

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

[X] Public or [] Non-public

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

Name of Principal Ms. Ontrece Ellerbe

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

Official School Name Tibby Elementary School

(As it should appear in the official records)

School Mailing Address 1400 West Poplar Street

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

City Compton State CA Zip Code+4 (9 digits total) 90220-1537

County Los Angeles State School Code Number* 19-73437-6012405

Telephone 310-898-6370 Fax 310-638-7015

Web site/URL http://Compton.k12.ca.us E-mail oellerbe@compton.k12.ca.us

Twitter Handle NA Facebook Page NA Google+ NA

YouTube/URL NA Blog NA Other Social Media Link NA

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*Mr. Darin Brawley E-mail: dbrawley@compton.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Compton Unified School District Tel. 310-639-4321

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 Mr. Micah Ali
(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):
- 22 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 34 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. 4 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	15	21	36
K	38	36	74
1	28	21	49
2	39	30	69
3	30	25	55
4	30	39	69
5	28	48	76
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	208	220	428

5. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
 - 0 % Asian
 - 52 % Black or African American
 - 45 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 0 % 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: 17%

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	28
(3) Total of all transferred students [sum of rows (1) and (2)]	66
(4) Total number of students in the school as of October 1	393
(5) Total transferred students in row (3) divided by total students in row (4)	0.168
(6) Amount in row (5) multiplied by 100	17

7. English Language Learners (ELL) in the school: 29 %
117 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 87 %
 Total number students who qualify: 337

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: 11 %
50 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.

- | | |
|-------------------------|---|
| 2 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 8 Other Health Impaired |
| 0 Deaf-Blindness | 17 Specific Learning Disability |
| 0 Emotional Disturbance | 23 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 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	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	91%	94%	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

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

Tibby Elementary is located on Poplar and Tijuata in a quiet neighborhood in the heart of Compton, California. The school currently serves a population of 428 students in Pre-K through the fifth grade, which includes both general education and students receiving special education services. Our student population is 52% African American and 45% Hispanic. We serve a high percentage of socioeconomically disadvantaged children who typically do not have access to a college-bound educational program. A significant number of our families struggle with transience because of issues with employment and financial instability. However, the mission at Tibby Elementary has always been to maintain extremely high standards for instruction and for student performance.

The staff at Tibby Elementary is fully committed to providing excellent, standards based instruction and character development for all students on a daily basis. At Tibby we create and we celebrate academic scholars. Through committed collaboration between teachers, support staff, parents and the community, we take collective responsibility for the success of all students. We make no exceptions and we accept no excuses. All stakeholders at Tibby play an active role in carrying out our mission on a daily basis. The commitment to this mission has been demonstrated in our academic success which includes consistently meeting our annual yearly progress targets in math and language arts and an API growth of 110 points over the last 3 years consecutively. Students at our school are exposed to a standards driven curriculum that focuses primarily on literacy skills, writing and mathematics. The teachers and staff also work in collaboration to make our curriculum culturally relevant to students by observing many cultural celebrations throughout the school year.

The scholars at Tibby Elementary are encouraged to participate in the school's supplemental academic and extracurricular activities which have become an integral part of our overall educational program. Our extracurricular school-wide programs are designed to promote excellent citizenship and leadership skills, athleticism, artistic expression and increased academic achievement. These skills are fostered through televised debate clubs, a student council, sports teams, a cheerleading team, a baseball camp, a golf camp, annual science fairs and book clubs. Tibby scholars are offered a 3 ½ hour after school program every day of the week that focuses on strengthening and building upon grade level standards that are taught during the day. Our after school program also offers a variety of enrichment activities and classes that provide our students with educational and cultural experiences that they may not be exposed to at home or during the regular school day.

Fourth and fifth grade students that qualify for Gifted and Talented Education are clustered into one classroom on each grade level for the majority of the school day. These students receive an accelerated instructional program that is designed to provide them with daily opportunities to explore their grade level standards with increased depth and complexity. Our GATE students are expected to complete hands on, science based, thematic projects as well as participating in competitive writing and oral competitions throughout the school year.

Maintaining a positive, safe and respectful school culture is of paramount importance at Tibby. In the spring of 2013 we began our school-wide implementation of the Positive Behavioral Interventions and Supports (PBIS) program, to establish and maintain our extremely high expectations for student behaviors on a daily basis. Scholars are taught daily 10 minute lessons that provide them with the tools to make smart and productive choices in a wide variety of situations.

Tibby's PTA goes above and beyond to support our academic and extracurricular programs. Our PTA provides funding for educational field trips for scholars that make the honor roll list each year. In addition to sponsoring all of our school-wide beautification projects, our PTA is also the backbone of our rewards and incentives program. PTA provides rewards for classes that read the greatest number of books each month, as well as for classes and students with excellent attendance.

The strength of our excellence is vested in the strong collaboration that exists between teachers, site leaders and support staff to provide our scholars all of the support that they need individually to ensure their success. Classroom teachers meet weekly for 1 to 2 hours to plan their instruction, review data and to share strategies that have yielded successful student outcomes. Classified staff members assist with providing intervention services to our struggling readers, as well as occupying program leader positions in our after school program.

Teamwork, accountability and building relationships are essential parts of our school culture. The staff at Tibby Elementary works collaboratively to ensure that all of our students are provided with the essential tools that they will need to ensure that each scholar becomes a fluent reader, writer, critical thinker and a caring individual.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Each year, students at Tibby Elementary School were assessed using the California Standards Test (CST). All students, 2nd through 11th grade were administered the language arts and mathematics portions of the test. 5th and 8th grade students were administered the science portion of the test. The CST measures each student’s mastery of the California Academic Content Standards for each grade level. Students must score at the “Proficient” or “Advanced” levels on the CST in order to be considered successful in meeting the state and the school-wide standards for grade level mastery. The majority of the students at Tibby Elementary perform in the proficient/advanced category. In the spring of 2010, 41% of our students performed proficient/advanced on the CST in language arts. In the spring of 2013, 74% of our students performed proficient/advanced on the 2013 CST in language arts. In the spring of 2010, 58% of our students performed proficient/advanced on the CST in math. In the spring of 2013, 78% of our students performed proficient/advanced on the 2013 CST in math.

The state of California’s measurement of each school’s overall achievement is the Academic Performance Index (API). The API measures both the academic performance and the ongoing growth of each school in California. Schools are assigned a score that ranges from 200 to 1000 points. The statewide API target for all schools is 800. All schools are expected to either meet the 800 target or to show growth each year. Scores must hit the 800 benchmark in order to be considered high performing in the state of California. Our overall API score has grown 111 in the last three years. Our API score went from 763 in the spring of 2010 to 874 in the spring of 2013.

B. Tibby Elementary has historically been one of the higher performing schools in Compton Unified School District. At the close of the 2009-2010 school year, the CST scores dropped significantly for the first time in the school’s history of taking the assessment. The API scores for the school dropped from 793 in the spring of 2009 to 763 in the spring of 2010. The percentage of students scoring proficient/advanced in English language arts dropped from 53.6 percent in 2009 to 41.5 percent in 2010.

A careful review of the 2010 CST data revealed an urgent need to close the achievement gap in the area of English Language Arts. As a team, we felt strongly that if our students began to make significant improvement in reading fluency, reading comprehension and writing that we would begin to see improvement in their performance in all curricular areas such as mathematics, science, social studies and English language development.

Looking at the five-year trends in our data it is obvious that, following the significant decrease in scores that took place in 2010, there has been rapid and consistent growth across all grade levels in English Language Arts:

Grade 2 – 61% (2009)	46% (2010)	50% (2011)	68% (2012)	73% (2013)
Grade 3– 51% (2009)	50% (2010)	67% (2011)	77% (2012)	77% (2013)
Grade 4 – 46% (2009)	23% (2010)	28% (2011)	37% (2012)	55% (2013)
Grade 5 – 55% (2009)	46% (2010)	54% (2011)	53% (2012)	74% (2013)

The five-year trend in math demonstrates a consistency of practice that has allowed us to make consistent and incremental growth towards moving the majority of our scholars towards grade level proficiency. Although fourth grade has been a historically struggling grade level on our campus, staffing changes and consistency of agreed upon practices resulted in significant growth from 2012 to 2013.

Grade 2 – 69% (2009)	55% (2010)	74% (2011)	73% (2012)	76% (2013)
Grade 3– 73% (2009)	80% (2010)	81% (2011)	90% (2012)	87% (2013)
Grade 4 – 50% (2009)	38% (2010)	60% (2011)	43% (2012)	65% (2013)
Grade 5 – 72% (2009)	56% (2010)	70% (2011)	76% (2012)	75% (2013)

The student population at Tibby Elementary is made up primarily of two major subgroups: African American and Hispanic/Latino students, 90% of whom come from economically disadvantaged backgrounds. We are especially proud of the gains that we have been able to make towards increasing the number of advanced/proficient students with these two subgroups in a relatively short period of time. Our African American scholars have grown from 37% advanced/proficient in 2010 to 61% advanced/proficient in 2013 in English Language Arts. Our Hispanic/Latino scholars have grown from 47% advanced/proficient in 2010 to 76% advanced/proficient in 2013. We have also made significant progress towards closing the achievement gap with our subgroups in math. Our African American scholars have grown from 51% advanced/proficient in 2010 to 65% advanced/proficient in 2013. Our Hispanic/Latino scholars have grown from 70% advanced/proficient in 2010 to 83% advanced/proficient in 2013.

The significant progress that we have made over the last three years in moving the majority of our students towards proficiency has come as a result of a school-wide focus and commitment to data analysis and consistent instructional practices in a few agreed upon areas. All teachers at our school, from kindergarten through fifth grade, teach writing for 60 minutes a day and engage in guided reading and fluency activities for at least 45 minutes a day. Our school strictly adheres to a 90 minute math block that includes a 30 minute session devoted to the mastery of basic math facts, followed by a 60 minute lesson design that focuses on a grade level standard. Teachers also monitor student progress by administering weekly common assessments. Assessment data is reviewed, published and then analyzed in grade level meetings to discuss next steps and to plan for follow-up teaching.

2. Using Assessment Results:

The instructional program at Tibby is driven by our ongoing analysis of student data. Our students are given the CST in May of each year. When we return to school in August, the results of the state assessments are carefully analyzed to identify the strengths and weaknesses of our instructional program. Both the leadership team and the grade level teams meet to identify patterns in our school-wide performance, our grade level performance and the performance of all subgroups. It is at this time that we make decisions about which parts of our instructional program will change and which will remain the same based on what the data is telling us. The CST data is also used to determine the professional development needs of our teaching staff for the first quarter of instruction each year.

All of our students are administered a standardized fluency assessment during the first week of school to determine each student's instructional and independent reading level. Teachers use the results of this initial fluency assessment to place students in small groups that will engage in guided reading on a daily basis. Our goal is to ensure that all of our students are on grade level in reading fluency (words read per minute) by the end of each school year. Students' progress is monitored in their fluency every two weeks. Teachers administer biweekly fluency assessments to track student progress towards their individual goals and to make changes to guided reading groups as necessary.

The delivery of standards based instruction is the expectation for every classroom at Tibby. All of our students' progress is monitored towards complete mastery of the grade level standards through the administration of formative assessments on an ongoing basis. All students take a biweekly standards assessment in math and in English language arts. The grade level teams create common assessments that are based on the standards that they agreed to teach for each 2 week period. Each teacher submits their classroom data, with the results broken down and reported by subgroup. This is to ensure that we are keeping track of the progress being made by all subgroups on an ongoing basis. The data is published and the reports are analyzed by teachers in their grade level meetings to determine which standards were mastered and which standards will need to be retaught over the following two week period. Teachers use this time to collaborate and to share instructional strategies that will be used to reteach the standards and which skills will be reassessed.

Our students are also assessed on their grade level standards on district benchmarks. These benchmarks are administered on a quarterly basis. Teachers analyze the benchmark assessments by standard to determine which standards need to be retaught. If less than 80% of a class mastered a standard assessed, then the

teachers plan whole group lessons for reteaching. If a standard is mastered by 80% or more of the students in a class, then the standard is retaught during small group instruction to the students that are in need of further assistance.

3. Sharing Lessons Learned:

Tibby Elementary has become a model school for other elementary schools in Compton Unified School District. Because we have had the highest performing third and fifth grade levels in the district for the last two school years, teachers are often sent to our school to observe our practices and to meet with our staff to learn new strategies.

Neighboring schools often visit our classrooms to observe our writing instruction. Since the 2011-2012 school year, we have been implementing a 60 minute daily writing block that is based on the use of Thinking Maps and writing templates that help students successfully move through the writing process. Thinking Maps are used to assist students with brainstorming and organizing their ideas before they begin writing. Students then begin to plan their writing using the appropriate templates that are designed to help them construct their writing in a cohesive and articulate manner that produces excellent writing in its final stage. The templates that students learn focus on the following elements of writing: engaging hooks, introductory paragraphs, appropriate topic sentences, body paragraphs that remain on topic, well developed supporting details, “powerful” sentences, logical transitions and a strong and engaging conclusion. Students are also taught how to create and use rubrics that are specific to a particular writing assignment which takes into consideration the specific topic, the genre and the writing conventions that have been previously taught in class.

Teachers on the same grade level meet each month to select a writing topic and genre that all students will be taught. Teachers then collaborate to choose specific Thinking Maps and writing templates that will be used to assist students with successful completion of the writing process. Our teachers collaborate monthly to ensure that multiple genres are covered in each grade level over the course of the school year. When teachers and administrators from neighboring schools visit our campus to observe our writing instruction, we usually allow them time to collaborate with teachers who walk them through our process step-by-step. We also share the templates that we use and that we have created to further assist with the successful implementation of our strategies.

Several of our teachers currently serve on the district's curriculum council team that analyzes student writing samples from across the district for the purpose of providing schools with feedback on how they can improve their individual writing programs.

4. Engaging Families and Community:

At Tibby Elementary, our core mission is that we take collective responsibility for the success of all of our students. An essential component of this mission is the inclusion of our parents and community members in the implementation of our educational and school programs. Our parents, guardians, family members and neighboring community members are continuously made aware of the important role that they play in the success of our students. Many of our partners and community member volunteers are made up of alumni that continue to live in the neighborhood.

We have a fully functional and thriving parent center that is open from 8:00 a.m. until 6:00 p.m. each day of the week. All parents are encouraged to go through the process of becoming a volunteer so that they can participate in all school activities. The parent center is used to provide weekly parent meetings and training on topics that are selected by the parents themselves and that are of interest to them. These topics range from parenting courses, to health related issues to cooking classes. Parent volunteers also use the Parent Center to assist the classroom teachers with large scale projects that they are working on with their students.

We strive to keep the lines of communication open with parents through monthly coffee with the principal meetings and parent nights. Parents are invited to meet with the principal once a month to voice any

concerns or to ask any questions that they may have about issues that they have observed going on in the school. Parents are also given an opportunity at these monthly meetings to share their ideas on ways that we can continuously improve our school and our instructional program. This ensures that the parents are always given a voice in any and all decisions that directly impact our school site.

Parent nights are usually focused on providing our teachers the opportunity to share our instructional programs with the parents in a fun and relaxing environment. All parents and family members are encouraged to attend these evening events that usually include food, fun activities for small children, a book fair and a book give-away for all children that attend the event with a parent or guardian. In addition to promoting literacy in our students' homes, our parent nights are an essential method of keeping our parents informed about the part that they play in the success of our instructional programs.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Prior to the 2013-14 school year, the Compton Unified School District had adopted the rigorous standards that were aligned with the California's state standards in all curricular areas. Beginning in October of the 2013-2014 school year, our district and our school transitioned into full implementation of the Common Core Standards in both math and English language arts.

During our English language arts instruction, all grade levels utilize the District adopted SRA/McGraw-Hill Open Court program. Open Court Reading is a comprehensive reading program that is based on a systematic instructional approach that focuses on phonics, phonological and phonemic awareness in the primary grades. The focus shifts to a heavier emphasis on comprehension skills and strategies in the upper grades. In the last three years, we began to supplement Open Court to more adequately meet the needs of our students. Our students are provided with 45-60 minutes of explicit direct instruction in at least one ELA standard daily using supplemental materials such as Standards Plus and Buckle Down. We have also provided our students with a wider variety of text sources, such as book sets and informative articles, to give them greater opportunities to read text at their instructional level in both guided reading and in cooperative group assignments. We use the Laurel Writing Approach, for sixty minutes of daily writing instruction. The Laurel Writing Approach uses a series Thinking Maps and templates to assist students with completing each stage of the writing process.

At Tibby Elementary, we teach Swun Math, a program that has been adopted by all elementary schools in our district. Swun Math utilizes a 60 minute lesson design that focuses on one grade level standard that incorporates all of the components of explicit direct instruction. The lesson includes a teacher model, structured guided practice, a whole group check for understanding, independent practice, consensus reached in a cooperative group, presentation of work completed and a discussion of the learning that took place.

All grade levels utilize the District adopted Scott-Foresman California Science program. This series is organized into Life Science, Physical Science, Earth Science and the Human Body units of study for each grade level. The program comes with a textbook and a science study notebook for each student. The science study notebooks are used to provide students with a place to record their thoughts as they acquire learning of new concepts and to stimulate inquiry and investigation.

For instruction in social studies our school utilizes the District adopted Scott-Foresman California History and Social Science series for all grades. The program provides units of study on history and the world we live in through lessons that are engaging and culturally relevant to our students.

Our physical education instruction is aligned with the California state requirements of 200 minutes of PE for students every two weeks. Classroom teachers provide instruction that focuses on teaching students the fundamentals of competitive play and team work. Our students are also offered participation in our athletic program which includes coaching in football, soccer, basketball, a baseball clinic, golf classes and cheerleading.

Students are provided with visual and performing arts instruction through theme based, school-wide programs that take place once a month. Themes are determined by the leadership team with input from the student council members. All students are offered participation in school-wide performing arts programs three to four times a year. The after school program sponsors four to six plays and musicals a year. Students are able to participate in these stage productions according to their individual interests which includes; creating props, stage production, acting, dancing, singing, playing a musical instrument or hosting.

Our health and nutrition instruction is centered around a district adopted program called Harvest of the Month. Students learn the nutritional components and benefits of a specific fruit or vegetable that they may not have had much exposure to in their home life. The focus food item is featured in many dishes served in

the cafeteria and students are given an opportunity to make a simple recipe containing the fruit or vegetable within their classroom. Teachers are provided with lessons and reading materials that are designed to peak students' interest in trying healthy foods and to deepen their understanding of making healthier food choices.

2. Reading/English:

Our mission to ensure that all students are reading at or above grade level by the end of the school year begins with classroom routines that are adhered to in every classroom, kindergarten through fifth grade. The students at our school engage in guided reading groups on a daily basis. The guided reading block ranges from 45 to 60 minutes depending on the grade level. Students are placed into groups of 4 to 6 based on their instructional reading level, as determined by the initial Aimsweb fluency assessment that is administered three times a year (fall, winter and spring). The teacher is careful to group students that read at similar fluency rates, with words read per minute ranging no wider than 10 words within the same group. Each student in the group is provided with a copy of the same text to read with the teacher. The teacher is careful to select a text that is at the group's instructional reading level; which we define as the student's ability to read 90% of the words correctly. Each student in the group is given multiple opportunities to read portions of the text out loud. Groups that are reading at or above the 50th percentile begin to focus more attention on comprehension and close reading strategies, while groups that are reading below the 50th percentile focus less attention on discussion of the text and more attention on building fluency.

In addition to building fluency, the guided reading block serves as a time for building comprehension skills for students that are not participating in guided reading. Students that are not reading in a small group with the teacher during the guided reading block are given various response to literature activities to work on independently, with partners or in small groups depending on the assignment. Comprehension activities assigned during this period are based on formal and informal assessment data that the teacher has gathered and the individual needs of students within that classroom.

Outside of the guided reading block, students also participate in various fluency activities. Kindergarten and first grade classrooms participate in PALS, a peer assisted learning strategy that pairs a strong reader with a weaker reader for quick reading practice/drills. Upper grade students are paired with readers on the same independent reading level and practice reading fluency passages with a partner while the partner keeps time and records the words read per minute.

3. Mathematics:

We observe a daily 90 minute math block on all grade levels. We utilize the Swun math lesson design, a math program that has been adopted by all elementary schools in our district. The math block begins with a 30 minute lesson that focuses exclusively on the memorization of basic math facts. The goal of Math Facts is to build and strengthen our students' math fluency to increase their chances of success when they are called on to perform more complex math tasks.

After completing the daily math facts block, teachers transition into the 60 minute lesson design. Swun Math is comprised of a lesson that focuses on one standard that incorporates all of the components of explicit direct instruction. The lesson is structured to provide students with a gradual release of responsibility from the teacher to the student. The lesson starts with a problem of the day, which provides students with an opportunity to practice and review a concept already taught in a previous lesson. The POD gives teachers the chance to briefly review concepts that students continue to struggle with as indicated by formative assessment data on a daily basis. The teacher then begins the lesson with a model of how to solve the problem without student input (I Do It). The teacher then transitions to a guided practice where the teacher and students work on problems together (We Do It). The teacher circulates during the guided practice to ensure that students correctly understand each step. The teacher then gives students an opportunity to solve at least two problems on their white boards. All students are called on to show their answers. The teacher uses this time to check for understanding. If the majority (80%) of the students have answered the question correctly, the teacher then assigns problems for students to work through independently (I do it). The teacher will use this independent practice time to work with students that seemed to be struggling with the concept

during the direct lesson. When students have been given enough time to work through all or most of the problems independently, they work in small groups to reach consensus on their work. Representatives from each group are called to the front of the room to work out each problem with the whole class. This provides students with the opportunity to articulate their process for arriving at the correct answer which deepens their understanding of the concept.

4. Additional Curriculum Area:

At Tibby Elementary, we go above and beyond to ensure that our students are exposed to a strong science curriculum from kindergarten through the fifth grade. All of our teachers are well versed in the California science standards and our students participate in extensive science lessons related to their grade level standards at least three times a week. Students participate in thematic science lessons that include hands on experiments and scientific inquiry.

Our student population is made up of 45% Hispanic/Latino students, most of whom speak Spanish in their homes. For this reason, our students participate in an English Language Development (ELD) block that takes place five times a week for 60 minutes a day. Our ELD program is based on the Universal Access model which focuses on exposing students to vocabulary that is associated with science and social studies concepts. Students are exposed to content based ELD lessons that are specifically designed to develop their ability to read, write and to articulate concepts related to science and social studies. Teachers work with their grade level professional learning community colleagues to develop ELD lessons that are connected to the science and social studies themes that they are exploring during their science lessons. These content based ELD lessons provide our students with the rich schema and appropriate scaffolding that they can later apply to the science lessons that they are taught later in the day. English only students are grouped and also work on vocabulary development related to science and social studies during this block using materials and instructional strategies that meet their academic needs.

All students, in kindergarten through fifth grade, participate in our annual science fair. Students are expected to design a science project that goes through the complete scientific process in the spring of each school year. Student science fair projects must be research based science experiments that begin with a problem that can be developed into a testable hypothesis. Our students are expected to do research and gain background knowledge before beginning to test their hypothesis. Students are expected to keep a notebook to write down their notes, data, and observations. All projects include a complete analysis of data findings as well as a conclusion of whether their hypothesis has been supported by their findings. Teachers give students opportunities throughout the school year to practice and hone these skills through their regular science instruction.

5. Instructional Methods:

All students, that are performing below grade level in reading, are placed in our reading intervention. Students that receive intervention services visit the computer lab three times a week for 45 minute sessions to work on Waterford or SuccessMaker. These two web based programs are designed to provide students practice with strengthening fundamental literacy skills that they are missing. Each student at our school has an account on a designated program, depending on their grade level, where they engage in interactive activities and assignments that address their specific needs. Activities are assigned to the student based on their individual performance on each task.

The intervention program in the computer lab is supervised by the majority of the support staff that works outside of the classroom which includes; the principal, the curriculum specialist, the library assistant, the health assistant, the attendance clerk, the community relations assistant and the security assistant. Students in the computer lab are pulled individually to read one on one with an adult during our intervention block to provide additional fluency practice.

All students are progress monitored to ensure that progress is being made towards each student's individual reading goal. Fluency and comprehension assessments are administered to every student, first through fifth

grade, every two weeks. The fluency scores of students that receive intervention services are monitored to ensure that increases in words read per minute are being observed. The winter and spring administration of the Aimsweb fluency assessment allows us to remove students, that have reached the 50th percentile, out of the intervention program and add more students into the cycle.

Every student at Tibby has access to a program called Accelerated Reader. Students take an initial assessment that assigns them a ZPD (zone of proximal development) score, which indicates their independent reading level. Students then check out books from the library that are on their specific reading level. After the student has read the book several times, they take a short comprehension quiz on their book. If the student passes the quiz, they advance to the next reading level and are permitted to check out a book at their new reading level. If the student is unable to pass the quiz, they will check out a new book at the same reading level and try again. We have found that the Accelerated Reader program allows each student the opportunity to make progress at their individual pace.

6. Professional Development:

The professional development model at Tibby is based on a system of continuous coaching and monitoring to ensure consistency of practice. The teachers at our school meet for professional development once every two weeks. Teachers meet in 2 hour professional learning community meetings on alternate weeks. Our professional development meetings last from one to two hours, depending on the content that will be covered.

For the last three years, our instructional focus in English language arts has been centered around reading fluency, reading comprehension and writing. The vast majority of our professional development has been devoted to instructional strategies related to these three areas. Teachers receive training on one instructional practice related to one of our focus areas. Training can be delivered in one 2 hour session or up to eight 2 hour sessions delivered over an eight week period, depending on the depth of the topic. After being trained, teachers are expected to return to their classrooms to practice the new strategy with their students immediately. Our curriculum specialists will then go into the classrooms to observe teachers using the new strategy with their students. If further support is needed, the curriculum specialist will team teach with the teacher until the teacher is comfortable delivering instruction in the manner that the new strategy was taught. The professional development team uses the same gradual release model with teachers that we use with our students when they are taught a new concept in class. The curriculum specialists continue to visit and provide coaching in the classroom until all teachers are comfortable teaching the strategy.

Our professional development in math follows a similar model. Teachers receive training on one aspect of the lesson design. Teachers are then provided with follow-up coaching within their classroom setting, as the need is identified by the teacher or by the principal. This process continues until all teachers are comfortable with instructional delivery of the full lesson.

The principal will then begin visiting classrooms for the purpose of providing feedback on the new strategy. The principal and curriculum specialist later meet with the staff to go over any further questions, concerns or challenges that teachers may be experiencing and to restate agreements and expectations related to instructional delivery of the practice. The purpose of this coaching and monitoring model is to ensure that we deliver instruction in our focus areas with consistency in all classrooms and across all grade levels.

7. School Leadership

Tibby Elementary has always adopted a model of shared leadership. We believe in the philosophy that it takes a village to raise a child and all staff members are proud members of the village that ensures the success of all of our scholars.

The principal is responsible for ensuring that the school vision and mission is being fully implemented and that the school goals are being met. The principal monitors the overall instructional program and provides feedback designed to ensure consistency of practice, collects and analyzes data, meets with parent and

community members, and manages the facilities to ensure a safe, clean and orderly environment. The principal is also responsible for ensuring that the talents of all stakeholders, from both the teaching and the support staff, are being properly coordinated and utilized to make our school a nurturing and supportive environment for all students.

Our leadership team is comprised of a curriculum specialist, a teacher representative from each grade level, the library assistant, the plant manager and the community relations assistant. The leadership team is responsible for all of the key decisions that are made at the school. The leadership team meets to monitor the success of our instructional initiatives as well as setting the calendar for all enrichment opportunities and school-wide events.

Our school's PTA and School Site Council are both made up of teachers, parents and support staff representatives. These two groups work together to ensure that all money being spent is used to carry out the school mission. The School Site Council writes the goals and action statements that are included in the school site plan and assigns monetary resources for the implementation of each action statement that we create. The PTA provides supplementary resources for all enrichment opportunities and beautification efforts. Some members of the leadership team, the School Site Council and the PTA are overlapping. This ensures that all decision making bodies are continuously working towards the same goals.

We have a student council that is made up of a student body president, vice president and council members from each 3rd, 4th and 5th grade classroom. The student council meets monthly to discuss student interests and to write proposals to be submitted to the principal for consideration. We believe that fundamental leadership skills are fostered by allowing our students the opportunity to have a voice in the decisions that are made at the school that they attend.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test:

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	81	82	75	81	72
% Advanced	52	67	51	59	50
Number of students tested	72	66	51	63	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	12	6	4	6	3
% of students tested with alternative assessment	16	9	7	9	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	80	80	74	79	70
% Advanced	50	69	50	56	50
Number of students tested	63	58	46	52	53
2. Students receiving Special Education					
% Proficient plus % Advanced	56	15	0	0	34
% Advanced	23	15	0	0	0
Number of students tested	18	7	6	6	3
3. English Language Learner Students					
% Proficient plus % Advanced	74	87	81	87	79
% Advanced	53	70	54	67	64
Number of students tested	34	30	26	30	33
4. Hispanic or Latino Students					
% Proficient plus % Advanced	82	88	79	85	78
% Advanced	59	72	54	65	60
Number of students tested	43	39	28	39	40
5. African- American Students					
% Proficient plus % Advanced	79	74	69	75	63
% Advanced	40	58	43	50	34
Number of students tested	28	26	19	24	24
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
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: All of the students that took an alternate assessment were students with special needs. The students who were tested with an alternative assessment were students who were receiving special education services at the time of testing, and whose IEP (Individualized Education Plan) indicated that they would take the California Modified Assessment (CMA). The rest of the students took the regular California Standards Test (CST).

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	69	46	57	38	46
% Advanced	41	18	31	20	23
Number of students tested	64	51	66	62	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	9	6	6	8
% of students tested with alternative assessment	7	17	9	9	12
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	72	46	54	38	46
% Advanced	44	19	31	22	22
Number of students tested	50	48	56	50	50
2. Students receiving Special Education					
% Proficient plus % Advanced	100	50	20	34	13
% Advanced	84	10	10	0	0
Number of students tested	6	10	10	6	8
3. English Language Learner Students					
% Proficient plus % Advanced	76	59	58	59	50
% Advanced	38	21	36	29	31
Number of students tested	29	24	28	31	36
4. Hispanic or Latino Students					
% Proficient plus % Advanced	82	54	65	56	52
% Advanced	43	18	33	32	30
Number of students tested	38	28	34	38	37
5. African- American Students					
% Proficient plus % Advanced	48	37	45	9	40
% Advanced	36	19	23	0	15
Number of students tested	25	22	27	24	28
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
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: All of the students that took an alternate assessment were students with special needs. The students who were tested with an alternative assessment were students who were receiving special education services at the time of testing, and whose IEP (Individualized Education Plan) indicated that they would take the California Modified Assessment (CMA). The rest of the students took the regular California Standards Test (CST).

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	80	71	67	54	72
% Advanced	64	46	43	32	41
Number of students tested	50	68	59	63	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	11	9	4	8	3
% of students tested with alternative assessment	22	13	6	12	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	75	66	56	68
% Advanced	72	49	46	33	40
Number of students tested	42	62	53	52	43
2. Students receiving Special Education					
% Proficient plus % Advanced	100	37	0	0	67
% Advanced	85	19	0	0	0
Number of students tested	13	11	6	9	3
3. English Language Learner Students					
% Proficient plus % Advanced	88	83	73	57	76
% Advanced	71	63	52	38	49
Number of students tested	24	29	29	32	37
4. Hispanic or Latino Students					
% Proficient plus % Advanced	90	81	73	59	77
% Advanced	72	59	52	39	46
Number of students tested	28	36	33	36	42
5. African- American Students					
% Proficient plus % Advanced	67	60	50	49	61
% Advanced	53	32	28	23	27
Number of students tested	21	32	22	27	23
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
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: All of the students that took an alternate assessment were students with special needs. The students who were tested with an alternative assessment were students who were receiving special education services at the time of testing, and whose IEP (Individualized Education Plan) indicated that they would take the California Modified Assessment (CMA). The rest of the students took the regular California Standards Test (CST).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	74	70	61	51	52
% Advanced	44	41	46	23	24
Number of students tested	72	66	51	63	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	12	6	4	6	3
% of students tested with alternative assessment	16	9	7	9	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced				17	51
% Advanced					23
Number of students tested				6	53
2. Students receiving Special Education					
% Proficient plus % Advanced	50	15	0	17	67
% Advanced	12	0	0	0	0
Number of students tested	18	7	6	6	3
3. English Language Learner Students					
% Proficient plus % Advanced	71	74	54	57	55
% Advanced	42	44	47	20	25
Number of students tested	34	30	26	30	33
4. Hispanic or Latino Students					
% Proficient plus % Advanced	75	77	54	54	53
% Advanced	45	44	47	21	25
Number of students tested	43	39	28	39	40
5. African- American Students					
% Proficient plus % Advanced	72	62	69	46	50
% Advanced	40	39	48	25	21
Number of students tested	28	26	19	24	24
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
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: All of the students that took an alternate assessment were students with special needs. The students who were tested with an alternative assessment were students who were receiving special education services at the time of testing, and whose IEP (Individualized Education Plan) indicated that they would take the California Modified Assessment (CMA). The rest of the students took the regular California Standards Test (CST).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	60	40	26	21	41
% Advanced	36	16	8	10	16
Number of students tested	64	51	66	62	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	8	7	6	8
% of students tested with alternative assessment	7	15	10	9	12
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	62	42	29	24	40
% Advanced	42	17	9	12	16
Number of students tested	50	48	56	50	50
2. Students receiving Special Education					
% Proficient plus % Advanced	100	40	0	0	0
% Advanced	100	20	0	0	0
Number of students tested	6	10	10	6	8
3. English Language Learner Students					
% Proficient plus % Advanced	66	42	40	29	42
% Advanced	45	17	15	13	17
Number of students tested	29	24	28	31	36
4. Hispanic or Latino Students					
% Proficient plus % Advanced	72	40	39	32	44
% Advanced	45	15	12	16	19
Number of students tested	38	28	34	38	37
5. African- American Students					
% Proficient plus % Advanced	44	41	12	5	36
% Advanced	24	19	4	0	11
Number of students tested	25	22	27	24	28
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
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: All of the students that took an alternate assessment were students with special needs. The students who were tested with an alternative assessment were students who were receiving special education services at the time of testing, and whose IEP (Individualized Education Plan) indicated that they would take the California Modified Assessment (CMA). The rest of the students took the regular California Standards Test (CST).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher:

Test:
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	80	49	50	45	53
% Advanced	56	39	28	32	29
Number of students tested	50	68	58	63	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	11	9	4	8	3
% of students tested with alternative assessment	22	13	6	12	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	52	53	45	49
% Advanced	62	41	31	33	28
Number of students tested	42	62	53	52	43
2. Students receiving Special Education					
% Proficient plus % Advanced	93	28	0	0	0
% Advanced	77	19	0	0	0
Number of students tested	13	11	6	9	3
3. English Language Learner Students					
% Proficient plus % Advanced	92	56	63	41	52
% Advanced	71	45	28	35	30
Number of students tested	24	29	29	32	37
4. Hispanic or Latino Students					
% Proficient plus % Advanced	90	56	61	45	53
% Advanced	72	45	31	34	29
Number of students tested	28	36	33	36	42
5. African- American Students					
% Proficient plus % Advanced	67	41	32	45	48
% Advanced	34	32	23	30	27
Number of students tested	21	32	22	27	23
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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					
% Advanced					
Number of students tested					
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: All of the students that took an alternate assessment were students with special needs. The students who were tested with an alternative assessment were students who were receiving special education services at the time of testing, and whose IEP (Individualized Education Plan) indicated that they would take the California Modified Assessment (CMA). The rest of the students took the regular California Standards Test (CST).