

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. Kirsten Theurer

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

Official School Name Del Rey Elementary School

(As it should appear in the official records)

School Mailing Address 25 El Camino Moraga

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

City Orinda State CA Zip Code+4 (9 digits total) 94563-4117

County Contra Costa County State School Code Number* 07617706004444

Telephone 925-258-3099 Fax 925-376-1832

Web site/URL http://dr-orinda-ca.schoolloop.com E-mail ktheurer@orinda.k12.ca.us

Twitter Handle @drdolphins Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Joe Jaconette

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

E-mail: jjaconette@orinda.k12.ca.us

Other)

District Name Orinda Union School District Tel. 925-258-6204

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Matt Moran

(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 5 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. 8 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	10	5	15
K	37	30	67
1	24	34	58
2	33	38	71
3	44	31	75
4	32	28	60
5	32	36	68
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	212	202	414

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 14 % Asian
 - 2 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 68 % White
 - 7 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	408
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 2%
9 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Spanish, Japanese, Hungarian, Mandarin, German, Cantonese, Urdu/Punjab
8. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

Information for Public Schools Only - Data Provided by the State

The state has reported that 14% 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: 10 %
41 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>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>19</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</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	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	15
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 21:1

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%	98%	98%	97%	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: Del Rey works to inspire each student through connectivity, strong academics, and continuously improving programs, developing character and abilities needed to impact our ever-changing world.

PART III – SUMMARY

Del Rey Elementary School rests nestled in a neighborhood just east of the Caldecott tunnel, in Orinda, CA. We are one of four elementary schools in Orinda. We serve 405 TK-Kindergarten through 5th grade students this year. Our school site has an incredible setting, with two creeks bordering the campus, beautiful mature oak trees, a natural habitats garden, and views of the hills. Built in 1953 and maintaining the original footprint plus a few portables, our campus includes 20 full sized classrooms. Del Rey has a multipurpose room, library, science, and computer laboratory.

Though we take great pride in our school, it is not the physical environment that makes Del Rey proud. We have an incredible community, and it is the people, including teachers, parents, support staff, students, and the greater community, working together to do what is best for all students that shines here. We are a team of educators that use both formative and summative assessment data across all subject areas to drive instruction and to make the curriculum accessible to all of our students. We accomplish this with the support of the school district and the greater community. We have weekly collaboration time of one hour for teachers to work and plan together. Additionally we have three days per year set aside to analyze data and use it to plan grouping strategies, adjust curriculum pacing, and develop enrichment and intervention experiences. We have Literacy and Technology Coaches who support the planning work with educators in a modeling and coaching role, and facilitate cohesion across the school and district. We believe in professional development, and provide ongoing training for our teachers that match district and site goals. Research supports our belief that the one most significant factor in raising academic achievement is the expertise of the teacher. We live by this and work to build teacher expertise on an ongoing basis.

Del Rey has carefully implemented a technology plan that supports student learning, includes teaching tools, and increases community communication. We have more than 200 computers on campus. Our technology plan has a replacement guideline so that we cycle out the older units for more current ones. We have a fully equipped computer laboratory and our classroom technology includes document cameras, projectors, laptops and SMARTBoards, along with two mobile laptop carts and two mobile iPad carts, enabling whole class one-to-one use. A district technology coach also assists in developing teacher expertise.

Our parents are an important component of our success. We work toward bringing them into the fold, valuing their input and talents, and utilizing their skills. Our parents donate their time and energy to volunteer both at school and outside school to maximize our potential. Del Rey has a quality enrichment program, including Spanish, music, dance, drama, chess, art, yoga, poetry, amongst others, organized by parent volunteers. Our website provides weekly communications supported by parent volunteers. Parents provide a significant amount of support that is channeled through our School Site Council to implement our curriculum and professional development goals. Our community values smaller class sizes, and during difficult budget times, rallied to maintain the 20 to 1 ratio in the lower grades. We search out partnerships in the greater community. We have naturalists from Friends of Orinda Creeks working with students to restore the creeks. The Rotary Club funds grants and sponsors district events like the annual Rotary Field Day. Our waste management company supports our composting of food waste from our lunch program. Our local businesses contribute to education by hosting city festivals, restaurant events, and so much more.

Our students take pride in their school as we help them learn to connect to their community. We have a school wide thematic book program we call "School Wide Read-Aloud." Tying to our Second Steps curriculum, we highlight character education through the Read-Aloud program. We have a weekly broadcast called "Good Day Del Rey" produced and edited by our own students with guidance from a journalist mentor and staff from Del Rey. Last year, we set a World Record for the Largest Hula Hoop Workout. We have created several school-wide media performances, reinforcing our community feel. The community is also invited to our annual Science Fair and Spring Musical. Our Student Council organizes events to support our local and international community.

In summary, we are an inclusive community that listens to each other respectfully, communicates effectively, and values the bonds we work hard to create. Everyone is encouraged to be involved. We work toward bringing people into the fold. While we are competitive in terms of our performance, we are

collaborative, hardworking, and modest in our day-to-day operations. We are about people and what is best for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Del Rey School fosters collaboration, engagement, and professional learning in all areas of curriculum, instruction, and assessment. During this time of transition to the Common Core State Standards and the new state assessments, we have embraced change that leads to higher order thinking skills and conceptual understanding. We believe that learning is social, and teachers provide collaboration opportunities that build responsibility for learning, increase engagement, and meet high expectations.

English Language Arts – Since 2008, Del Rey has implemented the methodology of Reader’s and Writer’s Workshops, from Columbia Teacher’s College Reading and Writing Project. We participate in ongoing professional development to improve our instructional practice. We align curricular calendars and pacing guides across grade levels. Workshop structure includes an explicit mini-lesson, a teaching point, a model, guided practice, independent practice and a published product or outcome. The goal is for students to become independent readers and writers. Formative assessment is ongoing, driving instruction. We address each learner, teaching them to think deeply. While reading, students work in self selected texts appropriate to their reading levels and educators teach overarching strategies that good readers and writers use to be successful. Students use post-its to mark their texts, notice, think, make connections, and carry content across chapters. As students gain skills, they move into more difficult texts. Differentiation is addressed through strategy groups, individual conferences, and in targeted intervention. While writing, students engage in generating ideas, drafting, revising and editing. It is exciting to see the discourse between students while writing through the use of Google Docs. They get feedback from peers and teachers and enjoy working for an audience.

Mathematics – A strong component of our elementary mathematics program is to ensure that students are engaging in the conceptual understanding of mathematics at consistently high levels of proficiency. Two years ago, Del Rey teachers began to study the numerous shifts to instruction that include changes to what is expected at each grade level, in accordance with the the Common Core State Standards. They worked to strengthen their math content knowledge and instructional practices through professional development with a district math consultant. Teachers refined pacing calendars and developed Units of Study and assessments that are aligned to the Mathematical Practices for the California Common Core Standards. We continue to study best practices in order to build a solid mathematical understanding in each of our students. Through daily “Math Talks”, differentiated math activities, strategy groups, and one on one support we are increasing our overall math achievement levels.

Science – Del Rey has worked to implement a hands-on science curriculum K-5, with alignment to NGSS, STEAM using the FOSS (Full Option Science System) program as our guide. We work to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed world. With the NGSS and STEAM leading science curriculum into the future, we know we have moved in the right direction. Our student achievement is high, as evidenced by our high STAR science scores ranging from 95% to 100% proficient and advanced in the last 4 years. Our teachers are receiving ongoing training with the Lawrence Hall of Science BayScience Partnership to continually improve.

Social Studies/History – Students in kindergarten are introduced to basic spatial, temporal, and causal relationships with an emphasis on the geographic and historical connections. Our units focus on the study of people who make a difference: extraordinary people from history and contemporary people who supply goods and services. We learn about the area in which we live, our State of California, and our Nation. What stands out at Del Rey is the amount of integration across subjects. For example, this year in 4th grade students studying the California missions engaged in traditional research, but then went further. Using our new one to one laptops, students created their missions using Minecraft. This 3D software incorporated math, coding, engineering, and social studies in an engaging way. Students used another application to narrate their tour over the top of their mission, demonstrating understanding of the exploration and reason behind the mission chain, architecture, and clashing cultures.

Throughout the curriculum we work to engage all students in quality experiences that raise their ability to problem solve and think critically.

2. Other Curriculum Areas:

We are so fortunate to have a thriving enrichment program at Del Rey School. Students at Del Rey enjoy weekly visits to the art studio, music room, and library. They also participate in a Physical Education program twice weekly and interact daily in a technology rich environment. These programs are valued as part of every child's experience and speak to teaching the whole child.

Our visual arts program is designed as a weekly activity for 1st through 5th graders and is sequential so that the students build artistic skills and appreciation of the visual arts. Our goal is to provide our students with a robust standards based visual arts program and to impart a love of the arts! Our art teacher works alongside our core subject teachers to bridge subjects. Examples of such collaboration abound, from an Orinda mural done by students in conjunction with the study of where they live to a California Native Garden planted by students in science class and decorated with a botanical mural depicting various plant species.

Performing arts include music and band as part of the weekly curriculum. Every Kindergarten through 5th grade student participates in a wide variety of music and movement. Students have fun while learning rhythm, reading music, and developing their ear. In the 4th and 5th grades students can elect to sing with the school choir, rehearsing weekly during their lunch recess. They perform at different venues, including tree lightings, civic events, and contests.

Instrumental Music is also available to 4th and 5th graders. The instruments that are taught are clarinet, flute, saxophone, trumpet, trombone and percussion as well as violin and cello. Band and Orchestra perform at two school assemblies in addition to an Arts Ambassador Concert at the public library and a District-wide concert with multi-grade groups. Providing students opportunities to perform increase confidence and self esteem and we see some students thrive and shine here where perhaps the struggle elsewhere. Teaching the whole child is important.

Del Rey implements a Standards based Physical Education program supported by the SPARK Curriculum. Every 1st through 5th grade class participates in two 30-minute PE sessions per week with the PE Specialist and 40 minutes of activity per week with their classroom teacher. In addition, we offer lunchtime intramurals for our upper graders and planned activities weekly for our younger students, like juggling, obstacle courses, etc.

Every student has library weekly, where they learn information literacy skills, hear fabulous stories, and check out books. Del Rey maintains a robust library webpage, and invites families to enjoy the services provided. Our library technician was recognized this year by the New York Public Library as being the creator of one of the 10 best book-related Instagram accounts. In December 2012, the District's Library software system was converted and upgraded to Destiny. The books in the library are leveled through the Fountas & Pinnell system to match students to reading "just right" books at their levels. This enables us to have our book selection align with classroom instruction, and support teachers with the selection of books for students. The library is central to our school and contributes to the success of every student.

Technology is a tool to enhance learning, problem solving, communication, productivity and creativity and collaboration. We have many tools, from our one to one laptop program in the 4th and 5th grade to multiple iPad carts for our lower grades, interactive whiteboards and document cameras in every classroom, and more. Our district technology coach provides training from a basic to advanced level for our teachers. Our use of technology tools addresses the International Society for Technology in Education (ISTE) standards for students. Our teachers are transitioning to the Substitution Augmentation Modification and Redefinition (SAMR) model developed by Dr. Rueben Puentedura. Using this model gives us an opportunity to transform teaching and learning, utilizing computer technology not as an end but as a support for student centered learning. Digital citizenship is addressed in grades K - 5 using curriculum from Common Sense Media. Our focus underscores the importance of modeling how to use media and technology wisely as it is an essential skill for life and learning in the 21st century.

3. Instructional Methods and Interventions:

Del Rey School plans for instruction across the year, incorporating methodology that allows for differentiation within the classroom that addresses the needs of students. Assessment data is used to drive instruction. Each teacher gives a common pre-assessment for each student in reading, writing, and mathematics to provide a baseline for each unit of study. We meet together as grade level teams to plan for taking students from where they are to raise their level of achievement. In our classroom workshop methodology, a short lesson is presented that explicitly teaches, allows for guided practice, and independent practice. Within the independent practice time differentiation occurs with small groups and individual instruction. Informal assessment within those structures gives us next steps. Every child is provided instruction at grade level, and then works at their personal instructional level through the workshop structure.

When a student falls below grade level, a three-tier intervention model is used to support learning. We first address concerns within the classroom. In the lower grades we offer the Barton reading intervention, specifically designed to address issues associated with dyslexia. Additionally, we have incorporated Lexia, a computer based reading program that addresses comprehension and fluency, into our reading interventions. Lexia levels and tracks student progress, and provides important information to teachers. In addition to those two programs, we use Read Naturally, specifically designed to address reading fluency. In using Read Naturally with six 4th and 5th this trimester in a seven-week session, we have seen students move two to three Fountas and Pinnel reading levels. Through a partnership with our local high school we have weekly after-school targeted intervention where students work with high school tutors in their area of need. We have provided support in mathematics as well, with a credentialed teacher working with identified students in specific strands of mathematics. We are also using a computer-based software for math called Dreambox. Teachers meet in ten-week cycles to assess whether the intervention met the target.

Del Rey's test scores evidence our growth and progress with the majority of our students now proficient and above. When planning, we focus on differentiating for high achieving students as well. We cluster like learners, enabling us to provide compacted curriculum, choice menus, project-based learning opportunities, mentors, and special projects. We currently are exploring "genius hour", robotics, and coding, to provide experiences for students to deepen their learning.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Analysis of the performance trends for Del Rey students over the past five years show a consistent overall growth pattern of students achieving at the proficient and advanced levels across matched cohort groups.

The matched cohort of 2011-2013 when moving up grade levels from 3rd, to 4th, to 5th demonstrates growth in both ELA and Math, as evidenced from 80% proficient/advanced in 3rd to 95% in 4th grade and 97% in 5th grade for ELA, and from 94% to 97% , to 96% in math. We show a consistent increase in the percentage of students scoring in the Advanced Range between 2011-2013. All grades show a consistent decrease in the percentage of students scoring in the Basic and Below Basic ranges with 1% of the students at these levels by the time they are in fifth grade.

Since beginning our focus on professional development in 2008 with the Teachers College Reading & Writing Project, the overall percentage of students achieving proficient and advanced on the STAR English Language Arts test has increased. In 2009, 88.4% of third grade was proficient. That same cohort in 2010 was 98.7% proficient with 85.3% advanced.

Although there is a 10% performance gap between our significant subgroup (white) and our students with disabilities, our special needs students continue to also show gains each year. We address this gap through IEP goals and strategic focus on instruction.

In summary, our scores over the past several years have gained or taken small dips, but overall remain very high, with statistically insignificant bumps and dips occurring across grade levels. We have noted 3rd grade scores as the most difficult to achieve, with 4th and 5th grade consistently showing gains over time.

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

Del Rey School has high expectations for all students. We take a strategic approach to planning instruction that meets the diverse needs of our students. Educational programs at Del Rey School include an accountability system to monitor student progress, evaluate and improve programs, and work toward increasing student achievement.

Del Rey School starts each school year with data analysis. We identify student needs through study of data: STAR (and soon CAASPP) scores, District Assessments for math and writing, and the Fountas and Pinnell (F & P) Leveling system to assess reading levels. F & P provides us with vital information about each reader, allowing for differentiation. We have common district math assessment providing a baseline for where students are and where we need to help them grow. Teachers provide trimester writing “on-demand” assessments that are evaluated using a common grade level rubric to determine student growth.

Programs are implemented, monitored, and evaluated through rubrics, formal and informal progress monitoring assessments, test scores, and parent/teacher feedback as measures of academic growth. Time is allocated weekly for teachers to engage in grade level, subject specific discussions.

At the end of the initial assessment window, we meet in long range planning by grade level. Using assessment data and work samples, teachers backward plan for the upcoming trimester. They plan for regrouping students to address special needs, both on the high end of the spectrum and the low. Coaches participate in this planning.

At the beginning of each trimester we meet as grade levels again to plan and adjust instruction. When student progress is not evident, a student study team including parents, principal, teachers, and special education specialists puts an intervention support plan and/or plans for more formal assessments into place.

The cycle goes on as we look toward student achievement.

Part VI School Support

1. School Climate/Culture

At Del Rey School we embrace a culture of mutual respect between students and staff members. Together, teachers and parents provide students with many strategies for building community and creating a sense of belonging. We implement a balanced approach to behavior management. We use Second Step curriculum to teach students skills in emotion management, cooperation, respectful behavior, and problem solving. This is paired with tobacco, alcohol and drug prevention training in fourth and fifth grades to form our Think First /Second Step program. Included in the program is Steps to Respect-Bullying Prevention. When questionable behavior occurs, students complete a “Think Sheet” with the support of a staff member that specifically identifies the problem and helps the student think of different choices to lead to better outcomes.

Students receive “Splash” cards when things are going right. We run a weekly Splash segment on our news show “Good Day Del Rey”, where children are made famous for their good work. We create safe fun places for students to go during recess, such as the library, intramural events, or the game and craft room. We have a monthly School Wide Read-Aloud where every child has a book in common. We build empathy, tolerance, curiosity, and good will through this shared experience.

Every student at Del Rey has a younger or older buddy (from another class). These buddy experiences form positive relationships as students read to each other, complete projects and play games. In classrooms, teachers work with students to build skills for communication, collaboration, problem solving, citizenship and compassion. Teachers provide explicit instruction on how to be a collaborative, productive member of a group and how to give respectful and useful feedback. Communication strategies such as turn and talk, peer editing, group discussions, reading and writing partners, generating clarifying questions, and using non-verbal signals to agree or disagree are regularly incorporated into lessons in all academic areas.

As professional educators we work proactively and positively to make decisions that are in the best interest for students. We hold each other accountable whether in a staff meeting, grade level team, buddy partnership, or Vertical Team. We hold compliment circles, highlight strengths, set goals together and celebrate our accomplishments. We hold each other up for the work we do. We acknowledge our strengths, and create leadership opportunities for both teachers and students to thrive. Del Rey School exemplifies a caring, professional work environment.

2. Engaging Families and Community

We recognize that there are people in our community with great skill and talent. This has provided us with many resources. For example, alongside teachers, we have scientists helping at our science fair and running creek water analysis with students. We have doctors teaching about the pulmonary system. We have mathematicians, computer scientists, architects and builders giving their time working with students on projects. To facilitate these connections, the principal works closely with our school parent club (PC) leadership and the general parent population. We educate them about student achievement, school programs, vision for future growth, and safety. Teachers are part of the process and reach out to their classroom communities.

The Del Rey Parents’ Club supports our programs through fundraising to ensure assistant support is in every classroom. They contribute to professional development, and supporting our School Site Plan. Our robust After School Enrichment program is a function of our PC, and includes a Spanish Language program held daily, music, dance, sewing, cooking, gardening, chess, Odyssey of the Mind, Lego Robotics, and other activities to engage students.

Communication is key to fostering connections throughout the community. We publish an electronic newsletter weekly with important school information for families. We host community events including Newcomers Day and Grandparents Day. We maintain a website for general information and classroom

publications (<http://dr-orinda-ca.schoolloop.com>). We use Twitter to highlight moments across our day, opening doors to classrooms for all. We also have a weekly news broadcast, called Good Day Del Rey produced by 5th grade students in partnership with a documentarian producer that serves to bring our community together by highlighting student success.

Orinda School District partners with the Education Foundation of Orinda (EFO). EFO includes the parent community and the community at large and ensures equity of program across Orinda Schools. They contribute to our success by ensuring music, art, and library programs are available to all K-8 students.

3. Professional Development

Orinda School District has a rigorous professional development program as defined by our Three Year Strategic Curriculum Plan. Our focus is ongoing professional development and coaching in the areas of Reading, Writing, Math and Science.

Our structure for this work starts with district wide planning. Instructional leaders examine both state assessment data and school district data. The data allows administrators to set goals and directs site principals to examine the information with their staff. In reviewing our STAR, CELDT and local assessment scores, we identify trends and generalizations as well as growth and improvement. We track students across years to see if they continue to grow. We then break into grade level groups to extrapolate the data, analyzing what changes are necessary.

We engage in long range planning by grade level with teachers. Our Director of Curriculum and Instruction, site principal, literacy coach, technology coach, and math coach support this work. We look ahead to changes in the Common Core State Standards and plan for implementation. Our coaches provide ongoing professional development to educators and education to parents. They systematically work through organizing curriculum and supporting teachers. Coaches also work in classrooms with the classroom teacher, either modeling explicit and direct instruction or by coaching teachers. This support is respected and valued by the teaching staff, and has helped move the culture to one of collaboration.

Our professional development is designed to meet the identified needs. Our teachers train with staff developers from the Teachers College Reading and Writing Project who work with us over time. Each year we send groups of educators to study at Columbia University to continually improve their skills for reading and writing instruction. We receive ongoing professional development in Science through our affiliation with the BaySci Partnership (www.baysci.org). We are members of the Silicon Valley Math initiative (www.svmimac.org) and we work with a math consultant to stay abreast of the best practices in the field.

Our district employs a technology, math, and literacy coach to support our professional development plan.

The district level long range professional development plan is rigorous and demands a level of professionalism from every member of our community. With that rigor comes pride, as we know we are working to provide the best education to our students.

4. School Leadership

At Del Rey School we pride ourselves on our culture of support and mutual respect within the community of teachers, administrators, students and families. It is an orchestrated system where the site principal, the strong voice of active parents, teachers, and educational leaders come together for the good of our students.

The principal believes that creating a shared vision enables us to work positively together towards a common goal. Our School Site Council uses this shared vision to create a plan and align spending. The principal communicates student achievement data, focusing on best instructional practices and a strong a professional development plan. Parent education, professional development, and collaboration through long range planning has proven successful for school and student improvement . Grade level teams have ownership of the curriculum and are integral partners in planning for the success of all students.

The structure of the school culture is rooted in continuous improvement. We come together as a trusting staff, and we continually strive for excellence. The principal's philosophy is one of shared leadership where all educators work together across grades to build a continuum from grade to grade with respect for what each grade level can and does accomplish.

During long range planning last year, all educators participated in a school walk through, noting evident curriculum, classroom environments, and student engagement levels. We noted what was working and where we could grow. We came back together as a staff and discussed our next steps for Del Rey students. From this experience, our Vertical Team was formed.

Our Vertical Team consists of one teacher per grade level and the principal. We meet monthly to discuss ideas, align curriculum, and look for better ways to reach students. We plan staff meetings together to ensure a curriculum focus. Together we align reading, writing, and math practices from grade to grade. We have examined our assessments, calibrated our scoring and we are developing a system for assisting each other through challenging transitions with the Common Core. We have examined ways to bring more enrichment into our school, and have invited speakers to share expertise in electronics, coding, and robotics. We have worked on intervention plans, developing a range of interventions to meet the needs of all students. We are in an exciting place, and continue to work together to better the instructional program and student.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: Department of Education, State of California	

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	94	94	96	96
Advanced	74	65	71	75	70
Number of students tested	65	77	68	71	69
Percent of total students tested	100	99	99	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				93	
Advanced				86	
Number of students tested				15	
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above			100		
Advanced			93		
Number of students tested			15		

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	96	94	96	98	96
Advanced	76	61	69	77	66
Number of students tested	46	52	45	52	50
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:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>California State Department of Education</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	97	100	99	92
Advanced	71	81	86	88	83
Number of students tested	83	73	72	75	66
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					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above			100		
Advanced			93		
Number of students tested			15		
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	93	98	100	98	94
Advanced	69	83	87	86	86
Number of students tested	58	48	53	56	50
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:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>California Department Of Education</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	96	99	93	93	97
Advanced	79	70	81	68	73
Number of students tested	77	65	84	68	71
Percent of total students tested	100	99	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					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above			100		
Advanced			93		
Number of students tested			15		
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					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above	96	100	92	93	96
Advanced	82	69	77	67	77
Number of students tested	51	55	64	57	47
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:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>California Department of Education</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	72	83	80	83	88
Advanced	46	46	58	51	49
Number of students tested	65	76	69	71	69
Percent of total students tested	100	97	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					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above			87		
Advanced			73		
Number of students tested			15		
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	72	87	82	89	88
Advanced	44	50	61	54	48
Number of students tested	46	52	46	52	50
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:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>California Department of Education</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	95	95	96	99	89
Advanced	81	77	86	85	74
Number of students tested	82	74	72	75	66
Percent of total students tested	99	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					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above			94		
Advanced			87		
Number of students tested			15		
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	94	96	98	92
Advanced	83	78	87	80	80
Number of students tested	57	49	53	56	50
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:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>California Department of Education</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	97	92	96	92	98
Advanced	71	80	81	81	79
Number of students tested	76	78	84	74	62
Percent of total students tested	99	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					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above			87		
Advanced			73		
Number of students tested			15		
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	96	93	92	97	98
Advanced	72	80	81	88	81
Number of students tested	50	56	64	57	47
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: