

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 Mr. Luke Hackney

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

Official School Name Country Springs Elementary School

(As it should appear in the official records)

School Mailing Address 14145 Village Center Drive

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

City Chino Hills State CA Zip Code+4 (9 digits total) 91709-4130

County San Bernardino County State School Code Number* 36676786111710

Telephone 909-590-8212 Fax 909-548-6079

Web site/URL
http://www.chino.k12.ca.us/countr
ysprings E-mail luke_hackney@chino.k12.ca.us

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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. Wayne Joseph E-mail:
(Specify: Ms., Miss, Mrs., Dr., Mr., wayne_joseph@chino.k12.ca.us
Other)

District Name Chino Valley Unified School District Tel. 909-628-1201

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Irene Hernandez-Blair
(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):
- 22 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 7 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. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	29	23	52
1	41	33	74
2	38	46	84
3	32	40	72
4	55	30	85
5	43	35	78
6	41	38	79
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	279	245	524

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 56 % Asian
 - 1 % Black or African American
 - 22 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 18 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	545
(5) Total transferred students in row (3) divided by total students in row (4)	0.040
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 11 %
60 Total number ELL
 Number of non-English languages represented: 16
 Specify non-English languages: Arabic, Cantonese, Farsi, Gujarati, Hindi, Indonesian, Japanese, Korean, Mandarin, Marathi, Spanish, Tagalog, Taiwanese, Teluga, Tamil, Vietnamese
8. Students eligible for free/reduced-priced meals: 12 %
 Total number students who qualify: 64

Information for Public Schools Only - Data Provided by the State

The state has reported that 39 % 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: 11 %
59 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>25</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> 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	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 25:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	98%	98%	98%
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

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

If yes, select the year in which your school received the award. 2007

15. Please summarize your school mission in 25 words or less: Country Springs is committed to providing high academic standards, recognizing individuality, and instilling the enjoyment of life-long learning in a safe and nurturing environment.

PART III – SUMMARY

Country Springs Elementary School – “Where Education is a Hit!”

Country Springs Elementary School, home of the All Stars, was established in 1994 in the heart of Chino Hills, California. The school community has continued to show positive success over the past twenty years by creating and maintaining high expectations for both students and the staff. The outcomes have led the school to the highest Academic Performance Index (API) scores in Chino Valley Unified School District as well as one of the highest in San Bernardino County. The school has been previously recognized as a National Blue Ribbon School in 2007, a California Distinguished School in 1998 and 2010, and as a California Golden Bell award recipient for the implementation of the Theory of Multiple Intelligences utilized during instruction. These honors were earned by maintaining a great student body, a devoted school staff, and a school community that values high achievement.

The Country Springs’ Mission Statement encompasses our vision:

"Epitomizing the ideal learning environment for our school community, Country Springs holds a shared vision of high expectations, focused academics, and ever-increasing student achievement within a positive, nurturing setting. A feeling of pride is held by all. Students, parents, and school staff members feel secure with the educational support structures and the physical school facility.

The intensity of meeting Common Core Curricular Standards is tempered with meaningful, yet enjoyable, academic instruction tailored to each student’s learning style using the Theory of Multiple Intelligences. Special programs throughout the year allow students to make practical application of newly acquired knowledge.

Adults and children enjoy each other’s company. Accomplishments are recognized in such a way that they motivate future accomplishments. Respect for others is a norm, not a goal. Challenges are seen as temporary barriers to be removed. There exists total confidence in the school to provide excellence in learning and value in personal growth. In all aspects, Country Springs works to its potential."

Country Springs is home to many exceptional and innovative ideas to increase student motivation that create a sense of self-importance among students. A unique characteristic of Country Springs is the motivational baseball theme throughout the school. All classrooms are named after a different baseball stadium and other rooms and offices each have their own unique name. For example, the main office is called the Clubhouse, the health office is called the Training Room, and the multi-purpose room is called the Hall of Fame where each of the staff members have a picture wearing a baseball jersey. The library is called the Field of Dreams and the cafeteria is called the Concession Stand. The baseball theme is also used for student recognition. The monthly awards are called MVP awards for outstanding academic achievement and the trimester awards are called the Coach’s Award for good citizenship, RBI Award for consistently completing homework, and Batting 1000 Award for excellent attendance. In addition, every Wednesday is “Baseball Day” where all students and staff are encouraged to wear baseball attire. The baseball theme brings a strong sense of pride to the school.

Since the school’s previous recognition as a National Blue Ribbon School, the school community has continued to grow in a positive manner. The morale of the students, staff, and community has increased and a deeper sense of pride and ownership has evolved. Parent and community involvement has increased, in which new and innovative systems and programs have been created, sustained, and grown over time. For example, at weekly Monday morning assemblies, students review what it takes to be a Blue Ribbon CHAMP (C-Communicate in Complete Sentences, H-Have Learning Tools Ready, A-Always Try Your Best, M-Make Sure We Are Respectful, P-Pay Attention). Students are expected to be CHAMPs in all aspects of their day whether it is in the classroom or any other common area. Students are taught what a CHAMP looks like and/or sounds like in a variety of circumstances to instill that being a CHAMP will lead to success. Students are aware that they attend a “National Blue Ribbon School” and rise to the occasion of

knowing what it takes to be part of the Blue Ribbon community, and in turn, rise to high expectations. Students take pride in being a CHAMP and supporting their peers in appropriate CHAMP behaviors.

Country Springs places an emphasis on visual and performing arts throughout the curriculum among all grade levels. The California Common Core State Standards (CCSS) are utilized as the foundation to incorporate visual and performing arts. This provides students with another avenue to learn the curriculum by incorporating the Theory of Multiple Intelligences to show mastery of the content. A greater sense of excitement, a higher self-esteem among students, and a stronger academic performance is gained by incorporating visual and performing arts.

Country Springs is home to three self-contained classrooms of students with special needs all with a primary disability of autism ranging from grades 2-6. These students receive instruction in this Special Education setting with opportunities to be included with general education peers throughout the school day. Country Springs also has a Specialized Academic Instruction (SAI) program, an Occupational Therapy room (in which our Occupational Therapist recently received a grant for additional sensory equipment), a strong English Learner (EL) program which supports sixteen different languages/dialects at Country Springs, an intervention teacher to support struggling students through Multi-Tiered Systems of Support (MTSS), and an instructional coach to support teachers with implementing effective instructional strategies with the newly adopted CCSS.

The school community takes a great sense of pride in making each school day focused on excitement towards learning through the services and experiences provided to each student to be college and career ready.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Country Springs is aligned with the California Common Core State Standards (CCSS) in the areas of English language arts (ELA)/Literacy and mathematics. California State Standards are followed for science and social studies/history. The CCSS are exceedingly rigorous and encompass higher levels of cognition by requiring students to demonstrate a depth of understanding through performance tasks. For all content areas, students at Country Springs receive a quality 21st Century education. Teaching and learning includes students gaining mastery in content as well as developing innovation skills in communication, collaboration, critical thinking, and creativity. Our goal is to cultivate preparedness within all students for college, career, and global citizenship. All students excel across the disciplines through instructional differentiation via strategic groupings, modified or accelerated assignments, and leveled questioning.

The ELA/Literacy standards are comprised of domains in reading, writing, speaking and listening, and language. The standards focus on a balance of complex literature and informational text. Chino Valley Unified School District utilized the CCSS to develop ELA/Literacy Units of Study for all grade levels that contain focus standards and suggested learning sequences. Each unit is designed to span across content areas and integrate instructional technology. Student motivation is fostered through high interest texts and engaging instructional activities, projects, and assignments. Students produce written compositions by means of the writing process that vary from narrative, opinion/argument, and explanatory genres. Performance tasks in ELA/Literacy include: writing a narrative from a character's point of view, completing an author study to analyze the common themes found in their works, and creating a digital presentation that compares and contrasts stories within the same genre. Country Springs students foster an inherent appreciation for literary analysis and confidence in written expression.

At Country Springs, CCSS Mathematics instruction incorporates producing accurate calculations and explaining mathematical processes. The math standards emphasize number sense and place value. Students demonstrate mathematical thought by understanding how numbers and math operations work. During lessons, students engage in problem based interactive learning activities and grapple with complex math problems. Our students view instructional videos that bring the math concepts to life and participate in interactive note-taking. Students learn habits of a mathematician such as attending to precision, persevering in solving problems, and constructing viable math arguments. Students are taught to tackle math problems in different ways and justify their solutions using academic vocabulary. Performance tasks require students to strategically plan and solve multi-step problems that are relevant to real world applications. Students at Country Springs view math with a functional purpose and confidently exhibit mathematical prowess.

Science and social studies/history standards are instructed in correlation with ELA/Literacy standards. Students are taught how to analyze informational text features, decipher and cite credible sources, extract and summarize key ideas and details, and interpret scientific and historical relationships and patterns.

Students at Country Springs learn about science concepts and phenomena through inquiry experiments and connections made to real life occurrences. Performance tasks in science include but are not limited to: researching a scientific occurrence and video recording a news broadcast, conducting and documenting the scientific process in a field log, or creating a song that teaches a scientific system. Country Springs students that are in GATE (Gifted and Talented Education) cluster classrooms in 2nd-6th grades participate in a weekly program entitled iSTEAM (Integration of Science, Technology, Engineering, Arts, and Mathematics). Students are in multi-grade level groups and are considered engineering "companies" that undergo professional development sessions and collaborative projects in environmental and structural engineering. Students learn how science and math play an integral role in engineering. 6th graders are considered CEOs that lead their company through the engineering design process. Each student assumes a professional role in their engineering company as they contribute to discussions and project development. The synchronous instruction in technical subjects broadens students' appreciation and understanding of the different sciences.

Our students develop complex understanding of social studies/history standards through engaging in an investigative approach to learning historical content. During performance tasks, students can be found participating in dialogue and debate that ignites passion about historical events, evaluating changes over time in places and cultures through primary and secondary sources, and assessing the efficacy of historical figures. Students in 4th- 6th grades participate in historical “walk-throughs” as a unit culminating experience, where they adopt a historical role of a specific era depending on their grade level standards. Students deliver a short speech to their peers, dress in historical costume, and review historical facts in an engaging presentation. Country Springs students gain an inherent appreciation for the world and its history through comprehensive and engaging social studies/history curriculum.

2. Other Curriculum Areas:

Students at Country Springs not only excel in academia but also possess interest and mastery in visual and performing arts, music, physical education, and technology. Our school is comprised of teachers, staff, parents, and community partners that work in concert with one another to design and deliver learning opportunities that nurture within our students the 21st Century innovation skills in extra-curricular areas. Each member of the school community takes pride in the diverse offerings that make Country Springs a fun place to learn. Due to the plethora of programs offered at Country Springs, our students develop into well-rounded individuals that showcase expertise in endeavors that build confidence and enliven their elementary school career.

At Country Springs, the visual and performing arts thrive in all grade levels. Students participate in monthly art lessons in the Art Palette program where parent volunteers conduct artist studies that delve into specific artistic eras and artistic styles. Art projects vary in mediums such as ceramics, watercolors, oil pastels, paper art, and drawing. Students have the option of mirroring the featured artist’s style or they can express their individual flair. For those students that enjoy drawing, an after school program entitled Comic Creators is available. Students create story boards and perfect their drawing ability as they create their own personal comic books and strips. Performing arts is emphasized and weaved into all content areas. Students hone their presentation skills and dramatic abilities as they participate in full- fledged play productions, musicals, and reader’s theaters. During grade level play productions or musicals, students can assume roles as actors, dancers, soloists, set and prop designers, backstage support, and lighting engineers. The opportunities provided in our visual and performing arts programs cultivate collaboration, creativity, and a strong sense of artistic pride within our students.

Country Springs has an exceptional band, orchestra, music, and choir program. A credentialed music teacher oversees the school band and orchestra that is comprised of students in 5th-6th grades. Students are given opportunities to grow in their musical abilities and have the choice to learn how to play a brass or string instrument. Country Springs has a school-wide music program that consists of weekly music lessons in grades 2nd-6th. Students learn music appreciation, skills in composition, and music history. Students in grades 4th-6th that wish to harness their vocal skills can participate in the school choir once a week which is facilitated by a dedicated community volunteer. Musical talent at Country Springs is celebrated during seasonal evening recitals, school spirit assembly performances, community appearances at board meetings, and at a local shopping center during the holidays.

All Country Springs students in grades K-6th participate in a comprehensive physical education program that teaches students skills to improve their fitness as well as sharpen their athletic mindset and sportsmanship in various sports like soccer, volleyball, and basketball. Grade levels collaborate and conduct lessons together three days a week in 45 minute sessions. Students learn the proper formations for exercises and the exact rules for sports. Country Springs offers an after school tennis club that is another option for physical fitness. Students are taught by tennis coaches and engage in various activities that help advance their tennis skills. Country Springs also has an award winning track team. Students in all grade levels represent our school in city and district track events such as relay races, various distance races, long jump, and softball throw. Student participants train after school with teacher coaches, who assist in teaching track technique and in building running confidence. Country Springs students possess an appreciation for sports and become health conscious individuals due to our physical education and extra-curricular sports programs.

The CCSS emphasize digital literacy and citizenship in all content areas. The technology program at Country Springs is taught in all grades K-6th. Country Springs has two computer labs that contain current hardware and software necessary for comprehensive technology instruction. Students actively participate in content lessons that integrate technology skills twice a week for 45 minutes. Students are taught functional word processing, internet navigation skills, and proper keyboarding technique. Teachers utilize the computer lab as an extension of their classroom, where they instruct students in vital skills like effective researching and proficiency in digital presentation tools such as PowerPoint and Prezi. Students are extremely motivated to utilize the various technology tools to culminate and represent their newly gained knowledge. Students are also taught valuable lessons in proper blogging behavior and how to be cognizant of their digital footprint on social media. Technology education at Country Springs fosters effective communication skills necessary for college and career readiness.

3. Instructional Methods and Interventions:

The instructional methods utilized at Country Springs in all content areas range from Direct Interactive Instruction, Multiple Intelligences, and inquiry/project-based learning. Often a conglomerate of all the aforementioned instructional methods is found in each lesson. Our teachers employ different instructional methods to provide access to standards mastery for all students of varying abilities.

Direct Interactive Instruction (DII) encompasses best practice in planning and delivering lessons and is at the heart of all instruction at Country Springs. The components of DII are standards and measurable objectives, lesson structure and sequence, student engagement/feedback and correctives, and proactive classroom management. When teachers design a lesson, they ensure that the learning objective meets the needs of their students and is attainable within the allocated academic learning time. Teachers are cognizant to design lessons that nourish elements of inquiry and project-based learning. Many lessons begin with the posing of a problem and students are asked to critically think and develop conjectures before direct instruction occurs. The products derived from each learning sequence will vary and require high levels of student creativity and collaboration. The lesson structure and sequence allows for a gradual release of responsibility. The stages consist of modeling (I do), structured guided practice (We do, together), guided practice (You do, with support), and independent practice (You do). During every stage in the lesson, student engagement is evident through a variety of structures like interactive call and response, think-pair-share, or collaborative group work. Lessons integrate activities that tap into students' specific learning style or multiple intelligence. Strategies such as educational songs are for students who have the musical intelligence or the use of manipulatives is for students who have spatial intelligence. Multiple intelligence engagement strategies allow all learners to access the content the way that best speaks to them. Throughout lessons teachers provide explicit feedback or correctives to student responses to ensure that students replicate or alter their demonstration of understanding. All student behaviors are managed proactively. Each student is aware of clear learning expectations and understands that there is a positive reciprocity between teacher and student interactions. Overall, the instructional methods used in each classroom reap success for all students.

Students that exhibit challenges achieving within the grade level curriculum are identified through Multi-Tiered Systems of Success (MTSS), a system of intensive progress monitoring and continuous prescription of targeted interventions. Interventions begin at the classroom level where the teacher designs differentiated learning experiences and universal supports of 1:1 redirection, small group instruction, or leveled assignments. If students are not making adequate progress over time, they have the opportunity to receive push-in or pull-out support from a skilled intervention teacher. During intervention sessions, students' individual needs are addressed through leveled texts, frontloading techniques, step by step support, and slower, more precise instruction is delivered. Intervention support is fluid, each student's needs are assessed and a proper instructional action plan is executed to assist in ensuring achievement for all.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Students participated in the California Standardized Test (CST) and the assessment system used to report the school's results is the California's Standardized Testing and Reporting System (STAR). The STAR reports two scores; Academic Performance Index (API) and Adequate Yearly Progress (AYP). The API reports the performance level of the school, district, and significant subgroups based on the statewide testing results. The API is reported by a score ranging anywhere from 200-1000, with 800 being the statewide target. Each school and all significant subgroups have an annual target. The AYP is a set of annual academic performance goals established for each school and district. AYP has specific criteria and is determined to have been met if schools meet or exceed the criteria (i.e. participation rate, percent proficient, graduation rate, and API).

CST scores are reported in one of the five performance levels: Advanced, Proficient, Basic, Below Basic, Far Below Basic. The most recent data reflected in the data tables in Part VIII is based off the 2012-2013 school year due to the state of California field testing the Smarter Balanced Assessment Consortium (SBAC) battery of assessments in the 2013-2014 school year.

Overall, positive trends have occurred in ELA and Mathematics over the last five years. Data has remained steady with grade levels ranging from 86% – 94% proficiency in ELA and Mathematics with exception of third grade ELA where 76% of students show proficiency or above in the most recent year of data. Due to rigorous and high levels of instruction, students at Country Springs consistently show mastery in all content areas. There is an achievement gap of more than ten percentage points between all students and the subgroup of Students with Disabilities (SWD). Our special education teachers are working closely with the general education teachers to plan appropriate lessons with accommodations. The general education and special education teachers have collaboration time weekly to discuss students and share instructional practices and strategies that will best support our SWDs. Special Education teachers also received the same training that general education teachers received on Direct Interactive Instruction and student engagement to enhance the quality of instruction that is taking place.

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

Country Springs students engage in a variety of standardized and performance-based assessments that encapsulate their level of mastery in all content areas. Each assessment is formative and provides the teachers with data that is used to develop next steps in instruction or design re-teach opportunities. Teachers collaborate in grade level teams to design assessments that directly correlate with their learning objectives. Instruction and assessment alignment is the foundation for student achievement at Country Springs. Teachers also administer district mandated assessments in ELA/Literacy and Mathematics on a trimester basis.

Once assessments are administered and scored, grade levels meet in Professional Learning Communities (PLC) to conduct a system of data analysis. Teachers will dialogue about ways to address achievement patterns revealed in the assessment data. Teachers celebrate and share their successful lessons when students collectively do well in demonstrating their understanding. When the data reveals gaps in student mastery, teachers develop a comprehensive action plan for re-teaching skills. Teachers share their expertise in helping one another develop lessons that promote student achievement based on their data analysis.

The CCSS have initiated more performance-based assessing in all grade levels. Students may participate in an assessment that is administered on the computer or are assessed on a project with an accompanying report and class presentation. Students are not simply graded on what they know, but how they “show” what they know. Performance-based assessments require students to showcase their critical thinking, creativity, collaboration, and communication. Each student is graded utilizing standardized rubrics that rate students in areas like content, presentation, creativity, and innovation. The use of rubrics provides students with precise feedback that initiates improvement in skills, more so than the standardized grading system.

Country Springs parents participate in evaluating their child's assessment data. It is a common practice in all grade levels that assessments are sent home and require a parent signature. This level of accountability and involvement fosters an essential element of home-school communication. Another opportunity for parent awareness of their child's progress is during student-led parent/teacher conferences. Students articulate their achievements and challenges to their parents by utilizing assessment data and artifacts from their learning. Student transparency and ownership of their performance allows them to grow in the learning process in all content areas.

Part VI School Support

1. School Climate/Culture

The positive culture and climate of Country Springs has been instilled in the entire community since it was built. The high energy and positive attitudes among staff and students is consistently evident. This is created by the opportunities provided to students to excel in their own unique way and for staff to utilize their creativity to reach every student. Students and staff also participate in school-wide programs and activities that support and enhance the school culture and climate.

The staff is continuously working together to promote the academic, social, and emotional growth of each student. Through the use of the Theory of Multiple Intelligences being incorporated into daily instruction, another level of student engagement is added to reach all the learning modalities of each student.

At the beginning of every week, all students and staff come together for an assembly to start off the week. The assembly starts with the pledge of allegiance, then a patriotic song followed by a song that matches the theme for the time of year. The assemblies provide for an avenue to showcase students, share announcements for the week from the administration and Student Council members, and provide a school wide focus on 21st Century learning skills, with explicit instruction in Communication, Collaboration, Critical Thinking, and Creativity (the “4 C’s”). Students are encouraged to sign up to share their musical or performing arts talent with the student body. This gives students a sense of confidence to perform in front of an audience.

The baseball theme is the catalyst for all incentive programs at Country Springs. Students earn “Trading Cards” for academic excellence and effort or by being a good citizen toward others and to the school. Trading cards are redeemed for incentives at the trading card store. Students keep a “Stat Card” to keep their reading “stats,” which include books read and points accumulated for rewards.

All students are also involved in school wide performances to enhance their self-confidence and expand their learning through visual and performing arts. Students look forward to these opportunities. A student performance may include acting out a poem, being part of a play, or participating in a musical. "Suessical the Musical" was produced by the 6th grade students near Dr. Seuss’ birthday in order to celebrate literature. Teachers coordinate the performances and their excitement is what becomes contagious and makes the students thrive in the performing arts at Country Springs.

Staff are recognized on a regular basis for outstanding achievements that impact students and the school culture. Staff are aware that the administration and instructional coach are there for support and that risk taking is encouraged, which fosters life-long learning and new and innovative ideas that will benefit students academically, socially, and emotionally.

2. Engaging Families and Community

Country Springs has the firm belief that there is a shared commitment between the school, parents, and the community to continue to improve student achievement. Country Springs provides many opportunities to involve parents throughout the school year. Parent workshops have been provided at the beginning of the year to explain the California Common Core State Standards (CCSS) as well as parent workshops later in the year to provide an overview of the new standardized testing process. Parents are given the opportunity to view a practice test so they can support their children at home and help prepare them as well. During our Back to School Night, parents are provided information about the upcoming school year and specific grade level academic expectations, policies, and procedures. Country Springs celebrated its 20th anniversary earlier this year. A celebration occurred in which the community was invited as well as all alumni and staff to enjoy the program. There was student entertainment, a teacher dance, and alumni entertainment. This provided a less formal setting for the school community to come together and support the school. Literature Day in the fall provides an opportunity to celebrate reading. Guest readers are invited into classrooms to share the joy of reading. All students and staff have the opportunity to dress in costume as a

character from a favorite book and the community enjoys a parade of characters on the school campus.

A robotics program was started three years ago at Country Springs. Groups of students are tasked with building a robot and programming it with commands for movement. Student groups entered their robots in the Sumo Wrestling Challenge at the Robot Rally through a partnership with California State Polytechnic University, Pomona. Our students take their robots to compete and learn from college level students about robotics and are given a preview of STEM concepts as well.

Our Parent Faculty Association (PFA) works closely with the school's goal of increasing student achievement through the support of community involvement. Family Fun Nights are held, including one that occurs at a minor league baseball game with a pre-game barbeque included. Families have the opportunity to engage with one another which promotes a sense of harmony among the community. Our PFA sponsors many educational field trips within the community. One in particular is a 2nd grade walking field trip to the local grocery store where students get to see and learn about the responsibilities that take place in a supermarket. This connects the learning to the social studies unit that focuses on community helpers and resources.

Parents are encouraged to volunteer at the school. Country Springs is fortunate to have such a dedicated group of volunteers. There are even volunteers who do not have children at the school that are so engaged in the school community that they want to support the students and goals of the school. Some volunteers have been volunteering since the school opened twenty years ago. Students are well aware that the entire community is here to support them in their endeavors.

3. Professional Development

At Country Springs, professional development is ingrained in the school culture. It is an expected and welcomed opportunity for professional growth and reflection. Administrators, teachers, and staff participate in professional learning in a variety of forums such as district-wide workshops, site trainings, structured collaboration in Professional Learning Communities (PLC), and coaching sessions. The sharing in professional dialogue recharges and enlightens our practice and mission to positively impact student achievement.

During district-wide workshops, teachers meet as grade level cohorts to participate in focused breakout sessions and engage in collaboration with colleagues from other sites. CCSS initiatives in instructional practice and curriculum are shared in this forum. A high level of district-wide collaboration among teachers ensures that a common message is heard and district alignment is achieved.

At Country Springs, professional development opportunities occur weekly during 45 minute PLC sessions and monthly grade level and staff meetings. Student achievement is at the center of all conversations. Our teachers proactively embrace knowledge attained during professional development, knowing that they control the successful implementation of instructional practices. Administrators and teachers work together to devise and deliver relevant training in best instructional practice for all content areas. Topics include integration of instructional technology, alignment in assessment delivery/scoring/data analysis, specific instructional practice in all content areas, and strategies for differentiation for underperforming or high achieving students. Teachers often lead sessions and share their expertise. This practice fosters a strong collegial culture and establishes a positive morale among all. It is also common practice for teachers across grade levels to share instructional successes such as lesson ideas and student artifacts. This initiates conversations across grade levels about student learning progressions and skill expectations from year to year. During grade level collaborative sessions, teachers gather resources and develop instructional action plans. Powerful dialogue and shared vision, facilitates student-centered decision making in instructional practice. Country Springs teachers are cognizant that they control the conditions for student achievement and that quality professional development is the catalyst of their impact.

Country Springs has an instructional coach on staff that provides teacher support in varying capacities. Our instructional coach gathers instructional resources that correlate and enhance learning objectives, provides

coverage for teachers who wish to observe lessons in other classrooms, conducts demonstration lessons that highlight school-wide instructional strategies, and provides co-planning/co-teaching opportunities in all content areas. This high level of instructional support nourishes a positive culture of professional reflection and growth within all Country Springs teachers.

4. School Leadership

The school leadership at Country Springs is a shared responsibility among all stakeholders. The Professional Learning Community (PLC) that thrives on a daily basis is the catalyst for all work to be done to serve our students. The enthusiasm that starts from the administrative team (principal and assistant principal) encourages the community to collectively take an interest in providing a quality education for each individual student.

Each grade level has a Grade Level Chairperson (GLC) that serves as a liaison for the team. The GLCs collaborate weekly with their grade level team members to share best practices, brainstorm ideas, share successes, ask questions, discuss all students in the grade level and come up with support plans for each student. Grade level teams have a sense of OUR students instead of MY students, so the team can collectively support each child. The intervention teacher, instructional coach, and special education teachers are essential parts of the process. GLCs meet with the administrative team once a month to plan, make decisions, and create agendas for upcoming early release days, professional development days, and staff meetings. Professional development has been an area of greatest need recently due to the adoption of the CCSS. The professional development has been led by a combination of the administrative team, the instructional coach, and teacher leaders.

Country Springs has a clear set of policies and procedures. The closer they are followed, the clearer the focus remains on academics. All school staff work together to enforce a positive approach to student discipline, student attendance, and homework policies to foster a nurturing and exciting learning environment for all students. The administrative team will make phone calls home, when necessary, to share positive words with families or to reinforce these policies.

Our staff is comfortable taking risks and feels safe in the environment that has been established. The staff is aware that the administration is a support mechanism and risk taking is encouraged. The administration believes in the growth model for teacher support and working together to strengthen instructional practices. Strong professional relationships also exist among the staff. The positive cohesiveness is evident among the school staff, which in turn, is apparent to students and parents. Students feel more confident and parents sense the tone of the school and are excited to volunteer.

The leadership among teachers, support staff, and volunteers at Country Springs is vital to making our school community the best place for students. Student Study Teams (SST), Gifted and Talented Education (GATE), English Learner (EL) program, music program for 2nd - 6th grade, STEM and iSTEAM classes, Multi-Tiered Systems of Support (MTSS), and Helping Ignite Tomorrow's Stars (HITS) elective classes help enrich the daily programs.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	87	83	85	92	86
Advanced	68	71	62	70	67
Number of students tested	74	82	102	84	85
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	76	73	70	89	60
Advanced	55	61	40	67	60
Number of students tested	33	33	10	9	5
2. Students receiving Special Education					
Proficient and above	60	67	40	57	63
Advanced	40	56	20	43	50
Number of students tested	15	9	10	7	8
3. English Language Learner Students					
Proficient and above	83	85	100	100	85
Advanced	67	75	67	64	69
Number of students tested	12	20	9	11	13
4. Hispanic or Latino Students					
Proficient and above	91	57	71	75	75
Advanced	62	43	39	50	50
Number of students tested	21	14	28	20	16
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	89	94	97	100	94
Advanced	82	89	83	91	79
Number of students tested	27	35	36	33	33

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	69	78	76	95	86
Advanced	54	57	56	67	67
Number of students tested	13	23	25	18	21
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: California had a double testing waiver in 2013-2014 so the most recent assessment data is from the 2012-2013 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	92	98	98	94	98
Advanced	78	82	91	84	85
Number of students tested	83	96	95	99	99
Percent of total students tested	98	100	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	88	96	79	88	80
Advanced	63	74	67	75	60
Number of students tested	41	27	9	8	5
2. Students receiving Special Education					
Proficient and above	77	88	71	92	80
Advanced	39	50	43	39	70
Number of students tested	13	8	7	13	10
3. English Language Learner Students					
Proficient and above	95	100	100	100	100
Advanced	80	91	83	80	80
Number of students tested	20	11	12	15	10
4. Hispanic or Latino Students					
Proficient and above	77	96	91	96	93
Advanced	69	70	71	79	64
Number of students tested	13	27	21	24	14
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	100	97	100
Advanced	89	100	98	97	93
Number of students tested	35	33	42	39	43
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	88	96	100	86	97
Advanced	71	75	94	67	80
Number of students tested	24	27	18	21	34
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: California had a double testing waiver in 2013-2014 so the most recent assessment data is from the 2012-2013 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	90	87	80	87	91
Advanced	62	67	49	57	59
Number of students tested	89	96	92	109	101
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	86	75	78	100	67
Advanced	46	64	22	63	33
Number of students tested	28	28	9	8	6
2. Students receiving Special Education					
Proficient and above	73	29	69	77	70
Advanced	36	29	25	62	40
Number of students tested	11	7	16	13	10
3. English Language Learner Students					
Proficient and above	89	92	77	75	100
Advanced	67	77	46	25	57
Number of students tested	9	13	13	8	7
4. Hispanic or Latino Students					
Proficient and above	82	59	64	86	90
Advanced	48	32	27	21	42
Number of students tested	27	22	22	14	19
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	94	94	98
Advanced	86	91	71	75	65
Number of students tested	28	42	35	48	40
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	91	89	85	76	92
Advanced	55	67	45	51	69
Number of students tested	22	18	20	37	26
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: California had a double testing waiver in 2013-2014 so the most recent assessment data is from the 2012-2013 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	92	85	87	89	90
Advanced	71	51	58	59	66
Number of students tested	97	84	102	107	110
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	78	63	63	73	60
Advanced	70	37	38	36	40
Number of students tested	27	27	8	11	5
2. Students receiving Special Education					
Proficient and above	44	50	90	80	70
Advanced	33	25	70	20	50
Number of students tested	9	16	10	10	10
3. English Language Learner Students					
Proficient and above	86	57	80	83	100
Advanced	86	43	40	50	63
Number of students tested	7	7	5	6	8
4. Hispanic or Latino Students					
Proficient and above	78	86	71	80	91
Advanced	48	38	36	40	53
Number of students tested	23	21	14	25	32
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	93	96	92	95
Advanced	90	73	80	67	81
Number of students tested	38	30	44	39	37
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	95	78	83	94	90
Advanced	74	33	43	72	60
Number of students tested	19	18	35	18	30
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: California had a double testing waiver in 2013-2014 so the most recent assessment data is from the 2012-2013 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	76	73	73	80	68
Advanced	39	50	38	43	67
Number of students tested	74	82	102	84	85
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	64	40	67	40
Advanced	27	30	20	44	20
Number of students tested	33	33	10	9	5
2. Students receiving Special Education					
Proficient and above	53	79	20	43	38
Advanced	27	56	0	29	25
Number of students tested	15	9	10	7	8
3. English Language Learner Students					
Proficient and above	67	70	100	73	62
Advanced	42	35	44	36	15
Number of students tested	12	20	9	11	13
4. Hispanic or Latino Students					
Proficient and above	71	43	61	60	50
Advanced	29	36	18	20	13
Number of students tested	21	14	28	20	16
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	79	86	86	94	73
Advanced	59	60	58	58	39
Number of students tested	27	35	36	33	33
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	77	61	64	79	71
Advanced	31	35	32	50	29
Number of students tested	13	23	25	18	21
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: California had a double testing waiver in 2013-2014 so the most recent assessment data is from the 2012-2013 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	86	95	73	92	93
Advanced	65	72	38	76	71
Number of students tested	83	96	102	99	99
Percent of total students tested	98	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	76	85	78	63	60
Advanced	49	63	67	50	40
Number of students tested	41	27	9	8	5
2. Students receiving Special Education					
Proficient and above	62	50	71	85	70
Advanced	31	25	43	54	50
Number of students tested	13	8	7	13	10
3. English Language Learner Students					
Proficient and above	90	100	100	87	80
Advanced	65	91	83	67	70
Number of students tested	20	11	12	15	10
4. Hispanic or Latino Students					
Proficient and above	62	89	86	88	86
Advanced	46	59	50	71	64
Number of students tested	13	27	22	24	14
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	97	97	98	92	98
Advanced	83	85	91	80	84
Number of students tested	35	33	42	39	43
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	79	96	94	91	91
Advanced	46	67	89	71	59
Number of students tested	24	24	18	21	34
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: California had a double testing waiver in 2013-2014 so the most recent assessment data is from the 2012-2013 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	87	93	86	82	83
Advanced	58	67	55	50	52
Number of students tested	89	96	92	109	101
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	79	82	78	75	67
Advanced	53	54	22	38	17
Number of students tested	28	28	9	8	6
2. Students receiving Special Education					
Proficient and above	73	43	69	69	60
Advanced	27	29	31	62	40
Number of students tested	11	7	16	13	10
3. English Language Learner Students					
Proficient and above	89	92	69	50	71
Advanced	89	62	46	13	29
Number of students tested	9	13	13	8	7
4. Hispanic or Latino Students					
Proficient and above	89	73	82	79	74
Advanced	48	27	36	43	26
Number of students tested	27	22	22	14	19
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	93	98	94	88	78
Advanced	79	83	71	58	50
Number of students tested	28	42	35	48	40
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	77	100	80	76	96
Advanced	55	72	50	46	65
Number of students tested	22	18	20	37	26
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: California had a double testing waiver in 2013-2014 so the most recent assessment data is from the 2012-2013 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	83	80	85	88
Advanced	70	60	52	55	57
Number of students tested	97	84	102	107	110
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	85	59	50	64	40
Advanced	59	33	38	27	20
Number of students tested	27	27	8	11	5
2. Students receiving Special Education					
Proficient and above	67	44	80	60	70
Advanced	44	25	40	30	60
Number of students tested	9	16	10	10	10
3. English Language Learner Students					
Proficient and above	86	57	80	100	75
Advanced	57	29	40	50	25
Number of students tested	7	7	5	6	8
4. Hispanic or Latino Students					
Proficient and above	87	81	71	72	81
Advanced	52	52	36	48	56
Number of students tested	23	21	14	25	32
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	97	93	91	87	92
Advanced	87	60	64	62	62
Number of students tested	38	30	44	39	37
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	72	71	94	93
Advanced	74	67	43	61	63
Number of students tested	19	18	35	18	30
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: California had a double testing waiver in 2013-2014 so the most recent assessment data is from the 2012-2013 school year.