

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. Terry Worthington

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

Official School Name Deer Canyon Elementary School

(As it should appear in the official records)

School Mailing Address 13455 Russet Leaf Lane

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

City San Diego State CA Zip Code+4 (9 digits total) 92129-4411

County San Diego County State School Code Number* CDS 37-68296-9109300

Telephone 858-484-6064 Fax 858-538-9453

Web site/URL http://www.deercanyon.org E-mail tworthington@powayusd.com

Facebook Page

https://www.facebook.com/DeerCanyonElementarySchool?ref

Twitter Handle =aymt_homepage_panel

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. John Collins

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

E-mail: JCOLLINS@powayusd.com

Other)

District Name Poway Unified School District Tel. 858-521-2800

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. Kimberley Beatty

(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):
- 26 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 38 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. 7 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	33	8	41
K	46	44	90
1	32	37	69
2	44	42	86
3	62	35	97
4	51	47	98
5	49	43	92
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	317	256	573

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 40 % Asian
 - 2 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 37 % White
 - 14 % 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: 7%

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	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1	573
(5) Total transferred students in row (3) divided by total students in row (4)	0.072
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 22 %
125 Total number ELL
 Number of non-English languages represented: 21
 Specify non-English languages: Arabic, Bengali, Cantonese, Chaldean, Farsi (Persian), French, Mandarin (Putonghua), Marathi, Philipino (Filipino/Tagalog), Polish, Portuguese, Romanian, Russian, Serbo-Croatian (Bosnian, Croatian, Serbian), Spanish, Tamil, Telugu, Urdu, Vietnamese, Other non-English
8. Students eligible for free/reduced-priced meals: 6 %
 Total number students who qualify: 28

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: 14 %
79 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>41</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>1</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	1
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	26
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 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.

15. Please summarize your school mission in 25 words or less: Through personalized learning we empower every child to acquire in-depth knowledge, critical thinking, and problem solving skills to become college and career-ready 21st century citizens.

PART III – SUMMARY

“Education is not the filling of a pail, but the lighting of a fire.” – William Butler Yeats

Deer Canyon opened its doors in August 1990. Since that time, our students have consistently been recognized for their high levels of academic achievement and personal accomplishment. Our students consistently perform at the top of our district and state, as evidenced by California’s Academic Performance Index. The 2015 Niche Rankings recognized Deer Canyon as one of the top three schools in the San Diego Metro Area.

Deer Canyon is nestled in a booming suburban area of Northern San Diego County. Our once-mature neighborhood is rejuvenating as younger families join our community. New home developments continue to increase the number of residents within our schools boundaries.

Our student population is tremendously diverse, representing more than 20 cultures. Six percent of Deer Canyon students come to us from low SES homes and 33% are classified as English Language Learners. Our campus supports a significant population of students diagnosed with special needs and autism spectrum disorder. The mainstreaming of our students with special needs in conjunction with the cultural diversity on our campus supports children in acquiring a sense of compassion and acceptance for others.

Deer Canyon staff is passionate in our mission to ensure all students develop a love of learning and become highly successful in school, society, and the work place. This life-long learning is advocated and modeled by staff. We exemplify our expectations so all children become self-directed learners, collaborative team members, clear communicators, constructive thinkers and problem solvers, effective users of tools and technology, and life-long learners. Through close collaboration, and in partnership with our families and community, we provide challenging, real-life learning opportunities to prepare students for success in a diverse society and ever-changing world. Partnerships between staff and our families extend well beyond the school day and reflect a tight knit community that works together to support the needs of students. All students have the individual support, encouragement, and opportunity they need to achieve academically at very high levels and to develop the personal habits and values which allow them to be successful both in school and as productive members of our society.

Learning opportunities encourage creativity, curiosity, and academic achievement through rigorous personalized learning and Common Core State Standards. Supporting the District vision of “College and Career Readiness for All Students,” children at Deer Canyon participate in a variety of programs to support academic, social, and emotional growth. iPads in our “One to World” classrooms allow teachers to differentiate instruction and engage students in unique activities that develop their individual talents and showcase their learning. This technology “puts students in the driver’s seat” of their educational journey, assuming higher levels of responsibility and making connections to the outside world. Two computer labs provide additional access to facilitate global learning. Student learning is multi-dimensional and not restricted to the classroom. At any given time students can be observed in the hallways, library, and picnic tables engaged in educational activities.

Health, wellness, social, and academic development are promoted through a variety of programs outside the classroom. Our PE teacher meets regularly with students to promote physical development. Weekly sport clinics introduce students to a wide range of sports and athletic skills. Mileage Club encourages students to run daily and maintain a healthy life-style. Health and wellness are further encouraged each year during our Wellness Day Health Expo. At the Expo, students rotate through a variety of stations designed to promote health and well-being and led by members of our community and local high school students. Finally, every year, fifth grade students are invited to join the Ride Across California, a tradition that originated at our school 25 years ago. During this event, students spend a week riding bicycles from the Arizona border to the California coast.

Students and staff at Deer Canyon build character through the national Character Counts! program. Each month we focus on a specific pillar with classroom lessons embedded into daily instruction. Morning

“Words of Wisdom” align with the character pillars which are visible throughout our campus. Hallways have transformed into Trustworthiness Way, Caring Street, and Citizenship Lane, and a mural depicts the essence of character, reminding the students of our school focus.

Deer Canyon’s outstanding programs and academic accomplishments can largely be attributed to our collaborative culture, strong sense of community, and high level of parent involvement. We capitalize on the individual strengths of staff and students, foster team sharing of information and resources, and benefit from many programs and events led by volunteers and funded by our PTA and Foundation. We covet the essential work of our support staff as they work collaboratively to support campus needs. Our cohesive environment benefits the development of every child, ensuring the highest standards are met and maintained.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Deer Canyon celebrates the opportunity to engage students in the California Common Core State Standards. Our district believes each school, provided with research-based state-approved instructional materials, can select additional tools focused on the individual needs of the school. Ongoing refinement of our pedagogy reflects best instructional practices, allowing for personalized learning to most effectively meet student needs. Students receive a focused, standards-based program that prepares them for success.

Building literacy skills happens in a variety of ways. From early childhood to grade five, we focus on teaching children to read before transforming them to consumers of information as they “read to learn.” We supplement the Houghton Mifflin reading program with research-based materials designed to reach all levels of learners. Recognizing a need for diverse literature, our teachers built a Book Room which houses a plethora of leveled readers selected to meet the needs of every child. The growth of this Book Room reflects the collective commitment for our staff. Guided reading groups, Literature Circles, and Junior Great Books support students as they advance their decoding, fluency, and comprehension skills. Technology-based resources provide expanded and personalized literacy development.

The Morning Read program, created by a Deer Canyon teacher, engages transitional kindergarten (TK) through first grade parents daily as they read leveled readers with children, developing a lifelong love of reading. This double dose of supported reading significantly advances the “reading mileage” of every child, establishing enduring habits of reading, setting a positive tone for the day, and building a bridge between home and school.

Daily 5 activities in the primary grades foster independence while strengthening literacy skills. Writer’s Workshop, a systematic approach to TK-5 instruction, advances students in a supported format. Chalkboard phonics, Write Source materials, peer editing, use of Mentor Text, and teacher-student conferencing develop skills of poetry, persuasive, narrative, opinion, and informative writing through the writing process. Daily writing assignments, coupled with formal and informal assessments keep teachers apprised of student progress.

Math Expressions creates the foundation for math instruction. District math coaches and site-based teacher leaders support staff in building math practices. Through modeling lessons, collaborating, and co-teaching, the existing curriculum is enhanced, resulting in greater conceptual understanding. Each grade level has worked diligently to supplement the curriculum with relevant and rigorous lessons which provide students a solid understanding of mathematical practices and real world applications. Manipulatives, visuals, technological supports such as BrainPop, Front Row, and iPad apps, paired with site-purchased, research-based, and highly engaging supplemental resources further enrich and individualize math instruction.

We feel strongly that students must take ownership of their learning. Rich Mathematical Tasks (RMT) and Math Talks promote this idea. RMTs encourage students to collaboratively dialogue and re-voice their approaches to mathematical reasoning, deepening and broadening content knowledge. These activities require students to articulate and defend their thinking, creating a lasting assimilation of material. During Math Talk, student-led conversations highlight student voice, share different approaches to problem solving, and check for understanding. Students engage in divergent thinking, allowing them to demonstrate multiple solution strategies and powerful analytical reasoning. Active learning experiences allow children to tap into their prior knowledge while building connections to the real world.

Science promotes inquiry and discovery-based learning using the scientific method. The Scott Foresman science text provides our foundation while supplemental materials such as California Education and the Environment Initiative (CAeei) and Science Fusion provide depth. iPads ensure student access to current, accurate scientific information. Our Foundation-funded Science Lab engages students in hands-on lab experiences extending the learning beyond the classroom. Shoebox Science, Lego Robotics, Alice

Programming Club, and Elementary Science Field Day provide additional opportunities for students to develop and demonstrate scientific learning.

Social Studies instruction brings history to life. Scott Foresman curriculum combined with field trips, guest speakers, and supplemental resources enrich students' global perspective and understanding of the world around them. iPads enable instant access to information, fostering students' connection to the outside world. Fifth graders "live" like colonists, through role-playing, enduring taxes, and creating laws. Fourth grade students replicate the gold rush experience while primary students gain a deeper understanding of our local community through guest speakers who share realia. The combination of these experiences provides exposure to a diverse, interdependent, and changing world.

Our general and special education preschool programs foster the development of standards identified in the Desired Results Developmental Profile while building early literacy and kindergarten readiness skills. Students are actively engaged in activities that stimulate and nurture growth and development, both academically and socially. Our Integrated Preschool Program engages typical peers with students on the autism spectrum. This reverse mainstreaming opportunity provides a unique and valuable experience to all students. Two Special Day Classes support more significant needs of children on the autism spectrum and build tolerance with peers as they mainstream into our general education and integrated preschools.

2. Other Curriculum Areas:

Deer Canyon is focused on the development of the whole child and recognizes the importance of supplementary curriculum in this endeavor. The arts, health, and technology are not simply programs we offer but are critical threads woven into the fabric of the student experience at Deer Canyon. An appreciation of the great artists is instilled in our primary grade students through their Study of the Masters, in which they learn about famous artists and recreate their work. Arts Attack is taught bi-monthly by parent docents at every grade level. Students not only create art but study techniques, styles, and history while building portfolios. Student selected artwork is showcased at our annual Art Show. Artwork created by our artists adorns classroom windows, walls in the library, and front office for all to enjoy.

Musical experiences avail all grades. TK and K students incorporate music throughout each day within instructional activities such as calendar and circle-time. First grade students perform an annual musical for our school. Upper grade students enjoy participating in our choir, rehearsing weekly and producing an annual musical. Students look forward to fifth grade when they participate in the instrumental music program. They enjoy the hands-on experience of playing an instrument and performing in front of an audience several times per year. Reader's Theater, classroom plays, and poetry recitation encapsulate the performance experience for our students. Another opportunity for students to gain the essential skills of performance and public speaking is through our Shakespeare Club, which meets weekly and performs within our community.

The social-emotional needs of our students are a priority on our campus. A healthy lifestyle is supported through our daily Mileage Club for first through fifth grades, in which students run laps on our community-built track as part of their recess activities, and receive awards at set milestones. Staff can be spotted running alongside our students. Our PE teacher meets regularly with classes from all grade levels focusing on a variety of athletic skills. "Second Step" classroom and small group lessons as well as Lunch Bunch student counseling groups promote social skill development and support emotional needs of students. Annual school-wide programs such as National Dairy Council, Red Ribbon Week, and Too Good for Drugs, along with reverse field trips, provide direct education and foster our students' commitment to a healthy lifestyle.

Our annual Wellness Day Health Expo engages students in dozens of activities that expose them to health, safety and nutritional information. Community presenters share information about health and wellness, and provide the opportunity to sample healthy foods and participate in unique athletic activities. Students have learned about the lungs and airways, understanding the digestive system, car seat safety, and more. They have learned strategies to reduce stress through Mindfulness and yoga, developed chipping skills in golf clinics, practiced forehand and backhand in tennis, and danced in Zumba. Presenters include students from neighboring high schools, parents with special interests, and community organizations reaching out to

connect with our school. This unique event addresses the needs of the whole child and truly unites our extended community.

Recognizing that our students are “digital natives” who have been immersed in technology since birth, we view the use of iPads and computers not simply as teaching aids but as essential tools which allow us to tap our students’ natural proclivity for digital learning experiences. Integrating technology into our instruction has been a journey. For the past four years, our professional development and learning has focused on strategies to integrate this powerful tool seamlessly into daily instruction from preschool through fifth grade. Grade level teams collaborate during professional release days to marry common core curriculum with technology and supplemental materials. As a result, students sit in the driver’s seat of their learning beginning in preschool. They are both leaders and learners in the classroom, highly engaged and collaborative in their work. Our Programming Club, PowerPoint instruction, and daily work with technology support students in their acquisition of grade level standards and promote high levels of productivity. Classroom lessons on digital safety and citizenship are presented annually to students in all grades and ensure responsible technology users both at home and at school.

3. Instructional Methods and Interventions:

Differentiation in the classroom ensures all children are challenged and supported to maximize their learning potential. Teacher-selected cooperative groups and collaborative learning allow students to support each other, explain their thinking, and understand and respect different perspectives. Peer Tutors support individual students’ needs, explaining information using “kid friendly” terminology which cements skills for the explainer and builds understanding in the learner. Learning to take Cornell notes in the upper grades prepares students for college and career. Teachers’ online discussion boards allow ongoing communication and learning as students’ rate, review, and recommend literature and provide feedback on each other’s writing. Leveled online materials, such as Science Fusion (leveled science readers), NewsELA (leveled non-fiction), and Stora extend this learning both in the classroom and at home, and expand the library of information available to each child. STEAM activities support every child in advancing knowledge and skills while addressing a variety of student strengths and needs and introducing them to new ideas and concepts inspiring further inquiry.

Teachers utilize technology-based supports daily to personalize learning, accommodating the most gifted to the most challenged learner. Instructional activities designed using the SAMR model (Substitution, Augmentation, Modification, or Redefinition) foster the use of technology in learning. Teachers identify a variety of software and tailored instruction to meet individual needs. Skill-based software such as Moby Max, Front Row, Compass Learning, and academically based iPad apps support students in acquiring skills and provide additional practice to meet their learning needs. These supports enable teachers to become facilitators and students to become leaders in the classroom as they build their capacity to self-select and monitor their acquisition of skills.

Ongoing active learning activities, visual supports, and auditory classroom amplification systems support the kinesthetic, tactile, visual, and auditory learning needs of our children. Daily teaching practices activate multiple modalities and include project-based learning experiences such as the California road trip project, video projects using iPads, hands-on experiences in Science Lab, and brain breaks.

Deer Canyon meets the unique needs of every child utilizing a variety of instructional methods and interventions. Grade level teams collaborate regularly to identify and best support learners based on information collected through multiple measures. Students with specific reading and English language development needs are selected to receive assistance through our Learning Lab. Small groups of students meet daily with credentialed teachers to focus on targeted skills and building confidence as learners.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Common Core State Standards have prompted California's transition to the California Assessment of Student Performance and Progress (CAASPP). Until this year, the Standardized Testing and Reporting program (STAR), administered each spring to students in grades two through five, assessed English language arts and mathematics, as well as science for fifth grade students. STAR testing began in the late 1990's setting a goal for all schools to meet or exceed an Academic Performance Index (API) of 800. Our students consistently earned an API over 950, earning its best-ever API ranking in 2013 of 962. Additionally, we have consistently met Adequate Yearly Progress targets for our majority and minority subgroups. In 2013, the last year of STAR testing, our statistically significant sub-groups demonstrated substantial gains, nearly doubling the growth our other students groups. This is attributed to the support and intervention systems integrated throughout our campus.

This year's CAASPP assesses third through fifth grade students in English language arts and mathematics. STAR will continue to assess fifth grade students in science. Deer Canyon has always performed at the highest levels on state assessments; we expect similar results this year.

During this transition, we continue to rely upon ongoing assessments, Informal Reading Inventories, Developmental Reading Assessments, the computer-based Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), and classroom observations. These multiple measures provide feedback to teachers to design instruction and ensure each child progresses and works at their level. Ongoing analysis of MAP data reflects continued growth of students and accomplishment of target goals. Of note is our success building early literacy skills. During 2013-2014, 74% of kindergartners exited reading at level 18 or above, the exiting standard for first grade. Our current kindergartners are currently on track to demonstrate similar results. This achievement pattern is evidenced across grade levels.

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

Second through fifth grade students participate in trimester MAP testing, a formative assessment measuring reading, language, and mathematics. Assessment reports show individual growth over time and break down skills in each area for analysis of student performance which is used to analyze needs, inform instruction, and target individual areas for growth and support. Subgroups are monitored to ensure progress in closing the achievement gap. Each fall, assessment data and anecdotal observations guide the development of our site Literacy Plan. The principal and grade level teams collaborate to benchmark student progress, set trimester goals, and identify activities to support and extend learning. As a result, instructional practices respond to identified needs and are incorporated into classroom lessons and small group instruction. Individual data reports showing student growth are distributed with trimester progress reports and discussed during parent teacher conferences. Parents receive brochures explaining MAP testing each fall and can access this information through our website. We revisit the Literacy Plan each trimester, assessing progress, and adjusting supports to ensure target goals are met. This work translates to the classroom as teachers work with students to set individual growth goals. Individual action plans result from Student Study Team meetings where parents, teachers, and the principal collaborate to identify interventions to support struggling students.

Classroom assessments further inform instruction. Tests are reviewed with students and sent home for parent review. Reading inventories are ongoing and influence reading groups. Writing journals provide daily informal assessments of writing and benchmark growth. Computer-based academic supports provide detailed feedback to students, parents, and teachers regarding individual progress. Observations and input from support staff influence learning plans. Regular teacher communication ensures families are aware of student progress and able to converse with teachers as concerns arise, promoting strong collaboration and communication between home and school.

Part VI School Support

1. School Climate/Culture

The warm, friendly climate of Deer Canyon is evident from the time you walk in the front door. Office staff welcomes all who enter illuminating a place where people want to be. Parents chat amicably with office and support staff, teachers, and principal. A digital photo frame on the counter highlights various school activities and events. Our collaborative spirit radiates through the community reflecting the strong interpersonal relationships between staff and families. Staff is united in the philanthropic spirit, coming together to participate in endurance events and raise funds for various charities, setting a positive example for our students. In turn, DC Kids engage in activities of their own, collecting resources for animal shelters and school supplies for those in need.

We believe all students can be successful and personalize learning to celebrate the whole child. Our positive, student-centered climate creates outstanding citizens rich in communication and profound in conscience who grow continuously in their understanding of the world around them. Thirst for knowledge and curious minds are evident in the lively classroom activities and student engagement observed across our campus. The conversations of students and staff reflect stories of the thriving and vibrant educational experiences they are encountering. Our inquisitive nature and commitment toward humanity give students the courage to live powerfully and make a difference in the world. The school climate is truly peaceful, with students' rights and school rules maintained campus-wide.

A positive and caring learning environment is essential to student success. Equally important is developing the whole child through programs to support social-emotional growth, character, and service learning. Our Playground Partners program models cooperative play during morning recess. Big buddies, where primary pair with upper grades, spirit days including recess activities focused on pillars of character, and Too Good For Drugs lessons offer opportunities to practice and build social skills as our students learn to be good citizens and manage the many dynamics of social relationships. Recognizing the importance of character, parent volunteers established Character Corps!, a program unique to Deer Canyon. Each month parents share a lesson with a common theme, designed to promote and support our Character Counts! program. Students look forward to the interactive, engaging activities shared by a specially trained classroom partner. We welcome and encourage stakeholders to be actively involved in helping to build a community of life-long learners in which every child succeeds.

2. Engaging Families and Community

The adage "It takes a village to raise a child" is held in high regard at our school. We value the input and support of our parent community and have established a strong, committed relationship between our school, PTA, and Foundation. Together we offer an array of family functions, assemblies, and school programs. Our Foundation funds nearly \$80,000 of classroom supplies, technology, and programs, including PE, art, choir, Learning Lab, and science. Fundraising efforts are diverse and include no-fuss solicitation, read-a-thons, and live and silent auctions. DC Dining events bring families together as they feast, raising money for our school while supporting local businesses.

Our many school activities celebrate our strong sense of unity. The Holiday Bazaar is a mutually supportive event that invites our outside community to showcase goods while choir students entertain shoppers during this festive affair. Parents can be seen picnicking with their children during lunchtime at our triennial Parents' Picnics. It is commonplace for staff to be invited to student birthday parties and family gatherings reflecting the strength of relationships between home and school. Families celebrate end of year success at our PTA-sponsored Family Fun Night. Carnival games entertain children while parents bid at our Foundation-run Silent Auction. Additionally, respect and understanding for our diverse culture is celebrated at Family Heritage night, established and run by Deer Canyon families. This event celebrates the many different backgrounds of our community, promoting understanding of our varied cultures.

Regular communication keeps our community apprised of activities and school functions. The award-winning Echoes weekly newsletter, a compilation of articles highlighting school and community happenings, is sent digitally to our community, keeping families “in the know”. Our Facebook page, Connect Ed phone and email messages, community conversations, and teacher and principal outreach cement the sense of community at our school.

Opportunities for parent involvement abound during the school year. Room Parents assure classroom celebrations run smoothly, classroom volunteers prep materials, run small groups, play educationally-based games, and foster academic, social, and emotional growth. Volunteer support also happens at home. Books are repaired through Book Hospital, papers are graded, pencils are sharpened, and BoxTops are counted. Our Special Seniors read stories to classrooms and celebrate historical accounts of bygone days. Parents develop such a sense of comfort on our campus many become regular fixtures, continuing their services well after their children have moved on.

3. Professional Development

We recognize that when teachers and support staff receive time to collaborate on essential practices, analyze data, and focus on student needs, student achievement soars. Thus, the professional needs of our campus are met through a myriad of experiences generated by staff.

Our district has established a system for promoting professional learning. The “Teaching and Learning Cooperative” (TLC) promotes professional development in support of district goals and encourages teachers to take responsibility for their own professional growth. Deer Canyon teachers lead a variety of district-wide TLC courses utilizing their leadership skills and curricular expertise. Participants readily translate learning into action, enhancing pedagogy and curricular knowledge.

Professional growth days assist classified and certificated staff in focusing on specific topics. On these days, teams from across the district are brought together, enabling broader conversations. This dedicated time for building knowledge and skill focuses on essential practices and the efficacy of our work.

This year our site principal, in concert with a neighboring principal, built a TLC to support our shared vision around technology and learning. Every certificated teacher from Deer Canyon participated in this learning opportunity. Additionally, our site, in conjunction with seven other Poway elementary schools, established an Ed Camp for staff. During this professional development day, teachers and principals joined together, identified topics of discussion based upon teacher needs, facilitated conversations, and shared knowledge. As a result, teachers returned to their classrooms with a plethora of ideas, renewed energy, and fresh perspective, able to link learning to practice in concrete ways thereby increasing student achievement.

Site based professional learning days have supported staff in advancing skill and knowledge around technology. Our site and grade level teams have taken field trips to visit “One to World” campuses in California. Visiting together offered us a unique perspective and the ability to collaborate around this educational concept. With this real life exposure, staff gained confidence and focus. We came away with strategies to ensure best practice, a plan to infuse technology into teaching and learning, and the readiness to move forward.

Collaborating in grade level teams, teachers utilize professional time during late start Friday mornings. During this time discussion centers around student achievement, individual student needs, best practice, academic rigor, and classroom application. It is through these conversations we recognize the magnitude of collaboration in our evolving pedagogy and quest for life-long learning.

4. School Leadership

“A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go but ought to be.” – Activist Rosalynn Carter

One of our strengths is our unified voice. We work together, maintaining a vision of high standards for all. As such, most decisions are made within our large group, demonstrating respect and understanding of varying perspectives. As needed, topic-specific subgroups are created representing grade level membership. Teacher time is valued and decisions are made efficiently with the best interest of students in mind.

Our collaborative campus is dedicated to meeting the needs of students, whatever it takes. The principal believes in leveraging individual strengths and fostering leadership capacities in others. Likewise, our staff assumes the responsibility of supporting specific campus needs. Staff is committed to supporting each other and making shared decisions. Individual strengths and leadership skills are genuinely valued and encouraged. By celebrating these skills, staff has a strong sense of ownership, purpose, and willingness to grow.

Our principal is committed to academic, social, and emotional growth of students. She ensures obstacles are removed paving a clear path, focused on advancing student learning. Fostering the school’s vision, our principal spearheaded the implementation of technology, setting us on the pathway of “One to World” integration. Several teacher leaders emerged through our work, carrying forward our charge, bringing their expertise to support students and staff and forging a path for fully integrated classrooms.

Delivering Friday morning messages live from classrooms our principal promotes connections with students and includes them in the delivery. Principal Chats, Community Forums, participation in school events, and weekly communications assists the principal in drawing the community together ensuring all stakeholders are heard and involved in the work of the school.

During professional development days, our teachers and principal lead sessions, imparting knowledge and facilitating collaborative efforts. Furthermore, individual teachers willingly serve as site and district mentors, making our campus unique and enhancing the leadership capacities of teachers.

Believing in the power of shared leadership, opportunities begin at the earliest level. Students in the primary grades are offered “jobs.” As students advance to the upper grades, they apply and are selected to participate in DC Kids, Student Council, Safety and Parking Patrols. These leadership roles promote responsibility, respect, citizenship, and caring. Building leadership across our campus ensures our legacy is sustained, now and in the future.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test (STAR)</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	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		92	92	89	85
Advanced		76	76	68	66
Number of students tested		84	95	82	95
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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		90	84	50	22
Advanced		62	67	25	22
Number of students tested		29	43	4	9
2. Students receiving Special Education					
Proficient and above		100	60	50	50
Advanced		25	47	33	25
Number of students tested		8	15	6	8
3. English Language Learner Students					
Proficient and above		91	93	91	87
Advanced		81	77	74	61
Number of students tested		21	30	23	23
4. Hispanic or Latino Students					
Proficient and above		75	80	83	63
Advanced		50	40	50	25
Number of students tested		4	5	6	8
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		94	100	97	100
Advanced		87	91	80	81
Number of students tested		31	44	35	26

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		91	91	81	81
Advanced		73	74	66	70
Number of students tested		33	35	32	43
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 students participated in field testing for the new Common Core assessments and do not have state criterion-referenced assessment results available for the 2013-2014 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test (STAR)</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	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		91	94	90	93
Advanced		74	73	75	80
Number of students tested		103	86	97	90
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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		84	97	60	75
Advanced		61	72	20	50
Number of students tested		43	32	10	8
2. Students receiving Special Education					
Proficient and above		56	33	56	77
Advanced		31	67	22	39
Number of students tested		16	3	9	13
3. English Language Learner Students					
Proficient and above		94	100	93	100
Advanced		74	78	79	87
Number of students tested		31	27	29	15
4. Hispanic or Latino Students					
Proficient and above		67	83	78	50
Advanced		67	50	33	33
Number of students tested		6	6	9	6
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		100	100	100	100
Advanced		87	88	94	97
Number of students tested		46	40	33	29
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		92	87	85	94
Advanced		69	65	70	80
Number of students tested		39	31	40	35
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 students participated in field testing for the new Common Core assessments and do not have state criterion-referenced assessment results available for the 2013-2014 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 Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		97	89	95	89
Advanced		79	66	76	70
Number of students tested		92	103	103	102
Percent of total students tested		100	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		97	76	88	88
Advanced		80	47	38	38
Number of students tested		35	38	8	8
2. Students receiving Special Education					
Proficient and above		100	40	58	90
Advanced		25	10	33	60
Number of students tested		4	10	12	10
3. English Language Learner Students					
Proficient and above		96	88	100	88
Advanced		89	64	82	71
Number of students tested		27	25	17	24
4. Hispanic or Latino Students					
Proficient and above		100	70	78	80
Advanced		50	40	44	40
Number of students tested		6	10	9	10
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		98	100	100	97
Advanced		95	91	97	87
Number of students tested		42	33	37	35
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		97	85	93	92
Advanced		72	54	71	70
Number of students tested		32	41	41	37
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 students participated in field testing for the new Common Core assessments and do not have state criterion-referenced assessment results available for the 2013-2014 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>2009</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		85	85	79	85
Advanced		56	54	57	58
Number of students tested		84	95	82	95
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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		76	72	50	33
Advanced		48	49	25	0
Number of students tested		29	43	4	9
2. Students receiving Special Education					
Proficient and above		75	60	33	50
Advanced		13	33	17	25
Number of students tested		8	15	6	8
3. English Language Learner Students					
Proficient and above		85	78	70	77
Advanced		46	52	52	57
Number of students tested		13	23	23	30
4. Hispanic or Latino Students					
Proficient and above		50	60	83	63
Advanced		25	20	50	13
Number of students tested		4	5	6	8
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		90	89	83	96
Advanced		71	68	63	65
Number of students tested		31	44	35	26
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		85	89	78	84
Advanced		58	51	63	67
Number of students tested		33	35	32	43
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 students participated in field testing for the new Common Core assessments and do not have state criterion-referenced assessment results available for the 2013-2014 school year.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		92	97	79	92
Advanced		75	84	57	86
Number of students tested		103	86	82	90
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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		86	97	50	75
Advanced		67	78	10	50
Number of students tested		43	32	10	8
2. Students receiving Special Education					
Proficient and above		81	100	67	54
Advanced		56	33	33	46
Number of students tested		16	3	9	13
3. English Language Learner Students					
Proficient and above		90	100	90	93
Advanced		74	85	69	93
Number of students tested		31	27	29	15
4. Hispanic or Latino Students					
Proficient and above		83	83	89	67
Advanced		33	67	78	50
Number of students tested		6	6	9	6
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		94	100	94	97
Advanced		85	90	82	93
Number of students tested		46	40	33	29
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		85	100	90	94
Advanced		58	84	68	89
Number of students tested		33	31	40	35
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 students participated in field testing for the new Common Core assessments and do not have state criterion-referenced assessment results available for the 2013-2014 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 Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		96	88	91	92
Advanced		71	69	73	61
Number of students tested		92	103	103	102
Percent of total students tested		100	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		94	74	100	88
Advanced		63	45	38	50
Number of students tested		35	38	8	8
2. Students receiving Special Education					
Proficient and above		100	70	58	90
Advanced		50	20	33	50
Number of students tested		4	10	12	10
3. English Language Learner Students					
Proficient and above		93	76	94	92
Advanced		63	56	77	71
Number of students tested		27	25	17	24
4. Hispanic or Latino Students					
Proficient and above		100	90	78	90
Advanced		67	30	33	40
Number of students tested		6	10	9	10
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		95	91	97	97
Advanced		76	76	89	80
Number of students tested		42	33	37	35
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	88	90	89
Advanced		69	71	76	57
Number of students tested		32	41	41	37
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 students participated in field testing for the new Common Core assessments and do not have state criterion-referenced assessment results available for the 2013-2014 school year.