

**U.S. Department of Education**  
**2015 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 Mrs. Susan Wildes

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

Official School Name Alta Vista Elementary School

(As it should appear in the official records)

School Mailing Address 815 Knob Hill Avenue

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

City Redondo Beach State CA Zip Code+4 (9 digits total) 90277-4300

County Los Angeles County State School Code Number\* 19 75341 6022008

Telephone 310-798-8650 Fax 310-798-8662

Web site/URL http://altavista.rbusd.org E-mail swildes@rbusd.org

Twitter Handle  
@susan\_wildes 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. Steven Keller

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: skeller@rbusd.org

Other)

District Name Redondo Beach Unified School District Tel. 310-379-5449

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. Brad Serkin

(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 8 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 12 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	44	16	60
K	54	45	99
1	54	45	99
2	68	47	115
3	70	54	124
4	67	41	108
5	56	44	100
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	413	292	705

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 12 % Asian
  - 3 % Black or African American
  - 19 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 56 % White
  - 9 % 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 2013 - 2014 year: 12%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	64
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	86
(4) Total number of students in the school as of October 1	689
(5) Total transferred students in row (3) divided by total students in row (4)	0.125
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 9%  
65 Total number ELL  
 Number of non-English languages represented: 16  
 Specify non-English languages: Spanish, Thai, Russian, Japanese, Filipino, French, Korean, Portuguese, Vietnamese, Swedish, Romanian, Arabic, Farsi, German, Greek, and Hindi
8. Students eligible for free/reduced-priced meals: 10%  
 Total number students who qualify: 74

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 33% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 22 %  
161 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.

- |                                |  |
|--------------------------------|--|
| <u>49</u> Autism               | <u>2</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>8</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>13</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>75</u> Speech or Language Impairment        |
| <u>3</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>4</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>7</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	33
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 23:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	95%	95%	95%
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 2014

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

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

Yes  No

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

15. Please summarize your school mission in 25 words or less: Alta Vista's mission is to create an environment where students can safely grow physically, socially, emotionally and academically to become critical thinkers and life-long learners.

## **PART III – SUMMARY**

---

Alta Vista Elementary, home of the Wildcats, is a neighborhood school nestled in the arms of Alta Vista Park and the south Redondo Beach community. As one of thirteen schools in the Redondo Beach Unified School District (RBUSD), our staff provides students and families with a nurturing learning environment wherein children can discover their strengths, dreams, and passions, while learning how to use them for the greater community. Our success, above all else, is about forming relationships as a vehicle to ensure the success of all students. A culture of excellence and high expectations, collaboration, risk-taking and reflection has grown out of these relationships, always keeping our mission at the forefront: to provide a safe and enriching environment where all children can grow academically, physically, socially, and emotionally.

Alta Vista is a diverse learning environment. While we have predominately high achieving students, we also service the largest special needs population in the district, including seven special day classes of preschool and kindergarten-age students from the overall district. Twenty two percent of the overall population of Alta Vista is served by an IEP or 504 Plan. Elementary-age students, K-5th, number almost 650 students and are comprised of many ethnic subgroups: 57% white, 19% Hispanic, 12% Asian, 9% two or more races, and 3% African American. Nine percent of the population is English-language learners. Within this diverse learning environment, our students have consistently performed exceptionally well on external measures of academic achievement. Our 2013 Academic Performance Index (API) score of 946, used by the state of California to indicate school effectiveness, reflects the second year in a row of double-digit growth, and our seventh year to score over 900, making Alta Vista the highest achieving school in RBUSD. Our achievement was also recognized in 2014 when Alta Vista received the California Distinguished School Award.

Built in 1965, Alta Vista has grown in size and undergone substantial renovations, but its tradition of community support and strong parental involvement has endured. We have a long-standing partnership with the Parent-Teacher Association (PTA) and the Redondo Beach Educational Foundation (RBEF). These partnerships provide funding for learning materials and enrichment programs such as music and laboratory science, educational field trips, and support for our college-going culture. Parents and community members contribute by serving on our School Site Council and Wellness Council; facilitating Hands-On-Art, Hands-On-Science, nutrition and gardening lessons; as well as volunteering countless hours in the classroom. Unique to Alta Vista is the WATCH D.O.G.S. (Dads of Great Students) program, wherein fathers or father-figures volunteer for a full day, at least once yearly, in a variety of school activities, providing positive male role models. Even our city mayor becomes “Zero the Hero” yearly to support math instruction.

The Alta Vista experience is rooted in our belief that students will thrive academically when their social, emotional and physical needs are met. This translates into a multi-faceted focus on the whole child. The heart of our school has been our adoption of Positive Behavior Interventions and Supports (PBIS) and establishing a safe school through positive discipline. Teachers deliver explicit instruction on our positive expectations. Students’ achievement and growth is recognized through monthly award ceremonies and a reward system of Wildcat Wows that allows students to set goals and track positive behaviors. With school counselor support and the Beach Cities Health District, teachers offer instruction in mindfulness. Recently, Alta Vista was recognized as a Blue Zones Site and Alliance for a Healthier Generation Bronze Award School for our commitment to physical health and well-being. We partner with National Geographic as a sister school in their Big Cat Initiative to bring cross-culture learning and awareness to saving big cats around the world and in Africa. This has allowed our students to experience purposeful learning that is grounded in real-life applications.

What sets Alta Vista apart is our innovation, data-driven instruction and decision making, supported through ongoing collaboration and professional development. The school’s Instructional Leadership Team and grade level teams meet weekly to study standards, develop lessons based on students’ needs and analyze teaching to improve our practices. Professional development includes book studies and outside trainings. Collaboration allows for teachers to differentiate instruction and offer rigorous academics. Such innovation has allowed Alta Vista to lead the way across RBUSD with its implementation of the Fountas and Pinnell Benchmark Reading Assessment program, Eureka Math and Ten Marks Math.

Alta Vista strives to mold the whole child by providing standard-based instruction, guided by ongoing assessment, and establishing high expectations for student achievement. We endeavor to create students who are critical thinkers, life-long learners, and decision makers who are prepared to be successful not only in school, but also in their adult lives and a technology-competitive world. Alta Vista teaches students to develop and foster a sense of community and responsibility through a positive and healthy world view. We, the staff of Alta Vista, are dedicated to doing whatever it takes to ensure that each and every child achieves success.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

Alta Vista has led the way in adopting Common Core standards, utilizing a variety of supplemental resources to ensure rigor and depth of learning. We believe that every lesson should be purposeful and relevant.

Reading and English/Language Arts unfold utilizing a balanced literacy program. This rigorous approach develops independent, proficient readers and writers by actively engaging students in meaningful learning. Daily lessons include explicit instruction and coaching through read-alouds, shared reading, independent reading, guided reading and word study. Strategy lessons provide opportunities for modeling desired reading skills. Students collaborate to develop higher-level thinking and communication skills. The Fountas and Pinnell Benchmark Assessment is used to identify students' reading abilities a minimum of three times throughout the year. The data drives instruction and allows for differentiation based on individual strengths and needs. Classroom libraries are equipped with books across reading levels and genres. The school library is a resource that classrooms visit weekly to ensure each child always has a book in their hand. A leveled book room is available for teachers to access sets of books to use for small group reading instruction. One-to-one Chromebooks provide access to online reading resources, such as Raz-Kids and Reading Eggs. This approach has proven to not only meet the needs of our highest readers, but also our special needs and EL populations.

Writer's Workshop is used across the school to provide continuity and the opportunity to teach standards and foundational skills important to writing creatively, descriptively and with purpose. Student authors are engaged in meaningful projects based on topics spanning curriculums. Writer's Workshop increases writing stamina. Mini-lessons based on mentor texts are used to model strategies and teach students the tools and craft of writers. To supplement the yearlong curriculum, we celebrate our writers through a yearly Young Writer's Conference. This celebration, born at Alta Vista, transforms the campus, providing students with unique opportunities to develop writing abilities with local authors and illustrators as role models.

Eureka Math is our comprehensive, conceptually-rich math curriculum utilized in conjunction with supplemental resources to support Common Core Math instruction. Teachers employ real-world problems to develop deeper understandings of math concepts and the ability to support one's reasoning. They incorporate the Cognitively Guided Instruction (CGI) approach into daily math lessons that help increase teachers' understanding of the knowledge that their students bring to their math learning. CGI strategies allow math instruction to emphasize problem solving in the classrooms rather than the repetition of algorithms. Primary classrooms utilize Calendar Math to prime and reinforce math concepts. Students in grades 1-5 also use interactive notebooks in order to express mathematical ideas and process learning. Additionally, Ten Marks, an interactive, online curriculum, is utilized as a way to individualize math instruction. Sunshine Math complements our instruction by engaging students voluntarily in challenging problem solving activities at home.

Social science and science curriculums value the importance of project-based learning using standards-aligned, supplemental resources, in addition to the Houghton-Mifflin textbooks. Integrating Common Core, Alta Vista is committed to making science and social science come alive for our students. Hands-On Science docents lead classes in supplementary laboratory lessons. Each lesson is aligned with the content areas of life science, earth science, and physical science while simultaneously teaching investigation and experimentation. Grade levels engage in off-site field trips focusing on an area of study within the standards. Whether traveling to eco stations or science centers, the priority is to give students real life experiences to become passionate learners. RBEF has made it possible for our fourth and fifth grade classes to meet each week with a science instructor for a series of hands-on science investigations. Fifth grade classes spend a full week away at an outdoor science camp designated specifically for science curriculum activities. Social science is about bringing history alive. For example, third graders demonstrate knowledge learned through a "Living Museum," while fifth grade has an on-campus field trip called "Walk Through the American Revolution," in which students reenact battle scenes and rehearse character roles. In addition, actors

portraying historical figures like Abigail Adams and Laura Ingalls Wilder visit for a question/answer session and parent volunteers help host a hands-on Colonial Day in which students relive the past through “attending Williamsburg” as a colonist.

LIFT (Learning is Fun Together) is the RBUSD special education program for children ages 3-5 with special needs located here at Alta Vista. It consists of special educators, speech and language pathologists, occupational therapists, an adaptive physical education teacher, and numerous instructional support staff. LIFT is a program designed for students with disabilities that ensures exposure to the general education curriculum while providing instruction using the research-based “Creative Curriculum” to address areas of delay and to build “learning to learn” skills. Children are introduced to learning in literacy, mathematics, and science with early exposure to the Balanced Literacy methodology adopted by Alta Vista for general education in kindergarten.

## **2. Other Curriculum Areas:**

Alta Vista’s multi-faceted approach to nurturing the whole child through healthy living, physical and emotional education, music and art, GATE, and college-readiness education has created a safe, nurturing environment allowing students to grow and develop individual talents. Students are exposed to rich learning experiences that broaden their perspectives and extend their learning beyond the classroom.

Promoting a healthy mind and body is an integral part of the school. As a Blue Zones and Alliance for a Healthier Generation school, students of all grades participate in physical education, nutrition and gardening education, daily morning exercises, running club, the Walking School Bus, Mind Up curriculum and a play-before-lunch model. These programs promote physical activity in which students strengthen their fine and gross motor skills and enhance the development of positive self-concepts, goal setting and making healthy choices. Students learn to mindfully engage in strategies to reduce stress, increase concentration and focus, and self-regulate behavior through the neuroscience-based Mind Up program. Nutrition and gardening lessons are led monthly by parent volunteers trained by the Beach Cities Health District. These programs support learning by promoting a healthy lifestyle, resulting in students who are present, alert and engaged.

Alta Vista promotes self-directed and differentiated learning through several modalities of technology in the classroom. Teachers utilize classroom Promethean boards to deliver innovative and interactive lessons to engage students in learning and make content comprehensible. A computer lab and tablets for primary students and one-to-one Google Chromebooks for approximately 350 students in grades 3-5 provide the tools to be 21st Century learners and develop skills needed in a rapidly changing world. These technology resources prepare students with skills for communication, collaboration, creation, research, and critical thinking. It extends learning beyond the classroom, allows students to be responsible for their own learning, enhances teachers’ abilities to differentiate, and provides students and teachers with the research tools to gain further knowledge. Subscriptions to online programs such as Ten Marks, Raz-kids, Google Classroom and Reading Eggs, are valuable teacher resources for streamlined data management to help guide instruction and provide immediate feedback to students.

Weekly music and arts education foster creativity and allow students to develop a multitude of talents. Students in grades 1-4 participate in weekly music and movement lessons for half the year with a credentialed music teacher, while students in Kindergarten have music embedded in the curriculum. Students sing and dance, learn fundamentals of music which culminate in end of unit performances. Approximately 80 fifth grade students participate in twice-weekly band instruction. Students are taught to care for their instruments, read music, learn diligence and hard work, while playing on a variety of self-chosen instruments. Hands-On Art, a monthly, docent-led program, allows students to study the life and medium of famous artists and create works inspired by the study. Art is also integrated into classroom projects and weekly lessons.

Alta Vista’s Gifted and Talented Education (GATE) students are served using differentiated instruction and depth of knowledge techniques in the regular classroom. In addition, an after-school GATE class meets for six weeks bi-annually, to provide further optional, enrichment opportunities for students identified as having exceptional abilities. Alta Vista has 58 students identified in 3rd through 5th grade. These enrichment

classes provide students with differentiated learning opportunities based on their individual needs, capabilities, and strengths.

Alta Vista's focus on the whole child also emphasizes the importance of college readiness. From the beginning of their school career, students are taught the character traits associated with personal and social responsibilities that are needed to be college-ready. This includes a focus on students striving for excellence, cultivating integrity, contributing to a larger community, having grit and resilience, and understanding various perspectives. Executive functioning skills such as decision-making, taking initiative and displaying commitment are taught through goal-setting and utilizing self-evaluation tools such as checklists, rubrics and models. The library displays college books from around the country and all fourth grade students take a yearly field trip to a local university. Alta Vista's college-going culture supports learning in the classroom by creating a community of lifelong learners with goals for the future.

Alta Vista's curricular programs foster and enhance students' multiple intelligences and strengths. They extend classroom learning and develop talents by exploring the many facets of a whole child approach to learning.

### **3. Instructional Methods and Interventions:**

In order to ensure an education that fosters the whole child while implementing the Common Core State Standards, Alta Vista teachers incorporate a variety of instructional methodologies. The goal of instruction is to create students who are able to set goals, persevere, and become advocates for their own learning.

Teachers embrace a gradual-release-of-responsibility model of instruction, in all content areas. Explicit modeling of strategies is used during instruction in conjunction with ongoing assessment and coaching. Print-rich classrooms offer visual supports and serve as a teaching tool. Anchor charts provide students with concrete scaffolds. The use of manipulatives, CGI strategies, mentor texts, and real-life applications make content accessible for all. Students are provided with accountable-talk opportunities through project-based activities, pair-share, and small group discussions to foster collaboration. They are taught to cite evidence to defend their thinking while sharing inferences and conclusions. Graphic organizers are used to help students organize and synthesize information. Teachers continuously assess learning using assessments such as the Fountas and Pinnell Benchmark System to create flexible groupings for targeted reading instruction and "exit tickets" for math. While students work independently, teachers confer with students and gather anecdotal notes to form targeted strategy groups. Instruction is truly student-driven.

Intervention occurs in classrooms one-on-one or in smaller groups. Our Learning Center staff collaborates and supports classroom instruction through small groups using multi-sensory educational strategies and a variety of research-based intervention programs such as Read Naturally and Saxon Math. Push in and pull out models are designed as needed with general education students for increased support. The response to intervention (RTI) also includes after-school intervention classes, while GATE enrichment classes provide unique opportunities for advanced, differentiated instruction.

Preparing students with 21st century skills is also a crucial component of Alta Vista's instructional methodologies. Technology promotes differentiated instruction by allowing students to read and apply math skills at their instructional level. Educational technology programs such as Ten Marks for math, and Raz-Kids and Reading Eggs for reading, differentiate and enrich instruction. Technology allows teachers to design lessons using Chromebooks as a collaboration and research tool. The use of Google Classroom and Haiku allows teachers to link videos and other sources of multimedia to student assignments. The Google Drive provides instant feedback to students, and the use of Promethean boards allows teachers to create engaging and interactive lessons. All of these tools help to keep up with the ever-increasing dependence of technology in education today.

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

---

### **1. Assessment Results Narrative Summary:**

Alta Vista has utilized the California Standardized Testing and Reporting Program (STAR) to measure student growth, plan instruction and review program impact. Based on assessments, our students have met AYP targets over the past five years and the school's API has increased from 899 in 2008 to 946 in 2013, an all-time high and 146 points higher than the California accountability goal of 800. Looking at math scores over time, AV consistently has strong achievement. However in 2010-2011, the number of students scoring proficient and above in fifth grade math, fell to 73% from 84% previously. This was significantly below the achievement of both third and fourth grades that had 86% and 91% respectively. It was noticed that special education students dropped to 30%. Fifth grade and special education teachers developed a more collaborative relationship, reconfigured scheduling and focused on conceptual math skills. By spring of 2013, special education students in all grades were demonstrating increase in math proficiency.

The percentage of students achieving proficient or advanced in English/Language Arts (ELA) has also been consistently high, keeping pace with or exceeding that of Math in grades 4 and 5. However in third grade, ELA fell dramatically behind Math, especially when the grade level disaggregated the number of students scoring advanced. In 2012, only 26% were advanced in ELA versus 65% in math. Teachers made significant adjustments to instruction and increased rigor. As a result, in 2013, 40% of students scored advanced.

Gaps were also noted in the achievement of socio-economic disadvantaged and Hispanic student groups and as a result, Alta Vista implemented an after-school intervention program, in-school, targeted intervention groups, additional one-on-one time with the school counselor for goal setting and purchased additional web-based programs to address the unique needs of students within these groups.

As California moves to implement SBAC testing in the spring of 2015, the way in which achievement is measured will evolve, but data analysis will continue in order to plan instruction and determine needs for growth and focus.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Alta Vista employs assessments that report on academic, whole child and school performance. In addition to formative assessments and data collection, school-wide benchmarks are used. The Fountas and Pinnell Reading Assessment System (F&P) analyses fluency, accuracy and comprehension to determine a student's instructional reading level. Once data is gathered, teachers differentiate instruction and communicate reading progress to parents. Standards-based checklists and rubrics, created collaboratively across contents, ensure summative assessments are consistent across grade levels. Criteria provided to students and parents clearly communicate goals and progress. End-of-module math assessments allow for common analyses. Ongoing assessments allow teachers to fine tune students' learning and monitor progress towards standards mastery. In addition to trimester reporting, individual conferences are held twice yearly communicating growth.

At least three times a year, school-wide ELA and math benchmark assessments are reported to administration and the Cooperative Conferencing Team (CCT). CCT meetings consist of the principal, school psychologist, counselor, learning center (RSP) teachers and grade level teams. An intensive examination of assessment results is conducted, including attention to social/emotional growth. CCT identifies students for Level 1, in classroom, supports. Students are monitored throughout the school year with interventions as needed, ensuring attainment of grade level standards. Grade level teams meet weekly to analyze student work and progress. These analyses give valuable insight into strengths and needs. Through Student Success Team and School Attendance Review Team meetings, teachers, parents and administration create strategic plans to help those in need of more intensive, Level 2 supports.

The Teachers' Association annually conducts a school climate survey which assesses the administration's ability to support a healthy work environment and provide the staff with necessary instructional support and leadership. Parent surveys, conducted by school-site council, provide administration, teachers and office staff with feedback towards annual goals, areas of strength and targets for improvement. The California Healthy Kids survey collects information on school connectedness, student health and welfare. School-wide Body Mass Index (BMI) and fifth grade physical fitness assessments are administered yearly.

## **Part VI School Support**

---

### **1. School Climate/Culture**

Alta Vista is committed to engaging and motivating students while providing a positive environment that fosters the whole child. The school has implemented school-wide PBIS (Positive Behavior Intervention and Supports), establishing common, positive behavioral expectations, consistent instruction, and explicit positive reinforcement. The expectations are understood by staff and students. The school motto is, “Cause an UpROAR,” where students are taught to Respond Respectfully, Own their Behavior, Act Safely and be Ready to Learn. Positive behavior is rewarded frequently through a school-currency of Wildcat Wows that are redeemed from a menu of non-food rewards. Positive behaviors and goal attainments are also highlighted through “Student of the Month” assemblies.

To complement PBIS, the Peaceful Playgrounds program was layered in to reduce playground confrontations, and allows students to choose from an increased number of activities. Conflict resolution strategies are rehearsed and can often be observed. Game rules and expectations are clearly stated. Safe equipment, sufficient choices, and the playground design all support a positive environment. Upper grade students serve as Wildcat Patrols and mentors to support younger students academically and socially while implementing anti-bullying techniques.

The Comprehensive School Counseling Program provides the school community with support, direct services and resources. The program focuses on student engagement through new student orientations, individual 5th grade goal-setting meetings, and leading a school-wide, college-going culture. The program promotes social awareness through activities such as the Great Kindness Challenge, Red Ribbon Week, Yellow Ribbon Week, and Mix-It-Up Lunches. The program also oversees Student Leadership and the BARK (Beach Animals Read with Kids) program for students needing extra emotional support.

The school’s partnership with National Geographic and the Big Cat Sister School Program allows our school to participate in cross-cultural learning with a school in Kenya, and works to increase awareness of the declining big cat population. Students participate in research projects to gain knowledge of big cats, and students fundraise to purchase much-needed supplies for our sister school.

Teachers and staff are valued and supported in a variety of ways. They are encouraged to practice self-care by participating in wellness activities such as the Wellness Challenge, Workout Wednesdays, Fit Fridays and walking lunches. The Social Committee encourages staff to attend monthly outings as well as to commemorate and celebrate hard work and dedication. Staff is supported through frequent administrative walk-throughs which provide positive and constructive feedback. An open-door policy allows teachers to express needs or brainstorm resources and professional development ideas. In a culture where staff feels healthy, strong and supported, student achievement is flourishing.

### **2. Engaging Families and Community**

Alta Vista offers a variety of programs that engage our families and community by utilizing their skills and talents to bolster student success. By presenting families and community members with a menu of opportunities, from working in classrooms to family carnivals and events, Alta Vista is cultivating deep relationships to support students.

The halls and classrooms of Alta Vista are teeming with parents on a daily basis. In addition to classroom volunteering and room parenting, community members and parents take part in numerous docent-programs such as Hands-On Art, Hands-On Science, nutrition and garden education. Trained parent-docents teach lessons directly to students. In the WATCH D.O.G.S. Program, Dads of Great Students volunteer at least one full day a year, helping in the classroom, on the playground and at lunchtime. They serve as positive male role models, demonstrating by their presence that education is important, as well as providing an extra set of eyes and ears to enhance school security and reduce bullying. The Parent/Teacher Association (PTA) plays host to additional special events throughout the year that reach out to parents and community

members such as: a family carnival, movie nights, new student socials, science nights, an annual book fair and parent education speakers. Parents also facilitate enrichment learning opportunities such as Math Superstars and the Battle of the Books.

Alta Vista draws on the collaborative support of community and businesses as well. The Redondo Beach Educational Foundation (RBEF) strengthens the connection between our school and community by providing supplemental funding for enrichment programs. Funding provided by local community businesses, through RBEF, supplements state funding gaps for music and science education as well as teacher grants and financial support for our college-going initiatives. Local businesses such as Skechers partner with the RBEF and provide large financial contributions to be used for additional programs. Chevron financially supports our Lego Robotics Teams while the Beach Cities Health District supports whole child education programs. Alta Vista engages community leaders and business people through career days and visits from our Mayor, police and fire fighters, business and school board members.

Communication with parents and the community plays a critical role in promoting engagement. Weekly e-newsletters, wellness and classroom teacher newsletters, school and teacher websites, social media, community signage and regular teacher conferences keep parents informed of current happenings and how to stay involved.

Students, parents, staff and community members clearly benefit from the network of engaged families and community members. The sense of connectedness has fostered a strong working relationship that messages to students the importance of their education.

### **3. Professional Development**

Alta Vista resides within a district where professional development is valued and prioritized. Teachers and administration are supported and encouraged to continue growing and learning best practices. Guided by the question, “What is best for students?”, professional development evolves around Common Core standards, district norms, the latest research in best practices, and student-needs specific to our school site.

Professional development is ongoing and all staff are encouraged to self-reflect and identify their own specific needs for growth. Opportunities are then matched to the needs in the form of district classes, off-site courses, university classes and trainings, or our Special Education Local Plan Area (SELPA). Such coursework and training topics have included Cognitive Guided Instruction, Close Reading, MindUp and brain-based research, Common Core Implementation, meeting the needs of special education students, The Daily 5, and Readers and Writers’ Workshop. Topics to increase the impact of technology initiatives have included a multi-day Google Summit, TenMarks, Chromebook Implementation, differentiating instruction with technology, Illuminate data management and utilizing the Infinite Campus student information system.

RBUSD has made it a priority to establish time for weekly collaboration, to allow teachers to collaborate and learn from one another, fostering a cohesive program of professional growth. Under the leadership of the principal, teachers study the Common Core standards through a partnership with the Talking Teaching Network and collaborate on the implementation of new instructional strategies, methods, and resources. Using current research, teachers evaluate student work and reflect on the effectiveness of the lesson, based on student output. When data indicated a gap in achievement between math and reading/language arts, the school implemented staff book studies focused on the areas of reading and writing. This allowed for school-wide study and discussion of common needs by studying the work of researchers such as; Fountas and Pinnell, Linda Hoyt, Kylee Beers, Georgia Heard, Ralph Fletcher and Lucy Calkins. Later on, as CCSS dictated a shift in teachers’ thinking about math instruction, a shift was added by studying John SanGiovanni’s work with CGI and the eight mathematical practices.

Alta Vista’s success and growth using the Fountas and Pinnell Assessment Program, TenMarks, and other initiatives has resulted in the district-wide adoption for use in all of the elementary school sites. Alta Vista’s study and implementation of these programs has served as a model for professional development

across the district. As student needs and implementation of the Common Core standards evolve, Alta Vista's teachers and administration will continue to grow and evolve.

#### **4. School Leadership**

Alta Vista's leadership philosophy is one of distributed leadership and empowerment to develop a vision of what is possible for our students. An environment exists where teachers feel challenged to learn, are provided tools to grow, the room to take risks, the encouragement to push each other and the coaching to be successful. The result is a unique learning community built on a foundation of supportive relationships, while keeping student achievement in the forefront.

The principal leads with the core belief that a leader's job is to develop the capacity and strengths of teachers and staff. Growth does not result from directives, but rather through professional development opportunities, collaboration, open communication, joint risk-taking and ongoing reflection. This occurs on many levels. First, the Instructional Leadership Team (ILT) of the school brings together the principal and building representatives to create a Common Core study group that develops common learning foci and makes building-level decisions. The ILT works to develop personal understandings of effective collaborations to then facilitate the learning of grade level teams. In addition, grade level teams meet weekly with the principal for targeted professional development and planning. Bi-weekly staff meetings focus on building-level learning such as book study readings of *Putting the Practices into Action* and *Teaching for Comprehending and Fluency*.

Parents and community members play pivotal roles in providing leadership to Alta Vista. The School Site Council, comprised of parents and staff, provides input on the implementation of the Single School Site Plan, budgeting and the safety plan. The Wellness Council, comprised of parents, community members, and staff members, works to identify focus areas for school wellness and create action plans to bring about healthy changes.

Students are provided with leadership opportunities that promote mentoring, social responsibility, shared decision making, philanthropy and public speaking. Student leaders lead service projects such as fundraising for our sister school in rural Kenya. They plan spirit days and promote "College Fridays," and serve as "buddy readers" to younger, struggling students. The Wildcat Patrol teaches compassion and responsibility by training 4th and 5th grade students in identifying and utilizing anti-bullying techniques. They serve as mentors on the playground by facilitating play and mediating disputes. They work closely with the school counselor to communicate issues and needs.

The shared leadership of Alta Vista Elementary has succeeded in building a supportive learning environment where risk-taking and innovation can occur. The risks have paid off with student achievement continuing to grow each year.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>STAR CST</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		86	91	86	86
Advanced		65	63	65	67
Number of students tested		93	104	94	105
Percent of total students tested		100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		75	78	67	75
Advanced		58	41	42	44
Number of students tested		24	32	12	16
<b>2. Students receiving Special Education</b>					
Proficient and above		71	75	53	67
Advanced		50	38	47	40
Number of students tested		14	16	15	15
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		50	82	77	75
Advanced		25	35	65	50
Number of students tested		8	17	17	12
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		80	100	93	94
Advanced		73	92	80	88
Number of students tested		15	12	15	16

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		92	92	85	88
Advanced		68	65	60	66
Number of students tested		62	62	52	68
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Test results not available for 2013-14 due to a discontinuing of STAR CST testing in English/LA and Math. Common Core SBAC field testing was conducted in the Spring of 2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>STAR CST</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		87	90	91	87
Advanced		71	76	78	74
Number of students tested		109	102	107	95
Percent of total students tested		99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		73	76	75	88
Advanced		56	48	56	59
Number of students tested		41	29	16	17
<b>2. Students receiving Special Education</b>					
Proficient and above		67	69	62	60
Advanced		56	54	44	40
Number of students tested		18	13	16	10
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		74	84	79	92
Advanced		42	63	71	69
Number of students tested		19	19	14	13
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		100	93	100	100
Advanced		92	86	92	92
Number of students tested		12	14	13	13
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		88	95	92	86
Advanced		72	86	79	75
Number of students tested		65	56	72	55
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Test results not available for 2013-14 due to a discontinuing of STAR CST testing in English/LA and Math. Common Core SBAC field testing was conducted in the Spring of 2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>STAR CST</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		93	79	73	84
Advanced		62	56	44	55
Number of students tested		109	114	101	99
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		77	69	73	73
Advanced		40	34	47	40
Number of students tested		35	32	15	15
<b>2. Students receiving Special Education</b>					
Proficient and above		86	40	30	71
Advanced		28	27	20	36
Number of students tested		14	15	10	14
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		77	82	86	70
Advanced		55	41	57	60
Number of students tested		22	17	14	10
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		100	92	92	100
Advanced		86	77	75	90
Number of students tested		14	13	12	20
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		97	73	74	88
Advanced		62	55	41	46
Number of students tested		61	71	58	59
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Test results not available for 2013-14 due to a discontinuing of STAR CST testing in English/LA and Math. Common Core SBAC field testing was conducted in the Spring of 2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>STAR CST</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		74	72	75	69
Advanced		40	26	37	36
Number of students tested		92	104	93	105
Percent of total students tested		99	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		1	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		71	63	67	38
Advanced		17	19	8	19
Number of students tested		24	32	12	16
<b>2. Students receiving Special Education</b>					
Proficient and above		64	69	26	33
Advanced		14	19	23	7
Number of students tested		14	16	13	15
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		63	53	77	42
Advanced		13	6	41	17
Number of students tested		8	17	17	12
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		71	92	88	81
Advanced		50	42	56	63
Number of students tested		14	12	16	16
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		74	76	74	72
Advanced		42	26	32	34
Number of students tested		62	62	50	68
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Test results not available for 2013-14 due to a discontinuing of STAR CST testing in English/LA and Math. Common Core SBAC field testing was conducted in the Spring of 2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>STAR CST</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		86	89	87	93
Advanced		72	66	67	60
Number of students tested		110	102	106	95
Percent of total students tested		100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		81	72	75	88
Advanced		56	41	25	35
Number of students tested		41	29	16	17
<b>2. Students receiving Special Education</b>					
Proficient and above		78	62	87	80
Advanced		50	31	40	20
Number of students tested		18	13	15	10
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		68	84	71	92
Advanced		53	53	43	39
Number of students tested		19	19	14	13
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		83	100	92	85
Advanced		83	86	92	77
Number of students tested		12	14	13	13
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		92	93	89	96
Advanced		79	70	69	67
Number of students tested		66	56	71	55
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Test results not available for 2013-14 due to a discontinuing of STAR CST testing in English/LA and Math. Common Core SBAC field testing was conducted in the Spring of 2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>STAR CST</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above		91	82	88	84
Advanced		62	57	49	59
Number of students tested		109	114	98	99
Percent of total students tested		100	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		83	75	86	67
Advanced		40	44	36	27
Number of students tested		35	32	14	15
<b>2. Students receiving Special Education</b>					
Proficient and above		71	73	75	71
Advanced		29	40	50	43
Number of students tested		14	15	8	14
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above		86	70	79	90
Advanced		50	53	36	60
Number of students tested		22	17	14	10
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above		100	85	83	100
Advanced		71	69	67	85
Number of students tested		14	13	12	20
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		92	85	91	83
Advanced		67	58	54	56
Number of students tested		61	71	56	59
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Test results not available for 2013-14 due to a discontinuing of STAR CST testing in English/LA and Math. Common Core SBAC field testing was conducted in the Spring of 2014.