
Number of students tested	23	13	25	18	19
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	100	100	88	67
% Advanced	100	100	75	88	67
Number of students tested	5	4	8	8	6
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	98	74	93	71	70
% Advanced	71	53	68	51	47
Number of students tested	48	38	28	35	30
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	93	100	85
% Advanced	100	100	87	100	85
Number of students tested	7	7	15	11	13
<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					
% Advanced					
Number of students tested					
<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:** We have a Special Day class for students with moderate to severe disabilities, serving students from all around our district. These students are assessed using CAPA. We have a Resource Program for students with mild disabilities assessed using the CMA. Data tables contain only testing data for grades 3-5, but narrative sections include analysis of data for 2nd graders, who are also tested in California.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** California Department of Education

**Test:** California Standards Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	98	92	92	94	80
% Advanced	84	66	78	86	54
Number of students tested	51	38	51	50	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	4	5	1	11
% of students tested with alternative assessment	6	10	9	2	19
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	93	95	86	85	71
% Advanced	80	47	68	69	54
Number of students tested	15	19	22	13	24
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	100	89	100	60
% Advanced	83	50	78	100	40
Number of students tested	6	8	9	1	10
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	97	87	92	89	77
% Advanced	84	48	81	79	50
Number of students tested	38	23	36	28	30
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	100	91
% Advanced	100	92	100	92	73
Number of students tested	7	12	9	12	11
<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					
% Advanced					
Number of students tested					
<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:** We have a Special Day class for students with moderate to severe disabilities, serving students from all around our district. These students are assessed using CAPA. We have a Resource Program for students with mild disabilities assessed using the CMA. Data tables contain only testing data for grades 3-5, but narrative sections include analysis of data for 2nd graders, who are also tested in California.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** California Department of Education

**Test:** California Standards Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	97	96	100	71	73
% Advanced	64	80	80	42	51
Number of students tested	39	46	51	41	63
Percent of total students tested	100	96	100	98	100
Number of students tested with alternative assessment	4	4	2	4	5
% of students tested with alternative assessment	9	8	4	9	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	95	94	100	74	64
% Advanced	53	81	69	42	40
Number of students tested	19	16	13	19	25
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	86	100	100	83	29
% Advanced	29	89	100	67	0
Number of students tested	7	9	2	6	7
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	96	94	100	73	72
% Advanced	61	77	70	27	49
Number of students tested	23	34	30	26	47
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	90	70
% Advanced	58	100	100	90	50
Number of students tested	12	9	11	10	10
<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					
% Advanced					
Number of students tested					
<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:** We have a Special Day class for students with moderate to severe disabilities, serving students from all around our district. These students are assessed using CAPA. We have a Resource Program for students with mild disabilities assessed using the CMA. Data tables contain only testing data for grades 3-5, but narrative sections include analysis of data for 2nd graders, who are also tested in California.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** California Department of Education

**Test:** California Standards Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	84	65	70	55	58
% Advanced	54	37	43	32	34
Number of students tested	61	49	47	56	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	2	5	2	9
% of students tested with alternative assessment	8	4	10	3	13
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	74	54	72	33	37
% Advanced	44	23	32	17	16
Number of students tested	23	13	25	18	19
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	80	75	63	63	50
% Advanced	80	25	38	50	17
Number of students tested	5	4	8	8	6
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	83	58	68	49	50
% Advanced	48	29	32	23	27
Number of students tested	48	38	28	35	30
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	86	73	91	77
% Advanced	86	57	53	73	54
Number of students tested	7	7	15	11	13
<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					
% Advanced					
Number of students tested					
<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					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** California Department of Education

**Test:** California Standards Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	92	75	78	74
% Advanced	61	58	47	62	39
Number of students tested	51	38	51	50	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	5	7	1	10
% of students tested with alternative assessment	6	12	12	2	18
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	93	100	64	46	67
% Advanced	40	53	36	39	38
Number of students tested	15	19	22	13	24
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	88	89	100	50
% Advanced	67	50	56	100	20
Number of students tested	6	8	9	1	10
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	92	91	69	71	73
% Advanced	53	48	44	50	30
Number of students tested	38	23	36	28	30
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	92	100	92	64
% Advanced	100	67	67	75	55
Number of students tested	7	12	9	12	11
<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					
% Advanced					
Number of students tested					
<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					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** California Department of Education

**Test:** California Standards Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	80	70	73	61	67
% Advanced	62	52	51	29	38
Number of students tested	39	46	51	41	63
Percent of total students tested	100	96	100	98	100
Number of students tested with alternative assessment	4	5	2	3	9
% of students tested with alternative assessment	9	10	4	7	13
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	79	50	54	53	56
% Advanced	63	31	39	32	24
Number of students tested	19	16	13	19	25
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	57	78	0	33	29
% Advanced	29	67	0	17	14
Number of students tested	7	9	2	6	7
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	74	62	63	62	68
% Advanced	57	44	40	23	32
Number of students tested	23	34	30	26	47
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	83	89	91	60	60
% Advanced	58	89	73	50	50
Number of students tested	12	9	11	10	10
<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					
% Advanced					
Number of students tested					
<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:** We have a Special Day class for students with moderate to severe disabilities, serving students from all around our district. These students are assessed using CAPA. We have a Resource Program for students with mild disabilities assessed using the CMA. Data tables contain only testing data for grades 3-5, but narrative sections include analysis of data for 2nd graders, who are also tested in California.