

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

[X] Public or [] Non-public

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

Name of Principal Mr. Christopher Mullin

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

Official School Name William T. Newland Elementary School

(As it should appear in the official records)

School Mailing Address 8787 Dolphin Street

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

City Huntington Beach State CA Zip Code+4 (9 digits total) 92646-3218

County Orange County State School Code Number* _____

Telephone 714-378-4200 Fax 714-378-4209

Web site/URL http://wtnes-fvsd-ca.schoolloop.com/ E-mail mullinc@fvsd.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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*Dr. Marc Ecker E-mail: eckerm@fvsd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fountain Valley School District Tel. 714-843-3255

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 Mrs. Judy Edwards
(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

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

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):
- 7 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 10 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	56	51	107
1	39	37	76
2	32	37	69
3	29	34	63
4	36	29	65
5	28	39	67
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	220	227	447

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 12 % Asian
 - 1 % Black or African American
 - 11 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 66 % White
 - 7 % 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: 21%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	38
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	50
(3) Total of all transferred students [sum of rows (1) and (2)]	88
(4) Total number of students in the school as of October 1	429
(5) Total transferred students in row (3) divided by total students in row (4)	0.205
(6) Amount in row (5) multiplied by 100	21

7. English Language Learners (ELL) in the school: 4 %
16 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Filipino, Japanese, Spanish, and Vietnamese
8. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 45

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: 12 %
52 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.

- | | |
|-------------------------|---|
| 20 Autism | 1 Orthopedic Impairment |
| 0 Deafness | 5 Other Health Impaired |
| 0 Deaf-Blindness | 11 Specific Learning Disability |
| 0 Emotional Disturbance | 7 Speech or Language Impairment |
| 2 Hearing Impairment | 0 Traumatic Brain Injury |
| 5 Mental Retardation | 1 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:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	11
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 26:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	93%	94%
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

Post-Secondary Status	
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

William T. Newland Elementary is one of seven elementary schools in the Fountain Valley School District, located in Orange County, California. Currently, the school serves the needs of 447 students enrolled in Transitional Kindergarten through fifth grade. Our students reside within the city of Huntington Beach as well as within portions of the city of Fountain Valley. The Newland community has a student population that is 66% Caucasian, 11% Hispanic/Latino, 12% Asian, and 11% encompassing a number of ethnic and racial groups. Additionally, 16% of the student population at Newland receives specialized academic services.

The mission of Newland Elementary School is to provide an educational environment in which academic excellence is expected and all children are encouraged to develop their maximum potential through positive attitudes toward self and others, a love of learning, an appreciation for diversity in others, and a cultivation of the ability to be productive, useful members of society. Our school focus is on the unique needs of elementary school students as they transition through the elementary level and on to middle school.

Newland Elementary has been the fortunate recipient of a number of awards and recognitions. As a recipient of the California Distinguished School Award in 2008 and a nominee for it again in 2014, our staff and students have a history of educational excellence. Over the past five years, our school has been recognized as a California Business for Education Honor Roll School. Additionally, Newland has been recognized numerous times by the Orange County Register as one of the top performing schools in Orange County. Newland's focus on academic achievement requires us to continually adapt to the ever changing needs of our student population. The successes of our efforts are reflected in yearly increases in our Academic Performance Index score, which has grown from 906 in 2010 to 944 in 2013. The overwhelming majority of our students score Proficient or Advanced on California Content Standards Tests (CST's).

Over the past few years, Fountain Valley School District has not been immune to the painful reality of severe state budget cuts, which have resulted in the reduction of our teacher work force, larger class sizes, and furlough days. Despite these obstacles, Newland Elementary has continued to thrive through innovation in curriculum and instruction that has produced outstanding academic achievement at all levels. As district funds have tightened and tough choices have been made with regard to programs, creative funding and volunteerism have helped to maintain a positive and productive school climate at Newland. Furthermore, grants and partnerships with Chevron Energy Solutions, the Pacific Symphony, the American Heart Association, and the National Dairy Council have enabled our school program to flourish.

Meeting the diverse academic needs of all students is the core of our mission at Newland. Our teachers are committed to differentiating instruction to ensure school success. Working with students in small groups enables our teachers to identify students' strengths and needs and effectively deliver responsive, differentiated instruction. Frequent teacher-student interaction provides Newland students with immediate, constructive feedback and allows our teachers to effectively monitor student progress on a daily basis.

In addition to our commitment to academic excellence, Newland Elementary has implemented the principles and practices of the Positive Behavioral Interventions and Supports (PBIS) framework. This school-wide program is a proactive approach to supporting appropriate student behavior on our campus. It has allowed us to establish a school culture that positively nurtures and develops the whole child while maintaining a productive environment for teaching and learning environment. PBIS enables our staff to maximize instructional time for all students and help us in our efforts to close achievement gap.

Newland provides students with a broad course of study that includes instruction in the arts. Music is an integral part of the Newland program, and we are fortunate to offer students a wide variety of educational opportunities within this art domain. Partnerships with the Pacific Symphony and the Arts and Learning Conservatory have added depth and breadth to our music program. Additionally, we also provide our students with a visual arts instruction through the Art Masters program. Newland is committed to educating

the whole child and fostering a sense of belonging to the school community. It is our mission to ensure all Newland Dolphins achieve their greatest academic and social growth potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Performance Levels

Newland is committed to the academic achievement of all students. In 2012-2013, students in second through fifth grade participated in the California Standardized Testing and Reporting (STAR) program. STAR is comprised of the Content Standards Tests (CSTs) which measure student proficiency on the California Content Standards in English/language arts (ELA), mathematics, writing (fourth grade), and science (fifth grade). Student performance levels include Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The No Child Left Behind Act of 2002 (NCLB) sets Adequate Yearly Progress (AYP) targets based on the percent of students who score Proficient or Advanced. Under NCLB, all students must be Proficient or Advanced in ELA and mathematics by 2014. To ensure historically underserved students demonstrate equal levels of achievement, statistically significant student subgroups are also expected to meet AYP. Newland continually refines its instructional program to ensure that all students demonstrate high levels of academic achievement and make progress toward attaining the NCLB goal.

California also has a means for measuring school growth based upon CST results. The Academic Performance Index (API) is a number that ranges from 200 to 1000, with a state goal of 800 for every school. Over the past five years, Newland's API has increased from 902 to 944, a 42 point gain which illustrates our commitment to continuous improvement and student achievement.

B. Trends

In 2013, the vast majority of Newland students met federal AYP in both ELA and math.

- Third Grade: Proficient or Advanced - ELA 64% and math 79%
- Fourth Grade: Proficient or Advanced - ELA 99% and math 100%
- Fifth Grade: Proficient or Advanced - ELA 94% and math 93%

Through data analysis, we discovered that when groups of students are followed over time, increases in ELA proficiency are evident. For example, our 2013 fifth grade student cohort has increased its proficiency by 16% since second grade (second grade 81%, to fifth grade 97.5%). We believe these results reflect the effective vertical articulation that occurs from one grade level to the next at Newland. In 2013, more than 90% of all students scored Proficient or Advanced in math, with more than 74% achieving at the Advanced level.

Newland has worked hard to close the achievement gap among our significant student subgroups. The two subgroups showing the largest gains over the past five years in both ELA and math have been Students with Disabilities (SWD) and our Hispanic/Latino students. In fifth grade ELA, SWD proficiency increased from 36% to 77%, and Hispanic/Latino proficiency increased from 60% to 88% over a five year period. In math, SWD proficiency increased from 36% to 77%, and Hispanic/Latino proficiency increased from 40% to 88%. These increases can be contributed to our focus on academic rigor, the mainstreaming of our SWD population, differentiated instruction, and instructional plans which specifically target students who have not yet met proficiency.

In order to achieve our goal of proficiency for all students, Newland staff analyzes subgroup performance and drills down to the individual student level. We believe student achievement on any single measure is only one piece of the puzzle. Factors contributing to significant gains include implementation of differentiated instruction, intervention programs, and positive student - teacher relationships.

Achievement Gaps

English/Language Arts (ELA) - Despite large gains in ELA at Newland, a gap is evident in third grade between All Students and the Asian subgroup (26%) At fourth grade, a small gap exists between All Students and the Socio-Economically Disadvantage (SED) student subgroup (10%). At fifth grade, there is a gap between All Students and the SWD subgroup (17%). As a result of these findings, we have increased

supports and interventions to address identified needs. Struggling students receive increased instructional time during small group, differentiated instruction with the teacher. Our teachers have also incorporated additional research-based, interactive instructional strategies to further promote authentic student engagement. For example, the use of Thinking Maps enables our students to organize their thinking which aids in comprehension and the retention of information. The core curriculum also includes supplemental support materials which provide additional assistance for struggling students.

Mathematics – While school-wide performance in mathematics is strong at Newland, a gap is evident between All Students and the SED student subgroup at third (22%) and fifth (26%) grades. A gap also exists at fifth grade between All Students and SWD (16%). In an effort to address these identified needs and promote consistent performance for all student subgroups, teachers at Newland have made mathematics achievement an instructional priority. Frequent and consistent student progress monitoring helps guide small group, differentiated instruction. Extended learning time is provided to struggling students that supports mastery of academic standards. At every grade level, we have also increased student access to technology, which will help to improve student math performance over time. Each year, we incorporate additional supports into the instructional program to promote student achievement and keep them moving in the right direction.

2. Using Assessment Results:

Data analysis is an essential component of our school improvement efforts at Newland. From formative and summative benchmarks to statewide tests, teachers increasingly rely on assessments to guide instruction and establish achievement goals. Assessment results are shared with parents, students, and our local community to ensure all stakeholders are well-informed.

At the beginning of the year, teachers meet in grade level teams to discuss student performance on the Content Standards Tests (CSTs). The data is disaggregated to identify individual student strengths and needs and set classroom and grade level goals. Throughout the year, teams meet monthly to identify strategies to ensure students meet or exceed grade level standards.

Newland utilizes a variety of formative assessments to help guide instruction. Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) is administered three times a year to assess the acquisition of early literacy skills. Kindergarten through fifth grade teachers use the results to evaluate individual growth and overall class performance. In addition, second through fifth grade students take district benchmarks in ELA and math three times a year. Benchmarks guide instruction, intervention, and enrichment as well as serve as an instructional tool.

The writing benchmarks used at Newland are summative in nature. Kindergarten through fifth grade students complete Common Core on-demand writing three times a year. Rubrics and anchor papers help teachers determine the extent to which students are progressing with these new academic expectations.

At Newland we use a systematic approach for assessing student achievement and analyzing results. An assessment calendar outlines when tests are administered, scored, and collaboratively analyzed. Testing dates are communicated with students and parents in monthly newsletters. Assessment results are input into Illuminate, our student achievement data management system, to facilitate data analysis. Staff use Illuminate reports to improve instruction and academic outcomes. Student progress is monitored to ensure timely intervention. Individual student reports are shared during parent-teacher conferences, Student Study Team meetings, and student conferences.

During Professional Learning Community (PLC) meetings, teachers use Illuminate reports with the Response to Intervention and Instruction (RTI2) Flow Chart to respond to student needs. Each grade level specific flow chart provides “if/then” scenarios for grouping students, suggestions for interventions, and a clear timeline for progress monitoring. Frequent data analysis and use of the flow chart ensures that each child continues on the path to mastery. It also helps teachers communicate with parents about the instruction their children are and how they may support their children at home.

In addition to formal assessments, Newland teachers measure student achievement using a variety of other methods. ST Math progress reports, Accelerated Reader (AR), Accelerated Math, work samples, and observations provide valuable information which guides instruction. Parents receive student progress reports at least six times a year and, in many cases updates are provided monthly. We believe frequent home-school communication is fundamental in supporting student success.

Newland informs the community of student achievement and school performance results through articles in School News, on our school website, and in our annual School Accountability Report Card.

3. Sharing Lessons Learned:

At Newland, we believe that educating our students cannot be accomplished alone. Our teachers value collegial and collaborative relationships with their peers at schools across our district. We are always eager to discuss best practices and learn from others. During teacher planning time on early release Thursdays, Newland teachers partner with grade level colleagues from other schools to discuss best practices for small group, differentiated instruction. Working together as a district Professional Learning Community, our teachers share successes and problem-solve challenges to support implementation of this research-proven instructional model. Newland also hosts visitors from other schools who conduct Learning Walks in our classrooms to observe effective small group instruction during the school day.

Over the past five years, Newland has been a part of the Cotsen Foundation's Art of Teaching program, whose mission is to "make good teachers great" by supporting powerful professional growth and effective classroom teaching. Our teachers were chosen for this program through a competitive application and interview process. Teachers apply for either the role of Fellow or Mentor. Each Fellow establishes personal goals in subject matter content or pedagogy. Through focused professional growth and inquiry facilitated by Mentors, Fellows seek to improve their effectiveness in identified areas. Cotsen-sponsored activities have enabled our teachers to expand their repertoire of effective instructional strategies, deepen their content knowledge, and transform their teaching. Our Cotsen Fellows have become teachers of teachers, supporting a community of learners across the district. Newland Fellows have prepared and delivered staff development in English/language arts, Thinking Maps, and Cognitively Guided Instruction (CGI).

Our school also partners with local universities including California State University, Long Beach; Chapman University; and National University. Newland teachers host education students during classroom observations and serve as Master Teachers for those who need to complete student teaching as part of their credential requirements. Our staff welcomes the opportunity to help budding educators learn more about effective teaching and learning practices.

Newland teachers share their expertise and leadership through service on district level committees. Many of our teachers have participated in the development of district benchmark assessments and have served as trainers for the district's Visual and Performing Arts program. Additionally, our teachers have served as Mentors for the Beginning Teacher Support and Assessment (BTSA) program, which is the California pathway to a clear teaching credential. As education professionals, we value the opportunity to share best practices and lessons learned at Newland.

4. Engaging Families and Community:

We utilize a variety of strategies to effectively engage families and the community in supporting student success and school improvement at Newland. Clear and effective communication is the foundation of our partnership with stakeholders. Monthly newsletters, telephone and email messages, and our school website highlight events, student accomplishments, parent education opportunities, and strategies to support learning both at school and in the home. We also engage the greater community by sharing information about school-wide goals and student success through Coffee with the Principal, our school website, and in the School News, a local periodical that reaches beyond parent stakeholders and enables us to connect with local businesses and the larger community to support our school improvement efforts.

At Newland, we foster collaboration by teaming with parents to establish shared responsibility for student learning and school success. An open door policy facilitates consistent, two-way communication. In addition to Back-to-School Night activities, parent orientations, and formal conferences held twice a year, teachers meet routinely with parents before and after school to discuss student progress and strategies for academic and social support. Parents are kept well-informed regarding classroom objectives and student progress. Parents receive weekly classroom newsletters, Thursday envelopes, six-week progress reports, and trimester report cards. When academic or behavioral concerns arise, we are quick to engage parents in the problem-solving process by including them as partners on our Student Study Team, which includes the principal, school psychologist, speech pathologist, resource teacher, and classroom teachers. Together, we design a customized plan for intervention to support the unique needs of each student.

Parent education and training is another effective strategy for engaging families in supporting student achievement at Newland. Workshop topics include developing school readiness at home, the transition from preschool to Kindergarten, and strategies to support students' academic achievement and social development.

In addition to supporting the academic success of their own children, parents at Newland also have a voice in establishing school-wide goals and shaping our school plan through their service on our School Site Council and Parent Teacher Association (PTA). At the district level, Newland parents serve as representatives to the District Advisory Council (DAC), and our PTA president is chair of the Superintendent's Parent Council, which endeavors to promote the health, education, and welfare of all children attending our school district.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

While we have begun transitioning to the new Common Core State Standards, up until this year the curricular program at Newland was aligned to the 1998 California Content Standards, which delineate what students should know and be able to do at the conclusion of each year. In order to effectively prepare students for success at the next level, our school affords students a well-rounded, standards-based education in all content areas.

Our English language arts curriculum provides balanced instruction in word analysis, fluency, vocabulary development, reading comprehension, literary analysis, writing, conventions, and listening and speaking. Teachers utilize the Houghton Mifflin Reading Program – Medallion Edition to deliver standards-based instruction. Our curriculum is further enriched with supplemental programs and technology resources that include Junior Great Books, Accelerated Reader, and Thinking Maps.

Our mathematics curriculum is comprised of spiraled instruction in number sense, algebra, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning. Houghton Mifflin Mathematics provides resources to develop students' computational skills, conceptual understanding, and problem solving skills. The inclusion of manipulatives and project-based learning further reinforces students' understanding of abstract concepts and helps them make connections to the real world. Additionally, Newland utilizes Fosnot Math and Cognitively Guided Instruction (CGI), which are discovery-based, student-centered learning approaches to mathematics instruction that build problem solving skills. Technology is also a powerful tool in supporting mathematics instruction and is a key component of our curriculum. In addition to Accelerated Math, we supplement our curriculum with the ST Math program, which provides self-paced lessons that develop spatial temporal reasoning and students' conceptual math understanding.

Newlands's science curriculum combines two inquiry-driven programs that encompass the domains of life science, physical science, earth science, investigation, and experimentation. Scott Foresman California Science, our district-adopted curriculum, incorporates textbook study, lab experiments, and leveled books on a variety of science topics. Our Beckman ScienceWorks kits provide students with additional hands-on, experiential learning and investigation. Newland's partnership with Chevron Energy Solutions brings additional STEM resources into our classrooms through our participation in the Envision program.

Our history/social science curriculum is designed to develop national identity and an understanding of our constitutional heritage as well as instill civic values and an appreciation of our rights and responsibilities as American citizens. Scott Foresman History-Social Science for California offers a variety of lessons to provoke critical thinking through reading and discussion, role-play, and the use of technology resources. Our curriculum is further supplemented by interactive simulations which re-enact major events that have shaped history. Students attend field trips and enjoy guest speakers that help bring our curriculum to life.

We provide instruction in the visual and performing arts using district-developed, standards-aligned curricula. Our weekly music program consists of lessons that teach basic rhythms, notes, and develop music appreciation. Newland partners with the Pacific Symphony through participation in the Class Act program, which provides additional music experiences for students at school. Daily exposure to great composers is provided through Brummitt-Taylor Music Listening Program. We host an after school band program through a partnership with the Arts and Learning Conservatory, a local non-profit music organization. Theater lessons at Newland focus on character development, improvisation, and include performance opportunities. Our dance curriculum incorporates loco-motor and axial movements, degrees of force and motion, and exploration of folk and traditional dances. The visual arts curriculum provides instruction with flat and multi-dimensional works of art while focusing on key elements of line, color, shape, and texture. Our students are exposed to historical artists and practice their techniques through the Art Masters program.

Newlands's physical education curriculum is designed to help students acquire the knowledge, skills, and attitudes needed to adopt a physically active and healthy lifestyle. All students receive 220 minutes of

physical education instruction within a ten-day period. Our teachers coach a variety of team and individual activities throughout the school year. Newland partners with the American Heart Association through our annual participation in the Jump for Heart program. Educational resources provided by the National Dairy Council help to support our student wellness goals and promote healthy choices. At lunch time, students are encouraged to build “My Healthy Plate” with balanced portions of protein, vegetables, and fruit. Teachers also integrate wellness lessons aligned with themes in each curricular area.

2. Reading/English:

The reading curriculum at Newland is comprised of research-based instructional programs and strategies that have proven effective in meeting diverse student needs. The Houghton Mifflin Reading Program – Medallion Edition, serves as the core of our reading program and systematically develops students’ reading, writing, and critical thinking skills through explicit, direct instruction. It also includes curriculum maps, leveled readers, vocabulary development resources, and intervention tools to support small group differentiated instruction.

Using an integrated approach, foundational reading skills are developed in the primary grades during both small and whole group instruction. Kindergarten students hone their phonemic awareness skills through the manipulation of spoken language activities that involve rhyming, blending, deleting, and segmenting. After phonemic awareness skills are developed, phonics instruction becomes the focus. Students work on letter recognition, phonetic spelling, and guided reading activities so that all students read fluently (accuracy, pace, and expression) by the end of second grade. Our approach is interactive and kinesthetic to stimulate both students’ minds and bodies. Newland teachers establish weekly instructional goals in phonics, word patterning, decoding, high frequency word recognition, vocabulary, and reading comprehension to ensure appropriate progress is being made. Targeted instruction to meet individual student needs is delivered during small group instruction.

At the intermediate grade level, reading comprehension is supported through activities that are rigorous, relevant, and engaging and challenge students to make connections beyond a single piece of text. Junior Great Books supplement the core curriculum through developing students’ understanding of the subtleties of language. Inquiry-based questioning promotes students’ critical thinking skills and the ability to infer. Literature circles enable students to collaborate and communicate with peers while they engage with text. Students are also provided an opportunity to build on their independent reading levels through practice with Accelerated Reader, a technology-based program.

Data enables teachers to improve the reading skills of all students, including those performing below and above grade level. Data-driven instruction is based on a variety of measures including standardized testing, district benchmarks, and DIBELS Next. Teachers collaborate to analyze test data, evaluate student progress, determine student need, create flexible groups, and differentiate instruction. Teachers deliver intense support to at-risk students through the use of supplemental programs such as Phonics for Reading, REWARDS, Read Naturally, Extensions in Reading, and Strategies to Achieve Reading Success (STARS). Advanced readers delve into text with greater depth and complexity to ensure challenge, rigor, and high levels of authentic student engagement.

3. Mathematics:

At Newland, we take a balanced approach to mathematics instruction to effectively build our students’ mathematical fluency and develop skills for college and career readiness. All teachers integrate instructional opportunities for computation, conceptualization, collaboration, and problem solving into their daily routines. While Houghton Mifflin California Math currently serves as our district-adopted core curriculum, our teachers have embraced the new Common Core State Standards and integrate the Standards for Mathematical Practice into our instructional program. Our approach to instruction ensures students’ deep conceptual understanding.

Primary level mathematics instruction facilitates the development of essential skills through direct, explicit instruction and hands-on learning experiences. Newland teachers employ a variety of research-based instructional strategies acquired through participation in the Early Intervention for School Success grant, a state program to support best practices in early childhood education. Additionally, our teachers have been trained in Cognitively Guided Instruction (CGI), an instructional approach designed to help students think deeply about mathematics through problem-based instruction. Students articulate their mathematical thinking, allowing teachers to assess learning and design instruction to meet varied levels of understanding. Teachers also provide math instruction within a small group setting to address individual student needs.

In order for students to build their mathematical fluency, intermediate level teachers employ various strategies to teach increasingly complex mathematical concepts. Through involvement in the Cotsen Foundation's Art of Teaching program, our teachers integrate CGI and Contexts for Learning Mathematics, problem-based mathematical inquiries, as part of their instructional routines. Through collaboration, writing, and articulation, students solve problems, create representations of their solutions, and analyze each others' work, expanding their thinking and use of mathematical strategies. Teachers provide small group instruction while other student groups work collaboratively to practice previously taught concepts.

Our students also benefit from the computer-based ST Math program, developed by the MIND Research Institute. As a supplement to the core, ST Math engages learners in spatial temporal reasoning that is self-paced and designed to reach all students including those above and below grade level.

Teachers work together to analyze achievement data, determine student need, and differentiate instruction. Results from standardized tests, district benchmarks, curriculum-embedded assessments, and ST Math progress reports help teachers create flexible groups. For students performing below level, intense support is delivered through small group instruction where teachers break down previously taught concepts into smaller steps and work to develop math fluency. Students performing above grade level are challenged to complete more complex assignments.

4. Additional Curriculum Area:

In our school mission statement, we pledge our commitment to academic excellence and promoting a love for learning in all our students. To fulfill this promise, we provide our students with a well-rounded education that develops essential knowledge and skills to effectively compete in a global society. In the twenty-first century, science literacy will no longer be an advantage but an absolute necessity for student success. At Newland, we pride ourselves on the strength of our K-5 science program which ignites curiosity, encourages innovation, and excites interest in STEM.

Our science curriculum consists of two standards-based, inquiry-driven programs. The Scott Foresman California Science program is our district-adopted curriculum. In addition to traditional textbook study, the program promotes experiential learning through the inclusion of hands-on science lab opportunities. Additionally, topic-driven leveled readers ensure all students can access the science curriculum. Our school is also part of the Beckman ScienceWorks Consortium, which enhances the quality of our science program by providing teacher professional development and hands-on science kits for inquiry-driven instruction. ScienceWorks promotes high levels of student engagement through multi-modal learning. Sequential, hands-on experiences support understanding and application of the scientific method. Newland teachers have also been trained by the Sally Ride Science Academy to increase student awareness of STEM-related careers, with a special emphasis on engaging our female students.

Newland students participate in a wide variety of field trips to experience science in the real world. Primary grade levels travel to the Shipley Nature Center, which exposes students to the world of plants, animals, and local Native Americans. Fifth graders also visit The Dana Point Ocean Institute to study watershed and ways to reduce pollution in our oceans. Students return to school and engage in the scientific method by developing and testing hypotheses. They later revisit the Institute to present their results publicly.

As part of the solar energy installation project at Newland, our school partners with Chevron Energy Solutions to promote energy awareness through the Envision education program. Hands-on resource materials make solar energy come alive for our students and support implementation of the new Common Core literacy standards for science. Envision lab kits teach our students about solar energy and the science of the sun, bring the science of our school's new solar panels to life in our classrooms, and provide students with additional authentic learning experiences to promote student achievement in science and increase student interest in STEM.

5. Instructional Methods:

Meeting the diverse academic needs of students is the core of our mission at Newland. Our teachers are committed to continuous improvement and utilize research-proven methods to effectively differentiate instruction. Daily schedules provide alternating time periods for whole class and flexible, small group instruction. At the teaching table, students benefit from teacher-led instruction, which is adapted to students' assessed skill levels. Small group instruction enables teachers to identify students' strengths and needs and effectively deliver responsive, differentiated instruction. Frequent student-teacher interaction provides students with immediate, constructive feedback and allows teachers to effectively monitor student achievement on a daily basis. Students collaborate with peers in small groups, which provide an additional level of support while completing more challenging assignments. Student practice is also differentiated through the use of individualized student contracts. After sufficient instruction and practice, students work independently to demonstrate their learning. High expectations and effective classroom structures ensure student productivity, authentic engagement, and academic achievement.

The teachers at Newland have created a four-center approach to small group, differentiated instruction. Students rotate through the teaching table for direct instruction with the classroom teacher, two collaborative practice workstations to work with peers, and one station designated specifically for independent practice. Our teachers carefully design the learning experiences at each workstation to reinforce grade level skills and to support the mastery of standards. To support small group instruction, our teachers utilize a variety of instructional technology to enhance learning at each of the workstations including listening centers, tablets, Smart Boards, interactive software, and web-based applications.

General and special education teachers work closely to effectively support students with disabilities and collaborate to identify accommodations or modifications that will best enable students to successfully access the core curriculum. Our Resource Specialist pushes into the general education classroom and provides intense, small group instruction using supports within the core curriculum and supplemental resources, including Phonics for Reading, REWARDS, Read Naturally, Extensions in Reading, and Strategies to Achieve Reading Success (STARS). Students with moderate to severe disabilities are taught in Special Day Class (SDC) by highly trained teachers skilled in meeting exceptional needs. Students in SDC are included in the general education setting throughout the day to promote social interaction with typical peers and exposure to the core curriculum. Special education teachers utilize iPads, specialized applications, and other adaptive technology to support students with special needs.

6. Professional Development:

High quality professional development is an essential component of our school improvement efforts. Our approach includes both formal training and job-embedded learning opportunities. Teachers benefit from workshops and training provided at the district level as well as from informal activities such as teacher collaboration, peer coaching, and teacher-led professional development that occur at our school site. These opportunities have been invaluable in supporting school goals and high levels of student achievement at Newland.

In recent years, our professional development efforts have focused on the areas of assessment, differentiated instruction, and effective use of research-proven instructional programs and strategies to support student learning. Through formal training, Newland teachers have learned how to use Illuminate, the district's student achievement data management system, to facilitate data-driven instruction by determining the

standards students have mastered and those areas which require further instruction. Teachers have also been trained to administer the DIBELS Next assessments, which enable them to effectively monitor reading skill development and identify students in need of additional support. In the spring of 2012, all Newland teachers, support staff, and the principal were trained in Differentiating Instruction: Grouping for Success, provided by Vicki Gibson, Ph.D. Teachers learned how to successfully manage differentiated instruction and how teaching in small groups better enables them to meet individual needs and prepare our students for the demands of the new Common Core State Standards. Additionally, formal training in ST Math and Thinking Maps has equipped our teachers with effective resources to support student learning in kindergarten through fifth grade. Most recently, teachers have been participating in comprehensive training to support effective implementation of Common Core.

At Newland, we support continuous improvement and professional growth through job-embedded professional development. Early student release every Thursday ensures protected time for teacher collaboration in Professional Learning Communities. Teachers work together to evaluate and solve problems in order to improve their performance and increase student achievement. Newland teachers frequently engage in classroom visits that provide them with the opportunity to reflect on their own teaching practices. Teacher-led professional development during staff meetings reinforces effective implementation of school-wide instructional initiatives and further supports our goals for student achievement. Topics include student engagement strategies, techniques for facilitating collaborative student conversations, and structures for effectively managing small group instruction.

Formal professional development and the opportunity to learn from peers increases staff capacity and inspires us to continually refine our practices to improve student achievement.

7. School Leadership

The leadership philosophy and structure at Newland is rooted in the belief that each student's success is dependent upon the support of the entire school community. All stakeholders work in concert to realize our collective vision of providing an educational environment in which academic excellence is expected and all children are encouraged to develop their maximum potential. Shared leadership is reflected in the common focus and commitment of parents, teachers, support staff, and students, who partner with the principal to build upon each child's strengths and support individual areas of need.

Newlands's School Site Council (SSC) is the foundation of our leadership structure. With guidance from the principal, this elected body of parents and teachers analyze school-wide assessment data, establish achievement goals, and determine the specific actions necessary to meet identified outcomes in our School Plan for Student Achievement. Progress is monitored monthly during school Leadership Team meetings facilitated by the principal. Lead teachers analyze data and identify trends that reflect student growth toward desired results or indicate the need for intervention. This information enables the principal and lead teachers to effectively plan for Professional Learning Community (PLC) meetings held twice a month during common planning time. Lead teachers facilitate the analysis of formal and informal assessment results and collaborate with grade level colleagues to prepare appropriate instruction. Monthly staff meetings offer further opportunities for vertical articulation across grade levels.

In addition to our SSC, we work closely with our PTA, which provides a variety of essential instructional resources. Our PTA leaders, teachers, and the principal develop an annual budget aligned with school goals for student achievement. PTA provides financial support for computers, classroom Smart Boards, site licenses for ST Math and Accelerated Reader, and an array of classroom resources used on a daily basis.

Our Student Council also assumes an important leadership role by providing students a voice in shaping the educational culture at Newland. Student Council members plan school spirit activities and take an active role in nurturing a positive school climate by reinforcing Newland's Positive Behavioral Intervention Supports (PBIS) program. They work together with our staff to encourage students to "Be Safe, Be Respectful, Be Responsible, and Be Your Best," acknowledging positive behaviors and leading by example.

Shared leadership and supportive relationships based on trust, mutual respect, and a clear vision among all school stakeholders is the hallmark of student success at Newland.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: California Content Standards Test

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Educational Testing Service

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	79	86	81	80	89
% Advanced	54	52	44	48	68
Number of students tested	63	62	64	61	63
Percent of total students tested	97	98	100	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	57	64	29	80	83
% Advanced	14	46	29	20	67
Number of students tested	7	11	7	10	6
2. Students receiving Special Education					
% Proficient plus % Advanced	77	100	64	69	71
% Advanced	62	67	18	31	36
Number of students tested	13	6	11	16	14
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	78	60	71	100
% Advanced	40	44	20	57	100
Number of students tested	10	9	5	7	3
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	88	93	75	100	92
% Advanced	50	53	50	83	75
Number of students tested	8	15	4	6	12
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	81	82	86	74	87
% Advanced	59	53	48	39	63
Number of students tested	41	34	50	39	46
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Educational Testing Service

Test: California Content 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
SCHOOL SCORES*					
% Proficient plus % Advanced	100	96	98	97	87
% Advanced	92	91	93	85	67
Number of students tested	65	67	59	65	55
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	89	100	100	100
% Advanced	89	78	85	100	100
Number of students tested	9	9	13	6	1
2. Students receiving Special Education					
% Proficient plus % Advanced	100	85	100	91	70
% Advanced	80	62	80	64	35
Number of students tested	5	13	10	11	20
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	80
% Advanced	88	86	89	100	40
Number of students tested	8	7	9	3	5
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	100	92	100
% Advanced	100	83	100	85	100
Number of students tested	13	6	7	13	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	94	97	98	90
% Advanced	91	92	95	85	68
Number of students tested	42	49	39	47	38
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Educational Testing Service

Test: California Content 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
SCHOOL SCORES*					
% Proficient plus % Advanced	93	78	94	59	67
% Advanced	70	48	69	32	33
Number of students tested	69	69	64	53	64
Percent of total students tested	100	100	98	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	67	72	88	100	18
% Advanced	33	39	50	20	0
Number of students tested	9	18	8	5	11
2. Students receiving Special Education					
% Proficient plus % Advanced	77	63	100	29	36
% Advanced	39	25	14	18	14
Number of students tested	13	16	7	17	14
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	88	67	100	25	40
% Advanced	38	50	100	25	20
Number of students tested	8	12	3	4	10
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	88	100	86	80	100
% Advanced	88	89	71	60	71
Number of students tested	8	9	14	5	7
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	79	96	58	65
% Advanced	70	40	67	24	28
Number of students tested	50	43	45	38	43
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Educational Testing Service

Test: California Content 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
SCHOOL SCORES*					
% Proficient plus % Advanced	64	76	65	67	75
% Advanced	33	29	38	21	33
Number of students tested	63	62	64	61	64
Percent of total students tested	97	98	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	57	55	43	60	67
% Advanced	14	9	14	20	17
Number of students tested	7	11	7	10	6
2. Students receiving Special Education					
% Proficient plus % Advanced	62	83	27	63	43
% Advanced	39	17	18	25	7
Number of students tested	13	6	11	16	14
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	70	44	60	71	100
% Advanced	30	22	40	29	33
Number of students tested	10	9	5	7	3
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	38	80	50	100	85
% Advanced	13	33	25	33	46
Number of students tested	8	15	4	6	13
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	71	79	70	62	72
% Advanced	39	27	42	13	30
Number of students tested	41	34	50	39	46
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Educational Testing Service

Test: California Content 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
SCHOOL SCORES*					
% Proficient plus % Advanced	99	94	93	97	87
% Advanced	71	78	78	83	58
Number of students tested	65	67	60	65	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	78	100	100	100
% Advanced	56	33	77	83	0
Number of students tested	9	9	13	6	1
2. Students receiving Special Education					
% Proficient plus % Advanced	100	77	80	91	70
% Advanced	60	54	60	73	50
Number of students tested	5	13	10	11	20
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	86	89	100	80
% Advanced	50	51	78	100	40
Number of students tested	8	7	9	3	5
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	100	92	80
% Advanced	77	67	100	62	80
Number of students tested	13	6	7	13	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	94	93	98	90
% Advanced	71	82	78	87	58
Number of students tested	42	49	40	47	38
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Educational Testing Service

Test: California Content 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
SCHOOL SCORES*					
% Proficient plus % Advanced	94	80	94	72	73
% Advanced	58	46	55	34	41
Number of students tested	69	69	64	53	64
Percent of total students tested	100	100	98	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	67	88	80	36
% Advanced	22	28	25	40	18
Number of students tested	9	18	8	5	11
2. Students receiving Special Education					
% Proficient plus % Advanced	77	56	57	53	36
% Advanced	23	25	14	12	14
Number of students tested	13	16	7	17	14
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	88	75	100	75	60
% Advanced	38	50	67	25	40
Number of students tested	8	12	3	4	10
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	88	100	100	80	86
% Advanced	63	67	57	60	43
Number of students tested	8	9	14	5	7
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	81	91	68	72
% Advanced	60	44	53	29	37
Number of students tested	50	43	45	38	43
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: