

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 Ms. Roberta Ortega

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

Official School Name James Franklin Smith Elementary School

(As it should appear in the official records)

School Mailing Address 2220 Woodbury Lane

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

City San Jose State CA Zip Code+4 (9 digits total) 95121-3233

County Santa Clara County State School Code Number* 43694356117956

Telephone 408-532-2150 Fax 408-532-2165

Web site/URL http://jfs.eesd.org E-mail rortega@eesd.org

Twitter Handle _____ 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* Ms. Kathy Gomez

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

E-mail: kgomez@eesd.org

Other)

District Name Evergreen Elementary School District Tel. 408-270-6800

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. Vince Songcayawon

(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):
- 15 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 18 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	12	25
K	52	47	99
1	49	51	100
2	59	48	107
3	61	60	121
4	54	81	135
5	68	48	116
6	62	59	121
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	418	406	824

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 80 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 10 % White
 - 3 % 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: 5%

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	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1	808
(5) Total transferred students in row (3) divided by total students in row (4)	0.052
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 20 %
157 Total number ELL
 Number of non-English languages represented: 25
 Specify non-English languages: Arabic, Armenian, Assyrian, Bengali, Cantonese, Farsi, Filipino, Gujarati, Hindi, Italian, Japanese, Kannada, Korean, Mandarin, Marathi, Portuguese, Punjabi, Russian, Spanish, Tamil, Telugu, Turkish, Rrdu, Vietnamese, Other
8. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 61

Information for Public Schools Only - Data Provided by the State

The state has reported that 35 % 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: 7 %
57 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>10</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>15</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>41</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

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%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: JFS is a diverse population collaborating to create a safe and friendly environment where technologically literate students are actively engaged, learning today to lead tomorrow.

PART III – SUMMARY

James Franklin Smith Elementary School (JFS), a California Distinguished School in 2010 and 2014, is 15 years old. Four wings of classrooms on two floors radiate out from the office and library. All interior walls are draped with student work: watercolors, essays, cave art. The main building holds 30 classrooms, with three classrooms in the kindergarten building. JFS has a student enrollment of 824 and a teaching staff of 30 certificated teachers. Teachers and students are supported by a group of specialists that include an instructional coach, music teacher, art teacher, RSP teacher and aide, ELD instructional assistant, kindergarten and transitional kindergarten aides, speech therapist, marriage and family therapist intern, psychologist, occupational therapist, adapted P.E. specialist, and nurse.

JFS celebrates our wide variety of family cultures and offers full, equitable access to education for all students. Teachers continually look for ways to include students' cultural background in all aspects of learning. For example, parents and grandparents, dressed in cultural attire, visit classrooms to speak, and students explore worldwide cultures during Multicultural Week.

We are in our second year of transitioning into the Common Core State Standards (CCSS). Last year our instructional focus was citing evidence in the text, with an equal emphasis on fiction and informational text. In addition, we focused on Mathematical Practice #1; make sense of problems and persevere in solving them. This year we added an emphasis on Depth of Knowledge (DOK) questioning strategies and Accountable Talk, where each contributor to the conversation is held accountable to give evidence for opinions. 21st Century Skills are taught throughout the curriculum with less direct teaching and more student collaboration, communication, critical thinking, and creativity.

Technology is utilized throughout the school. Every classroom is equipped with a teacher laptop, teacher iPad, six student laptops, LCD projector and document camera. Six classrooms are equipped with SmartBoards. Teachers check out three portable laptop carts, five iPad carts, and 2 Chromebook carts for student use.

Our professional development centers around the integration of technology to meet CCSS standards. Workshops are followed by one-on-one support, including planning, model lessons and co-teaching. Some examples of lessons enhanced by technology include Google Apps for Education for creating collaborative documents and presentations, and screencasting with iPads to demonstrate understanding of content standards. Students even use MinecraftEDU to build worlds that mimic classroom lessons.

Intervention programs for students take place both during the day and after school, including reading intervention, math intervention, and homework center. These programs are taught by certificated staff, parent volunteers, and on-site community partners. As a result, students have access to the help they need in a variety of ways.

Student activities do not cease once the school day ends. A variety of after-school enrichment programs include: Cub Scouts, Girl Scouts, Spanish classes, Hindi classes, Mandarin classes, Girls on the Run, Hip Hop Dance, San Jose Youth Symphony's "Music Matters" program, and theater. Academic courses include Public Speaking, Math Olympiad, Schmall Science, Lego and Lego robotics.

The Parent Teacher Association (PTA) is an integral part of our school. Parents may be teaching an Arts Attack lesson, reading an ABC Cornerstone book, sharing their culture's rituals and traditions, or working with a small group of students on a math lesson. Parents meet frequently at the school to plan and prepare for a variety of community building activities and fundraisers such as: Welcome Back Breakfast, Movie Night, Multicultural Night, "Under the Tuscan Moon" dinner/auction, Family Bingo Night, Walk to School Day, Fitness Run, and school carnival. PTA also runs a spring book fair and Teacher Appreciation Week. PTA created and maintains science, art, and P.E. closets and replaces consumables as needed. In PTA's annual "Reflections" program, students compete school-wide in the areas of literature, visual arts, musical composition and photography. PTA encourages students to give back to the community by organizing a

Soul to Sole shoe drive and a Candy for the Troops drive. A “Go Green” recycling program in the lunchroom rewards students who bring waste-free lunches.

Parent communication is an essential component of a healthy school environment. A weekly newsletter from the principal is sent home every Friday. Parent conferences occur in November, and report cards go home three times a year. Every teacher at JFS has a web page that keeps parents abreast of upcoming classroom activities and lessons, alerts parents to upcoming events and field trips, and provides class schedules. Teachers also provide parents with links to websites that are valuable resources. In fifth and sixth grade, parents can view their child’s progress online, with teachers updating it weekly. Such communication shows parents exactly how best to support their child’s learning.

JFS is a diverse population collaborating to create a safe and friendly environment where technologically literate students are actively engaged, learning today to lead tomorrow.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

JFS teachers apply CCSS to current instructional materials by utilizing units of study in Math and ELA from Transitional Kindergarten (TK) through 6th grade that were developed by teachers from around the district.

TK covers social emotional, math, and English Language Arts curriculum. TK teachers work collaboratively with other teachers around the district to develop and revise units of study based on Kindergarten CCSS. They receive a foundation of academics and social skills that give them the confidence they need to be successful in a kindergarten classroom. They are prepared for success as they begin elementary school.

In ELA, K-6 grade levels share materials and instructional methods. Objectives are posted so learning goals are clear to students. Students acquire foundational skills by making text connections and citing evidence to support their ideas. Primary grades utilize guided reading groups for leveled instruction.

Third grade teachers alternate literature and Scholastic News readings, using Accountable Talk to discuss character motivation and critical thinking. This supports English Language Learners (ELLs) as well as our general population by requiring students to acknowledge each other's input and speak in complete sentences. Fifth grade uses CCSS aligned Storyworks, reading nonfiction articles and using Accountable Talk to answer critical thinking questions. Students are taught to annotate text and cite evidence in writing. Leveled assignments allow for scaffolding of skills to make the material accessible for below grade level students and challenge those above grade level.

Accountable Talk is also used in math to explain multiple ways to solve problems. In 1st grade and 6th grade, student groups with specific roles persevere through solving complex problems. With group support, students below grade level show better success. Instruction addresses different learning modalities and abilities. For example, kindergarten students jump like frogs to learn measurement. Sixth grade uses online tools to explore histograms. Classrooms also can be seen using number talks and participating in teacher-led small group instruction, all designed for academic success at every level.

An after school intervention program for reading and math skills is provided on site by community partner Silver Creek Academy, targeting students in 3rd through 5th grade. Homework Center, run by JFS teachers, supports students in the upper grades by allowing a quiet place to complete assignments, with a teacher's help if needed. A reading intervention program for struggling students in first through third grade, taught by JFS kindergarten teachers, assists students identified as "far below" in reading. In 6th grade, Reader's Workshop allows students to practice lessons in identifying theme on self-selected books at their level, whether below or above grade level. ELLs are incorporated into the classroom, with push-in aides to assist them with comprehending the language. Recently our English Language Learners (ELLs) and their parents took part in a Math night practicing CCSS math tasks. In 2014, JFS reclassified 70 out of our 182 ELLs.

Social Studies curriculum includes hands-on enhancements of the textbook. Third grade's project-based learning (PBL) unit integrates CCSS with student-written blogs from the perspective of a Victorian child. Students research the Victorian Era, type blog entries on Google Docs, learn to overcome differing group opinions, visit the historic Fallon House in San Jose. They participate in Victorian Day dressed up like Victorian children and attend "Victorian School." They present their work to an audience of parents at the final exhibition.

Field trips engage students in social studies curriculum. For example, 6th grade goes to the Rosicrucian Museum to see Egyptian artifacts firsthand.

Multicultural Week enhances social studies curriculum at all grade levels. Classrooms each create a country poster which is hung in the main hallway. Students examine the posters to complete answers to a quiz. Additionally, students are encouraged to create a video showcasing their culture, and they dress up for Cultural Attire Day. The week ends with Multicultural Night for the entire school community.

Science is also enhanced by events like Astronomy Week, where real astronomers bring telescopes for students to observe the night sky. This follows science curriculum in first, third and fifth grade. The science closet provides teachers with materials for laboratory experiments in class.

To engage students and provide a different modality of learning, fourth and sixth grade teachers use MinecraftEDU. Sixth grade students collaborate to build an ancient civilization as part of their year-end Ancient Lands project. In a unit on Gold Rush mining towns, 4th grade students collaborate to design original mining towns, then write newspapers using Google Docs to describe various historically accurate activities.

Our instructional methods, aligned with CCSS supported by our curriculum, provide all students with the 21st Century skills of collaboration, communication, critical thinking, and creativity.

2. Other Curriculum Areas:

Other curricular areas at JFS include a multi-faceted Visual and Performing Arts (VAPA), PE, and technology programs.

Teachers work collaboratively with parents to integrate VAPA across the curriculum. Once a week, a certificated art teacher visits upper grade classrooms to teach students basic skills such as the color wheel, lines, and shading. Students also learn about well-known artists and imitate their style of artwork.

Arts Attack is a monthly parent volunteer program aligned with grade level curriculum. Volunteers collaborate with each teacher to present an art lesson. For example, during the third grade Victorian unit, the Arts Attack parents taught a drawing lesson on Victorian houses. The students used the picture in their Victorian blogs. In the 5th grade, students recreate art from the Tlingit totem poles of the Pacific Northwest, making a tangible connection to the curriculum.

All upper grade students have the opportunity to participate in band. Once a week, a certificated music teacher pulls out about forty beginning and intermediate upper grade students for the instrumental band program. Twice a year, the band performs for the student body. PTA encourages students to participate in its annual Reflections competition in art, photography, and music composition.

For P.E., students at JFS have access to an abundantly stocked closet. During their years at our school, they learn to play hockey, basketball, lacrosse, dance, and kickboxing. Fifth graders run a mile as part of their fitness program. Students leave our school prepared to continue a life where physical activity is an integral part of their lives.

Each year JFS hosts a schoolwide jump rope assembly to showcase healthy habits and raise money for the American Heart Association. Sixth grade students followup by performing original routines for grade level peers. The best routines are chosen for a school wide assembly. K-5 students look forward to their 6th grade jump rope opportunity!

With the abundance of available technological devices, our teachers use innovative and meaningful ways of integrating technology into their curriculum. Grade levels collaborate with the instructional coach to incorporate technology into units of study.

The district adopted Google Apps for Education (GAFE) for use with students this year. The instructional coach provides workshops on various tools available and their uses in the classroom. Teachers take their learning about GAFE back to the classroom in lessons supported by grade level colleagues and the instructional coach.

In November, 6th grade participates in web-based National Novel Writing Month (NaNoWriMo). The instructional coach supports teachers learning Google Docs. Students share their novels with teachers, peers and parents to solicit constructive revision feedback. The ease of the platform enables teachers to provide more frequent feedback.

In November and December, parents and teachers coordinate to bring coding skills into the classroom during The Hour of Code week. In partnership with our PTA, we organize training and a volunteer schedule for two weeks in December. Parents proficient in code come into every classroom k-6 and complete lessons on the importance of code. Students access several games on the Code.org website. Students report excitement and increased interest in coding concepts. This year, in the course of two weeks, students and teachers wrote 100,745 lines of code.

Classes in 2nd and 3rd grade continue coding lessons. In 2nd grade, students work in Tynker to animate original fantasy stories. The CCSS writing standards are extended and supported by the work in Tynker. In 3rd grade students extend their work on the Victorian Era by creating informational programs in Scratch. Students now extend their knowledge of coding to create a game in Scratch.

iPads provide teachers with alternative forms of assessment. Students in every grade use iPads to create projects that demonstrate understanding of key concepts. In first grade, students learn about writing stories with a beginning, middle, and end. Students write drafts of their stories in their writing journal, then turn the stories into videos using Toontastic.

Art, music, P.E. and technology continue to develop collaboration, communication, critical thinking, and creativity in JFS students.

3. Instructional Methods and Interventions:

Twenty-first Century Skills are the foundation for lesson planning at JFS. Teachers provide small group instruction in math and ELA to meet diverse needs of students. Technology-integrated units build critical thinking and communication skills, and questioning strategies develop increasing depths of knowledge.

Differentiated group work is seen throughout the JFS. Writing conferences build student communication skills. Literature circles provide opportunities to practice reading skills at differentiated levels. In second grade, students are grouped into homogeneous groups, completing the same activities with assigned roles. Students demonstrate proficiency by creating videos, oral presentations, and published documents. First graders use Explain Everything to produce videos describing bee anatomy. 2nd graders publish nonfiction animal books using Book Creator.

Push-in aides assist ELLs with language comprehension in the classroom. Recently ELLs and their parents took part in a Math night practicing CCSS tasks. In 2014, JFS reclassified 70 out of our 182 ELLs.

Bimonthly Student Study Team (SST) meetings partner staff and parents to guide student success. The team includes the principal, psychologist, resource specialist, nurse, speech therapist, teacher, and parents. Initial discussion of a student's strengths is emphasized. After discussing areas of need, staff devises a plan of action for strategies to support a student's social and academic needs.

For students needing assistance with academic and social skills, teachers implement strategies for individual students, adapt their instruction, and adjust their teaching materials to differentiate the learning. Resources such as behavior contracts, visual cues for voice volume, "I need help" flip charts on a student's desk, wiggle cushions, Velcro strips for tactile stimulation, pencil grips, and tilted binders for writing are commonly used by JFS students. Modification of work is done for students who are ELLs or have an IEP or 504 Plan.

Community partner Silver Creek Academy provides an after school intervention program for reading and math on site, targeting students in 3rd-5th grade. Homework Center, run by JFS teachers, supports upper grade students with a quiet place to complete assignments, and teacher's help as needed. A reading intervention program for struggling students in 1st-3rd grade, taught by JFS Kindergarten teachers, assists students identified as "far below" in reading.

Because a large percentage of our students score in the advanced range, teachers plan rigorous lessons that engage students in critically thinking. In sixth grade, teachers scaffold independent activities that assist

students in digging deeper into history. Students needing challenge choose more activities at increasing levels of difficulty.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

At JFS, academic performance is consistently high; our Academic Performance Index (API) score of 965 grew 9 points between 2010 and 2013. Our refined focus of intervention programs, protocols, and procedures enable our students to be successful.

Two thousand thirteen is the most recent year for which we have state testing data from the California Standards Test (CST). From 2010 to 2013 we see steady growth in proficiency rates. For example, 86.2% of sixth graders in 2010 were proficient in ELA and 84.4% were proficient in math. By 2013, 96.4% of sixth graders were proficient in ELA and 91.9% were proficient in math. We also observe that our ELL students score higher than the state average in all grade levels. In 2013, the state average for ELLs proficient and above was 45% in ELA and 37% in math. At JFS, our ELLs were 82.1% proficient in ELA and 86.3% in math. This success is a result of Accountable Talk strategies and culturally responsive teaching.

While not significant subgroups, African-American and Hispanic groups show a deviation of more than ten points at two grade levels in both ELA and math, but this represents only 7 students in a school of 824. In our socio-economic, ELL, and RSP subgroups, 9 students are not proficient.

Every child below proficient is identified and skills are systematically targeted. Students receive a combination of small group instruction, differentiation in class and pull-out intervention services. For example, in 2012 third and fourth grade specifically targeted their 21 RSP students, 17 of whom were not proficient in math on the 2011 CST. In 2012, every student in that group tested proficient in math.

With the implementation of CCSS in 2014, more students are actively engaged in learning and citing evidence for their answers.

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

JFS teachers use a variety of formative and summative assessments to drive instruction.

Formative assessments online, like TenMarks, provide students with opportunities to practice assigned topics at their own pace. Accelerated Reader (AR) assists teachers in identifying reading levels. Teachers can monitor comprehension scores and math achievement levels to address struggling students during small group instruction.

Primary grades use the Basic Phonics Skills Test (BPST) and 1st-6th grade use the McGraw Hill Oral Fluency to show reading growth across the year. The California English Language Development Test (CELDT) is used annually to place ELLs. Twice a year, EL students take A Developmental English Proficiency Test (ADEPT). All these results allow teachers to adjust leveled groups and target skills to improve instruction.

Teachers use CCSS-based rubrics developed by the Evergreen School District to inform students and families about writing growth. Grade level teams discuss student work and calibrate scores on the rubric to improve instruction. At each grade level, teachers collaborate to examine student work and develop methods to target areas of need.

Regular summative assessment occurs in every classroom. Teacher use tests provided by textbook publishers along with self-created materials to evaluate student achievement of standards. In TK, teachers use social-based anecdotal assessments to help families understand how their children will succeed in school. In 6th grade, at the end of each math chapter students take a collaborative team test that allows teams to review for individual tests. Classrooms also use a variety of projects as summative assessments, like the Explorer Project in fifth grade.

All teachers contact families regularly via email and telephone, and they use secure websites to update grades and upcoming deadlines. Folders of student work are sent home weekly. Progress reports and report cards go home six times a year. This shares grades, oral fluency scores, writing rubric scores, summative comprehension and math scores with families. At annual parent conferences in November, teachers explain report card information and discuss areas of concern and strength. As the year progresses, additional parent conferences support students struggling with standards.

Part VI School Support

1. School Climate/Culture

Every morning JFS reinforces positive student interaction with announcements focused on making good decisions that close with, “Make it a great day, or not...the choice is yours.” Character Counts messages remind students that “Character means doing what is right even when no one is looking.” Posters throughout the school encourage students to use “self-control,” and “just be nice.”

Staff encourages social and emotional growth in other ways, too. Teachers choose Top Cats, and the principal holds Proud Principal Fridays to recognize students with positive peer interactions. Any staff member can report exemplary behavior for “shout outs” during announcements. During the day, cross-grade level buddy classes develop positive social student relationships by completing projects together. The Student Council (see Leadership, section V #4) enhances the social environment with spirit rallies.

The JFS Stars Program is a social program led by the school psychologist and speech therapist in order to help improve the social skills of students through games and roleplaying. This in turn helps with collaborative activities in the classroom and social play during recess.

ABC Cornerstone is a monthly parent volunteer program that builds developmental assets and teaches students about bullying. Parents read and discuss a book to each class. These lessons raise awareness about student behavior. Many students now use the vocabulary, such as “upstander,” in their casual conversation. The parents also create bulletin boards, including student work, to encourage respect and empathy toward others.

Community partners enhance the positive environment of JFS. Silver Creek Academy and YMCA provide before and after school care. They support students with homework and positive lessons on social, academic, and emotional issues. The Girls on the Run program guides third through sixth grade girls in developing a positive self-image and provides lessons in empowerment. PTA offers night time events to allow families to connect and feel supported in the community while learning.

Teachers are well supported by the principal, staff, and parents. The principal provides grade level release days for planning and collaboration. Interested teachers are supported in going to conferences, most recently (Computer Using Educators (CUE), and No Excuses University (NEU). These teachers become leaders that are supported as they implement new ideas and share with the rest of the staff. School specialists work with teachers to support students in reaching their potential, and the instructional coach helps integrate technology into the CCSS. Parent volunteers actively help teachers in the classroom and attend field trips. The JFS community clearly values and supports its teachers.

2. Engaging Families and Community

JFS has a strong and dedicated PTA that supports student learning by volunteering and reaching out to the community. Arts Attack, Cornerstone, and Jump Rope for Heart are detailed in Other Curriculum Areas, Part IV, question two above.

PTA also organizes a variety of fundraisers, such as our annual “Under the Tuscan Moon” dinner and auction. Parents, former parents, and classified staff work together with all teachers and students to create unique class works of art that are auctioned off to parents. PTA also works with local community businesses who donate a variety of products and services for auction. Funds directly support the school with purchase and maintenance of technology, donations to classroom budgets, and supplies for the art/science/P.E. closets.

Parent and grandparent volunteers help with bulletin boards, copies, laminating, filing, field trips, technology lessons, and other tasks that allow teachers to focus their time on instruction. In 3rd grade,

parents do cultural lessons about Diwali, complete with cultural outfits and chalk art on the playground. In all grades, parents lead the Hour of Coding. PTA also sponsors an annual school beautification day on a Saturday, planting donated flowers and doing general cleaning of the campus.

JFS knows that frequent communication with parents supports student success. Teachers list homework, assignment guidelines, classroom expectations, and calendar of events on their websites. The school website has useful links for parents, including a PTA page. Report cards go home every trimester, with progress reports mid-trimester, and conferences to discuss student progress in November.

Community partners improve the school climate. Fifth grade participates in the Sharks Foundation Reading is Cool program and hosts a visit by the team mascot, Sharkie. A 6th grade class represented the school at a City Council meeting, receiving a commendation from now Vice Mayor Rose Herrera for our writing program. Sixth graders participate in BizWorld each spring, designing and marketing their own products. Entrepreneurs, including a Yahoo executive, Apple engineer, and personal trainer speak to classes about starting a business. Other speakers include JFS parents, one who started a child care franchise, and one with his own consulting firm.

Community businesses also host field trips. Fifth grade travels to Cucina Bambini for a lesson in making pizza from scratch. Third grade bakes with our district's Child Nutrition Services using supplies purchased by PTA.

JFS staff, PTA, and community partners work together to empower student success.

3. Professional Development

Our professional development addresses the challenge of integrating 21st Century Skills and CCSS with workshops, staff meetings, Collaboration Thursdays, and conferences.

Last year JFS focused on citing evidence in the text and persevering in problem solving. This year we added an emphasis on Accountable Talk and questioning strategies. By selecting an annual school-wide focus, professional development systematically increases teacher and administrator capacity and supports student achievement with a cohesive program.

The instructional coach provides professional development in multiple formats to support student achievement. Teacher workshops are held to learn how to use Google Classroom, Google Apps, Explain Everything, and to leverage iPads/Chromebooks for instruction. One-on-one support provides teachers at various skill levels with the knowledge and confidence to implement workshop learning.

In one example, the instructional coach held a workshop on Google Classroom. Teachers set up their class and created a first assignment together. One teacher requested additional one-on-one support. The coach and teacher planned a set of lessons for introducing Google Classroom and Google Slides to students. Another teacher incorporated two existing assignments into Google Classroom, using Google Docs to ease the turn-in process. This type of professional development increases student achievement, extends teacher capacity for feedback, and improves the school as a whole.

Weekly staff meetings are also used for professional development. While working on questioning strategies, teachers read "Using Webb's Depth of Knowledge to Increase Rigor" by Gerald Aungst for edutopia.org. For the next Collaboration Thursday, teachers brought one day's lesson plan and sorted the plan's activities based on DOK. In cross grade level teams, teachers then picked one activity and developed questions at all four DOK levels. Going forward, teachers are better prepared to increase rigor and improve student achievement.

For the last two years, District professional development on Collaboration Thursdays focused on CCSS in ELA and Math. JFS K-5 teachers developed CCSS binders of Math materials for each grade level to share resources, ensuring all students achieve the standards.

Teachers with particular interests are able to attend conferences with the principal. After the most recent CUE conference, teachers shared new Brainpop features at a staff meeting. At grade levels, they collaborated with colleagues to enhance use of Kahoot, Google Classroom and Kidblog and create technologically literate digital citizens. After attending an NEU conference, one teacher presented a bulletin board that showcases all CCSS ELA standards in one place. New techniques are exciting, and JFS staff members are always learning and sharing.

4. School Leadership

Staff, parents, and students all share leadership that affects the academic achievement and social success of our students.

The principal leads with a philosophy of joy. Staff, students and parents work to provide a positive school climate where students feel valued and supported. There are high expectations for learning and responsibility, with a focus on the needs of students.

The principal supports teachers with additional planning time by providing release days throughout the year to give teachers time to collaborate on site with each other, and the instructional coach is often in attendance. Teachers are also given release time to observe colleagues.

Leadership by grade level teams has a strong effect on student learning. Teachers discuss best practices and modify curriculum to meet student needs. Often behavioral issues are addressed, and colleagues provide valuable input to support each other. All grade levels use Accountable Talk, but 1st and 5th grade classrooms look different. Teachers unsure of how to incorporate the strategy were invited by colleagues to observe a lesson. In first grade, two teachers brought their entire class and formed a circle around the room to observe the lesson taking place.

One of the most powerful facets of our leadership teams is our Student Study Team (SST.) These bimonthly meetings, described in Instructional Methods and Interventions (Part IV, #3), document strengths and areas of concern for a student. SST suggestions range from implementing new strategies at school and home to assessing a student for potential learning challenges.

Student Council is a student leadership team in the upper grades that focuses on school spirit and giving back to the community. Officers and classroom representatives meet and communicate information back to individual classrooms. After a typhoon in the Philippines, our Student Body President organized a donation of relief supplies.

The Local Control Accountability Plan/Single Plan For Student Achievement, Comprehensive School Safety Plan, and Local Education Agency (LEA) Plan are reviewed by School Site Council, comprised of school staff and parents. Information overlaps with PTA and provides more opportunities for communication back to the district regarding our site programs. Surveys conducted during the year are reviewed by this team and the information guides the work we do with our students.

The principal provides guidance to integrate PTA initiatives within the school environment. For example, in 2013 PTA saw promotions for the first Hour of Code. Believing this was an important initiative for our school the principal, instructional coach, and PTA committee chair worked together to organize and train volunteers for every classroom.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin</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		93	95	98	94
Advanced		75	80	88	79
Number of students tested		116	129	109	129
Percent of total students tested		100	99	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	90	100	75
Advanced		59	66	100	63
Number of students tested		41	41	4	8
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		86	86	91	90
Advanced		57	59	76	72
Number of students tested		35	29	21	39
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		96	98	99	96
Advanced		81	88	93	85
Number of students tested		90	94	80	91

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		80	88	92	89
Advanced		50	63	83	72
Number of students tested		10	8	12	18
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: In 2014, California administered the Smarter Balanced Field Test, because this was a field test results were not captured.

In the summer of 2011 district school attendance boundaries were modified, all data is accurate.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Houghton Mifflin</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		93	94	95	95
Advanced		79	76	81	85
Number of students tested		135	106	122	124
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		83	93	86	50
Advanced		65	66	71	50
Number of students tested		46	29	7	4
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		81	91	93	90
Advanced		66	62	73	77
Number of students tested		32	21	41	48
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		95	97	84	96
Advanced		86	88	96	91
Number of students tested		101	76	89	84
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		100		100	100
Advanced		100		100	75
Number of students tested		2	0	1	4
9. White Students					
Proficient and above		88	91	94	94
Advanced		38	55	77	77
Number of students tested		8	11	17	17
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: In 2014, California administered the Smarter Balanced Field Test, because this was a field test results were not captured.

In the summer of 2011 district school attendance boundaries were modified, all data is accurate.

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>2008</u>
Publisher: <u>Houghton Mifflin</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		91	92	88	82
Advanced		67	64	66	64
Number of students tested		118	122	123	108
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	50	63	50
Advanced		63	33	50	50
Number of students tested		49	6	8	4
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		86	86	84	82
Advanced		63	55	63	54
Number of students tested		49	44	51	28
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		92	95	91	89
Advanced		74	75	73	70
Number of students tested		86	79	88	73
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		94	95	85	71
Advanced		53	47	69	59
Number of students tested		17	19	13	17
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: In 2014, California administered the Smarter Balanced Field Test, because this was a field test results were not captured.

In the summer of 2011 district school attendance boundaries were modified, all data is accurate.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Glencoe (MacMillan/McGraw Hill)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above		92	87	84	84
Advanced		75	55	62	63
Number of students tested		111	121	126	109
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		92	64	46	67
Advanced		67	18	18	50
Number of students tested		46	22	11	6
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		92	67	60	75
Advanced		67	22	32	38
Number of students tested		36	18	25	16
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		95	88	90	92
Advanced		82	60	68	72
Number of students tested		81	82	93	71
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		81	83	70	77
Advanced		56	44	46	71
Number of students tested		16	18	13	7
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: In 2014, California administered the Smarter Balanced Field Test, because this was a field test results were not captured.

In the summer of 2011 district school attendance boundaries were modified, all data is accurate.

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>MacMillan/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above		76	87	84	84
Advanced		36	52	55	50
Number of students tested		116	129	109	129
Percent of total students tested		100	99	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		61	76	50	75
Advanced		24	37	25	25
Number of students tested		41	41	4	8
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		57	69	52	77
Advanced		20	31	19	41
Number of students tested		31	29	41	39
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		81	93	85	84
Advanced		39	57	60	53
Number of students tested		90	94	80	91
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		50	63	75	89
Advanced		30	38	50	61
Number of students tested		10	8	12	18
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					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>MacMillan/McGraw Hill</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	94	95	95
Advanced		79	81	83	85
Number of students tested		135	106	122	124
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		89	86	86	75
Advanced		63	62	86	75
Number of students tested		46	29	7	4
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		91	86	93	92
Advanced		63	67	83	77
Number of students tested		32	21	41	48
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		96	96	96	96
Advanced		84	87	85	89
Number of students tested		101	76	89	84
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		88	100	94	94
Advanced		63	82	82	82
Number of students tested		8	11	17	17
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					

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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>2009</u>
Publisher: <u>MacMillan/McGraw Hill</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		93	87	85	84
Advanced		83	70	59	60
Number of students tested		118	122	123	108
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	67	63	75
Advanced		76	50	38	50
Number of students tested		49	6	8	4
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		97	77	82	75
Advanced		79	64	49	39
Number of students tested		38	44	51	28
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		97	90	92	89
Advanced		86	73	63	69
Number of students tested		86	79	88	73
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		82	90	69	77
Advanced		82	68	54	47
Number of students tested		17	19	13	17
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					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>MacMillan/McGraw Hill</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	90	89	86
Advanced		79	63	65	68
Number of students tested		111	121	126	109
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		91	73	73	67
Advanced		72	23	46	67
Number of students tested		46	22	11	6
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above		94	67	72	69
Advanced		75	17	36	31
Number of students tested		36	18	25	16
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		98	92	93	92
Advanced		85	66	69	78
Number of students tested		5	82	93	71
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		94	89	85	82
Advanced		63	61	62	65
Number of students tested		16	18	13	17
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: In 2014, California administered the Smarter Balanced Field Test, because this was a field test results were not captured.

In the summer of 2011 district school attendance boundaries were modified, all data is accurate.