

**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. Nancy Bloom

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

Official School Name Montclair Elementary School

(As it should appear in the official records)

School Mailing Address 1757 Mountain Boulevard

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

City Oakland State CA Zip Code+4 (9 digits total) 94611-2259

County Alameda County State School Code Number\* 6002083

Telephone 510-339-6100 Fax 510-339-6100

Web site/URL http://www.montclairschool.com/ E-mail nancy.bloom@ousd.org

Twitter Handle \_\_\_\_\_ Facebook Page https://www.facebook.com/montclairelementary 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\*Mr. Antwan Wilson

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

Other)

E-mail: superintendent@ousd.k12.ca.us

District Name Oakland Unified School District Tel. 510-434-7790

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. James Harris

(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):
- 54 Elementary schools (includes K-8)
  - 16 Middle/Junior high schools
  - 16 High schools
  - 0 K-12 schools
- 86 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. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	49	60	109
1	56	46	102
2	44	58	102
3	59	48	107
4	46	36	82
5	36	50	86
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	290	298	588

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 9 % Asian
  - 16 % Black or African American
  - 12 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 53 % White
  - 9 % Two or more races
  - 100 % Total**

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

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	548
(5) Total transferred students in row (3) divided by total students in row (4)	0.062
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 12 %  
68 Total number ELL  
 Number of non-English languages represented: 18  
 Specify non-English languages: Korean, Spanish, Turkish, Farsi, Russian, Cantonese, Greek, German, Arabic, French, Bengalese, Khmer, Japanese, Hungarian, Mandarin, Vietnamese, Afrikaans, Gujar
8. Students eligible for free/reduced-priced meals: 13 %  
 Total number students who qualify: 75

**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: 4 %  
21 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>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>3</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>12</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>5</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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes  No

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

15. Please summarize your school mission in 25 words or less: Montclair endeavors to support the whole child with strong foundational skills in an inclusive setting where everyone belongs, their needs are met, and contributions valued.

## **PART III – SUMMARY**

---

Montclair Elementary School is located in the Montclair Village of Oakland, a neighborhood nestled in a forested valley of the Oakland Hills. The school, founded in 1925, is a thriving, warm, inclusive educational community covering almost 3.5 acres and bordering on a beautiful city park. The school was gifted land from the historic Short Line Railroad, allowing the campus to maintain a large playground and parking lot for staff, parents, and visitors. Vegetables and native plants grow in our garden spaces which are tended by students and parent volunteers. On any given weekend, our playground is filled with families from the greater community riding bikes, playing basketball and enjoying the open space. Our newest building opened its doors in 2013.

The Montclair community expects all students to achieve academic excellence as evidenced by our API score of 954 in 2013 and its current designation as a 2014 California Distinguished School. We have continued to maintain high academic achievement as our school population expanded from 347 students in 2006, to our current enrollment of 588, with shifting demographics accompanying this influx of new students. Montclair students come from all over the city of Oakland, with 47% of our students living outside our neighborhood catchment area.

Our mission is to support the whole child and provide a strong foundation of skills to all of our students in an inclusive and harmonious setting where everyone belongs, their needs are met, and their contributions are valued. As outlined in Howard Gardner's theory of multiple intelligences, different people learn in different ways, including bodily-kinesthetic, interpersonal, verbal-linguistic, logical-mathematical, intrapersonal, visual-spatial, musical, and naturalistic. We strive to address unique learning modality through differentiated instruction, targeted intervention, and individualized support. Our rigorous curriculum has been aligned with California state content standards and now with the Common Core State Standards (CCSS). Our teachers work together within a strong collaborative instructional environment using a model developed at Montclair School, and now in use at approximately 15 other Oakland Unified School District schools.

At Montclair we believe that the emotional, social and physical well-being of our students is as important as our high academic achievement. For many years, the state of California has struggled to provide adequate funding to support curriculum that falls outside of the core subjects of ELA, math, science, and social science/history. A very important aspect of our community at Montclair is the agreement between parents, teachers, and staff that our students need an enriched curriculum that goes beyond the core requirements. To nurture the development of the whole child, we provide students with instruction in drama, art, music, technology, physical education, gardening, and Spanish in addition to rich programs in ELA, math, science, history and social science. The majority of these programs are funded with money raised by the parents, students and local community members at numerous community-building fundraising events held throughout the year.

Many of our students also participate in a variety of before and after school programs offered on campus, enriching and enhancing the academic culture while creating a social climate that fosters lasting friendships. Healthy eating habits are encouraged at Montclair, including the choice of wholesome food at breakfast and lunchtime from our salad bar and new cooking kitchen. Students also participate in a World Food Day, bringing in edibles from their home gardens or local farmers market to share with their schoolmates.

Some of our school traditions that foster a stronger community and encourage positive social-emotional development include World Heritage Day, the Martin Luther King, Jr. Oratorical, Family Fun Day in the park, our annual Variety Show, Winter Sing, the Founders' Day Celebration, and the Otterwalk. Some programs that help students develop their full academic potential include participation in the Spelling Bee, the student newspaper OtterTales, Family Science Night and the annual Science Fair. Many of our students take part in organized lunchtime recess sports programs, such as flag football, soccer, and basketball, providing access to additional opportunities to learn team-building skills, as well as extra time spent on physical fitness.

Parents are daily fixtures at our school, sharing their time and talents throughout the campus. Parents tend to each other and all the children of the school, weaving a safety net of care over our whole community. New parents are welcomed into this community by experienced Montclair parents and learn about volunteer opportunities at our annual New Parent Mixer, held the week before school starts. Parents lend specific expertise through their assistance in the classroom and library, participation on the School Site Council, the PTA Board and committees, and the Health and Safety Task Force. Parent volunteers manage the Montclair Language League, a 35-year old organization that provides foreign language instruction to Montclair students. Nearly half of our students currently study a foreign language, with this year's offerings including French, Italian, Mandarin and Spanish.

Parents, educators and children all share in the responsibility of creating an open and caring environment. Opportunities abound to achieve success with strong curriculum and engaging activities that enrich our community with student, teacher and parent participation. In summary, Montclair Elementary School is a fabulous place to grow and learn.

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

---

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

Montclair uses the core curriculum adopted by OUSD in English language arts, mathematics, science and social studies/history. Within the framework of the core curriculum, our teachers stress high academic achievement, cultural responsiveness, and creative artistic expression. Our teachers continually adapt their curriculum and take advantage of our students' various learning modes to differentiate, engage and encourage each individual to achieve at the highest level possible.

The primary text for the ELA program for all grade levels is the SRA Open Court Reading program. For spelling, Montclair uses the Evan-Moor Building Spelling Skills in grades 1-5. All grades use the Universal Handwriting program. Grades 3-5 also use the Junior Great Books Series.

The spelling program was chosen because it addresses spelling patterns, not just phonics, allowing students with different learning modalities additional access to spelling success. Each grade is challenged by using the next grade level in spelling as a standard.

Montclair is the only district elementary school to teach cursive handwriting. We teach handwriting because research shows that learning cursive handwriting stimulates brain activity, especially as the hands cross the midline of the body, improving a child's fine motor skills, overall dexterity, and provides an outlet for artistic expression.

An example of differentiated instruction in ELA is Montclair's guided reading groups in grades 1-5. Students read fiction and non-fiction trade books in small groups, with the teacher guiding each session using prompts to encourage discussion, comprehension, and critical thinking skills. More challenging texts used in the Junior Great Books Series also foster critical thinking skills that a basal reader does not.

Writing Workshop is an important curriculum component at all grade levels. Students learn, practice and independently apply writing skills through minilessons, small groups work, reviewing drafts of their work, and publishing them.

Montclair School recently participated in the piloting of several programs considered for district use in mathematics, eventually adopting the Math Expressions Common Core series for all grade levels. Montclair teachers also use MathStars and Silicon Valley Math Institute problem sets to challenge students to advance their mathematical thinking skills. Students who need additional remediation in grades 3-5 use ALEKS, a web-based tutorial program. Teachers across all grades reach into their individual toolkits to present additional opportunities for student success in mathematics. For example, some teachers take advantage of manipulatives while others help students build foundational skills through group games such as Math Baseball.

For the past eight years, Montclair has used the inquiry-based FOSS science curriculum adopted by OUSD, integrating language arts, mathematics, and science across all grade levels and teaching crucial critical thinking skills. Searching for a complementary science program, our school community adopted the inquiry-based Marine Activities Resources & Education (MARE) program for all students at Montclair in spring 2007. Developed at UC Berkeley's Lawrence Hall of Science, MARE provides an integrated, school-wide focus on aquatic habitats that supports the CCSS curriculum of contextual learning. Higher-order thinking skills are acquired through student investigation and exploration. Students work in grade-specific groups to create tableaus of different ocean habitats. Each grade level spends one month exploring a different part of the ocean while integrating science, language arts, music, visual arts, and mathematics. Teachers meet with enrichment teachers to ensure enrichment curriculum is aligned with MARE. MARE month culminates in a Habitat Walk throughout the school, as fascinated students explore the ocean from the shores of the sandy beach to the deep water environments.

Over 90% of our fifth grade girls participate in TechClub, a bi-weekly after school program based on a curriculum designed by the Chabot Space & Science Center, available at no cost to all 5th grade girls at Montclair. Our 5th grade teachers lead TechClub, fostering a greater understanding of technology, science, and engineering in girls, who are shown to be at a critical age in need of support and encouragement in these areas. TechClub concentrates on hands-on projects, career exploration, leadership development, and teamwork, helping children develop greater confidence in their own intelligence.

Montclair's concerted focus on science has resulted in an increase of 41 percentage points in advanced proficiency in science for tested 5th graders.

For social studies/history, Montclair uses the California Series of Reflections.

Montclair teachers have unique opportunities to help students engage with social studies and history standards, learning beyond the walls of our school through field studies directly tied to core content and local California history. History comes alive for our students at locations such as the Peralta Hacienda, home to one of California's original Spanish colonists; the Balclutha, an 1886 square-rigger ship in San Francisco Bay; and the Wells Fargo History Museum.

An example of how Montclair teachers delve deeper to extend our students' acquisition of foundational skills can be found in one of our approaches to the 4th grade state standard for California history: Early California Missions. For many years, students were expected to create a physical model of one of the original 21 missions. This year, our 4th graders were tasked to design a new 22nd mission. Each student became an expert on a separate component of a mission and then taught the entire class what they had learned. Working in small groups, students then researched a specific geographical area to determine the most effective placement of the mission; designed a façade for the mission, incorporating elements of Spanish architecture; created an aerial view/map of the mission showing all the working components (barn, tannery, dormitories, etc.); and wrote a persuasive letter to the King of Spain requesting money and support for the new mission.

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

To support Montclair's goal of developing the whole child, nine enrichment programs are integrated into the regular school day throughout the year to enhance and complement our core curriculum. All grade levels and students in the school are included, as developmentally appropriate. Each program is reviewed and evaluated annually for relevance to our goals and curriculum. Enrichment teachers confer with the principal and a PTA parent liaison to plan and evaluate each program's components to ensure that appropriate standards, as well as teacher and student needs, are addressed. They collaborate regularly with classroom teachers to align their programs to each grade level's standards-based curriculum.

**Art:** Our art curriculum emphasizes the reuse of found objects, is unique to each grade level, and is aligned with the California Visual Arts Content Standards. It is designed to encourage creativity, problem solving, independent thinking, persistence, and risk-taking while students develop artistic knowledge and skill in a variety of media and techniques. All students in grades 1-5 participate in art for one semester, meeting weekly with the art teacher for a fifty minute period.

**Technology:** Working on digital projects integrated with classroom content and aligned to state standards, students develop valuable research skills, learn typing and keyboarding, and explore the use of presentation and spreadsheet tools to support and enhance written work. Our school maintains ninety Chromebooks that our teachers in grades 3-5 bring into their classrooms on a weekly basis. For grades K-2, we maintain ninety-six iPads, which are also available for use in higher grades.

**Drama:** This program allows students to develop self-confidence and self-expression through risk-taking and exploration of personal feelings and situations, while practicing character development, collaborative script-writing, and narrative skills. Each grade level participates in drama for one semester, meeting weekly. Montclair contracts with a community theater company to work with the children. An evening performance

is held highlighting the student work, and allowing students, parents and community members to enjoy their creativity.

**Library:** During weekly visits to Montclair School's library, students acquire skills that foster lifelong learning, gain an appreciation for literature, and learn research skills. Every grade level visits the library for an hour each week. Teachers collaborate with the librarians to choose stories and projects that reflect the current curriculum. All students are encouraged to check out books to read at home.

**Music:** Students creatively access core curriculum during weekly lessons for all grade levels consisting of vocal instruction, music notation, history, and appreciation. An instrumental program (band and strings) is also available weekly during the school day to interested 4th and 5th graders. Music is integrated into many school assemblies and events that are closely aligned with relevant cultural themes and student interests.

**Kindergarten Spanish:** Taught four days per week in thirty minute sessions in all kindergarten classes, Spanish language instruction helps to foster brain development, focus vocabulary development, enhance cultural awareness, and provide a level playing field that encourages all English speaking students to practice creative verbal expression.

**Physical Education:** Weekly physical education classes engage students kinesthetically in activities that promote teamwork, respect for others, cultivate sportsmanship, develop leadership skills, and encourage a lifelong joy of healthy living and sound nutrition, while contributing to academic focus in the classroom. Weekly, every grade level receives a fifty minute PE class with a PE teacher and a fifty minute outdoor session with their classroom teacher.

**Gardening:** Each class visits our school garden every other week with our gardening instructor and parent volunteers to learn about life cycles, permaculture, eco-literacy, and to develop environmental stewardship skills. Students learn about composting, soil health, plant biology, disease resistance and food production. Children also enjoy the sensory experience of digging in the dirt and tasting new foods. Students plant vegetable crops and watch them grow from seeds to edible plants that they take straight from the garden to their plate. A positive result of our gardening program is the increased variety of fruits and vegetables that children ask to be included in our cafeteria salad bar and menu.

**Infused Motor Curriculum:** We have found that a concentration of effort on students entering our school at Kindergarten has led to fewer intervention needs in later grades. For the past six years, all Kindergarteners have worked weekly with an educational occupational therapist on a variety of activities designed to strengthen physical core, develop a sense of themselves in physical space, and improve fine and gross motor skills. Strong fine motor skills are essential to good handwriting, which will allow them to communicate appropriately during the course of their education. These skills also help students focus and stay attentive in classroom settings, improving access to core curriculum by preparing the child for the educational path ahead.

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

Montclair strives to support the whole child, provide a strong foundation of skills to all of our students, maximize individual student potential, and help each child achieve academic and personal success. Montclair teachers work collaboratively to provide as much experiential curriculum as possible, attempting to meet each child at the point most effective for individual learning. Our instructional methods and our interventions are tied together both in their development and their implementation. We use a variety of instructional methods and interventions including small group differentiated instruction, team-teaching, and group mapping. We intentionally provide a variety of ways for a child to achieve mastery and to succeed using unique talents and learning modalities.

Our instructional methods are first informed by teacher collaboration. Each teacher at Montclair collaborates on campus with all the teachers in their grade level for 6.5 hours every month while consistent substitute teachers teach in each classroom. In these grade-specific cohort meetings, teachers share ideas and strategies for improved instruction and achievement; plan, develop, and evaluate curriculum materials and resources

that meet, enhance, and extend standards; they work closely together on the implementation of the CCSS; and they develop lessons and common assessments to drive instruction, to expand intervention support for at-risk students, and to promote extended opportunities to challenge high achievers.

Our team-teaching involves teachers switching classes across grade levels for selected subjects so that students receive instruction from all our grade-level teachers, allowing students access to different teaching methods, styles, and expertise. Teachers gain greater knowledge of the student community, providing them with additional assessment data. Subsequent teacher collaborations assist with group mapping of classes, allowing a deeper dive into our students' specific needs.

A specific result of our cohort collaborations is a non-traditional instructional strategy designed to provide individualized attention and intervention by the primary classroom teacher. Acknowledging that the classroom teacher is the expert in identifying and addressing educational challenges and needs for his or her own students, our fully credentialed STIP substitute relieves each classroom teacher for fifty minutes every week. This enables the classroom teacher to provide individual and small group instruction that is directed and specialized for the students who need targeted support or enhancement, while the remainder of the class receives consistent instruction and support.

Montclair also employs two Small Group Specialists (SGS) to assist classroom teachers in all grades with individualized intervention twice a week for 50 minutes each visit. The SGS and the classroom teacher alternate working with individual students or small groups, targeting both remediation for struggling students and accelerated projects for higher-achieving students.

Montclair's kindergarten and first grade teachers spend the first 30 minutes of each day meeting with small groups of students for targeted intervention and acceleration, depending on specific needs. All students are included in one small group session per week and the make-up of the groups change daily. As a result, teachers report that 92% of their students are reading at or above benchmark levels, an increase from 50% in prior years. Next year, we will expand this model across the entire school.

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

---

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

The consistent use of data is an integral part of our planning and program evaluation. We continually review the data as a whole and glean information from every detail, which allows us to adjust and focus our resources as needed.

One standout performance trend is that even though the school population has nearly doubled over the last five years, our test scores have continued to rise, with school wide proficiency in ELA and mathematics at 90%. Furthermore, the data shows an overall improvement in the reduction of minimal gaps among the three subgroup cohorts (African-American, Hispanic or Latino, and White). Additionally, there has been an improvement within all subgroup cohorts. The Hispanic or Latino subgroup is the only subgroup to have a gap of just over 10 percentage points between its test scores and the scores of all students. We address this achievement gap, along with any other gap, no matter the size, on an immediate and ongoing basis, with multiple supports as outlined below and within Section IV.3 of this application.

The pattern has been consistently high due to the supports that we have in place to achieve this outcome. These supports include consistent grade level team collaboration, use of our small group specialists and our STIP substitute time for targeted intervention. This intervention program allows for up to three hours of additional support in every classroom in every week. Teachers are generating common assessments and in depth analysis of student work. In addition we have instituted a program that allows for small group work in kindergarten and first grade by the classroom teacher. After school we also provide tutoring by the classroom teachers, as well as by community volunteers.

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

Montclair School uses a variety of assessment tools and data to analyze and improve student and school performance. In ELA, teachers in grades 2-5 routinely use the following assessments: fluency passages, Fountas & Pinnell running records and comprehension questions, and the SRI Lexile assessment. Teachers in grades K-2 use the DIBELS assessment. In mathematics, we use district benchmark tests, cumulative end-of-unit tests, performance/unit tests from our adopted curriculum, as well as teacher-created common assessments. Our teachers build lessons and direction through the results of the assessments, striving for the expectation of student mastery. Teachers improve their teaching practice through continual reassessment of techniques based on assessment data and students improve their mastery as a result of this focused effort.

In ELA, the running records and comprehension question assessments are used to level students into homogeneous reading groups. Additionally, we use data walls (visible to teachers only) to map student mastery level and movement through the year. The data walls provide increased awareness of focused subgroups such as African American males, students with disabilities, free/reduced lunch recipients, and foster children. Teachers can plan collaboratively, recognizing trends in primary groups and subgroups, and respond with targeted acceleration and intervention, as needed. For example, analysis of assessment data since we moved to the common core curriculum revealed that we were not explicitly teaching some key areas such as grammar and spelling mechanics. This data analysis allowed us to quickly modify lesson plans to ensure coverage of key curriculum and improve student success.

In mathematics, analysis of our assessment tools revealed that our students were proficient in most areas, but their ability to explain their answers, cite evidence and use reasoning were in need of additional support. Teachers have since concentrated on making sure the students have multiple tools to use to solve mathematical problems, and improve critical thinking skills.

Assessment results are communicated to parents through report cards and parent-teacher conferences. Students receive assessment results through one-on-one conferencing in the classroom. Teachers also correct assessments and homework with individual students, creating an opportunity for student and teacher self-reflection. Montclair teachers view mistakes as information; students and teachers learn from mistakes,

gaining important data about what areas of study need additional focus. Our greater community receives information about the success of our students and our school through local newspapers, our weekly school email, and our website.

## **Part VI School Support**

---

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

Montclair seeks to develop the whole child, working to ensure that all students are healthy, safe, engaged, supported, and challenged. Our goal is to create a healthy environment in which our children can develop as positive participants in society: good neighbors, healthy citizens, employees, leaders, and creators. We strive to create an inclusive community where all students are eager to learn, parents want to participate, and teachers are excited to educate. To achieve these goals, we continually enhance our standards-based curriculum for all students with programs, activities and community events that are interesting, educational, and engaging.

Montclair's staff includes a school climate consultant and a school psychologist who provide crucial social-emotional support to support our school climate and culture. Our school climate consultant works closely with teachers, families, and our principal to identify collective behavioral and emotional issues that arise in our school and addresses them in a non-confrontational and reassuring manner through regular classroom visits. Students learn to understand appropriate behavior, responses, and personal advocacy skills that allow all students to have access to a safe and nurturing environment in which to learn and grow. Our school psychologist works with individual students to address specific social-emotional needs in a confidential and supportive environment. Students gain confidence and learn how to manage their own behavior, creating a more successful learning environment for all. Both the climate consultant and school psychologist meet regularly with parents to help address questions about their child's behavior and to learn about relevant parenting techniques, helping to support their child's educational success.

Montclair school also employs a curriculum consultant who specializes in cooperative learning. Teachers attend a day-long workshop, and each classroom receives a 3-hour class lesson that focuses on positive communication, team building and a collaborative approach to developing social and emotional learning skills.

Our extraordinary teachers are key participants in creating our exceptional school community. We actively recruit a diverse and experienced staff and provide ongoing differentiated professional development to support them. Montclair teachers routinely go above and beyond what is expected of educators, volunteering their own time to organize and participate in many of our after school and weekend events. Individual teachers offer parent workshops and extra resources that provide parents with strategies for helping their children learn to read and enhance executive functioning. Teacher-sponsored programs such as Family Science Night extend teaching and learning beyond the classroom, promoting an environment of engaged and supported students, teachers, and parents.

Parents and families show their support and appreciation of our teachers and staff throughout the year with events such as the Teacher Appreciation Lunch, student-created class gifts and support during Teacher Appreciation Week, thousands of volunteer hours spent in the classroom and around the school, and driving on field trips, among other activities. The Montclair Dad's Club spends many of their weekends tackling classroom, buildings, and grounds improvement projects, upon teachers' requests.

With all stakeholders playing important roles in the school climate and culture, Montclair students and teachers feel part of a larger community that includes and values all its members.

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

Parents who invest their time and energy into the school environment are excellent role models for their children, perpetuating a culture and climate that broadcasts the message of the importance of education and community involvement in a child's life and their academic and personal development. Since we started keeping records of hours volunteered in 2009, parents have annually volunteered over 20,000 hours of their time to our school. Parents are encouraged to get involved early at such events as the kindergarten open house or at the New Parent Mixer, held the week before school starts to welcome new families to the

Montclair community. Once school begins, Back to School night provides another opportunity to sign up for numerous volunteer positions both in class and school-wide.

Two major community events that are very successful in supporting student success and school improvement are our annual Otterwalk and the Otter Ball. The Otterwalk is a student walkathon with a course that goes around and through our school and local neighborhood park. Hundreds of students and their families come out for the entire day to enjoy the healthy exercise, live music by local musicians (usually parents or alumni), food cooked by the Montclair Dad's Club, and plenty of other games and attractions for children of all ages. The Otter Ball is an adult evening event with food, a silent auction, raffles, a live auction, music, and dancing. Both events involve local businesses who contribute generously in donations and services. With the participation of the school and local community, Montclair is able to raise the money necessary to fund the enrichment programs described previously that teachers and parents agree are crucial to our school's success, and would be unavailable to our school without the community involvement.

The Montclair community is also enriched through several other non-fundraising community events. Family Fun Day takes place towards the end of the school year in the local park that borders our school. Last year, at this after school family event, over 900 people came to socialize, BBQ, and play fun games in the park. Heritage Day takes place on campus during the school day and gives students a chance to celebrate their culture of origin. Students are encouraged to wear traditional heritage-related clothing and parents bring food from countries all around the world. Lunchtime is a veritable feast with food to share representing nearly every continent.

Supporting our academic student success, our community is enriched through programs such as the Montclair Language League, a non-profit organization run by parent volunteers that provides before and after school language classes that Montclair students can choose to attend. Professional language teachers are employed by the MLL and currently, students can take Mandarin, Spanish, French or Italian.

### **3. Professional Development**

Professional development at Montclair is faculty-driven and based on faculty-identified areas of growth potential, providing necessary support from the school and district for our teachers to become leaders in professional learning. The support of our community for professional development is evidenced by the PTA's provision of funding for most of the non-district programs described below.

Areas of teacher growth are identified through assessment of student performance data; if students aren't performing well, teachers assume that appropriate access to the curriculum is not being provided. Professional learning activities are then chosen to address these areas. Teachers also participate in development based on teacher strengths and interests, both self-selected and identified by the faculty as the best practices to support the school. Teachers and staff take advantage of district development opportunities as well as non-district workshops/programs. In an effort to learn directly from their colleagues, any one of our teachers can receive release time from the principal to do peer observation in other classrooms in our school, or in other schools or districts. Our teachers hold weekly professional learning conferences where those returning from a professional learning activity teach their peers to support their practice and growth in the chosen area.

To prepare for the implementation of the Common Core curriculum, six of our teachers participated in a district leadership curriculum for the implementation of the CCSS and most of our teachers participated in 2 weeks of summer training regarding CCSS standards for mathematics and ELA. Following this training, our teachers return to Montclair to share what they learned with their colleagues.

Our PE teacher attends a week-long PE professional development course each summer to further the development of our children's health, well-being and nutritional knowledge base.

Our math leader teachers have participated in a Lesson Study for Mathematics, sharing their results with their colleagues at Montclair, along with a summary of what the group learned during the process of planning, teaching, observing, and revising. A positive result of this professional development activity is well-crafted lessons intended to improve teaching and learning strategies, benefitting both students and teachers.

Four of our classroom teachers are in the last year of a 3-year participation in PRACTISE: Practicum Academy to Improve Science Education. This program specifically supports the Common Core English Language Arts Standards and the Next Generation Science Standards by focusing on teacher strategies to encourage student discourse and the use of evidence-based explanations and argumentation skills in science. Teachers first attend a week-long institute exploring educational research regarding student learning models and the importance of student discourse and argumentation. Next, a practicum is attended over 9 days of a summer school session including team teaching, whole-group, and small-group instruction. Classes are videotaped and collaborative constructive analysis of the instruction is provided by science and literacy coaches. Additional follow-up days are then planned at Montclair School where the participating teachers are filmed in their own classrooms, followed by supportive reflection from their peers and coaches.

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

The leadership philosophy at Montclair School is one of collaboration, including voices from the great diversity of stakeholders in the school community. Our goal is to provide a broad perspective with a balanced representation of leaders, to create a school environment in which our children can develop as positive participants in society: good neighbors, citizens, employees, leaders and creators. Our school leadership team includes the following members, as described below.

**Principal:** Our principal works in conjunction with all other leadership groups to ensure that Montclair is consistently addressing the needs of all stakeholders. The principal also is the key person to evaluate all resources available to the school (fiscal and physical), ensuring that resources are not wasted and are used to their maximum capacity.

**Leadership Team:** Montclair's Leadership Team consists of lead teachers in ELA, mathematics, science, Caring School Communities, and technology. They meet twice monthly to discuss and review curriculum, student data, professional development, overall school climate, and budgeting, among other agenda items. All faculty and staff are encouraged to attend leadership team meetings.

**Faculty Council:** Our Faculty Council is a team of 5-6 faculty members elected by their peers. They advise the principal on teacher placement, participate in choosing curriculum and programs, and address concerns regarding faculty-specific issues. They serve as a conduit between the faculty and the principal to ensure needs are met and addressed and new ideas for school success can be shared and implemented.

**PTA:** The PTA supports student and community success through fundraising, community-building events, and monthly PTA meetings where parents and community members learn about educational and social issues and discuss events at Montclair School. All parents, teachers and community members are encouraged to join the PTA, and all are welcome at the meetings. The PTA board meets monthly and consists of 18 board members, including our principal and one teacher.

**COST:** The Coordination of Services Team consists of 4 teachers, the principal, the school psychologist, the speech pathologist, and our reading specialist. This team meets 1-2 times a week, as needed, to prioritize and maximize resources for students in need of any kind of additional support, including (but not limited to) financial, academic, or social-emotional needs.

**School Site Council:** The School Site Council meets monthly, and consists of an equal number of parents and staff, allowing a place for school and community to come together with equal voices regarding

decisions that impact the entire school. The SSC oversees the Specific Plan for Student Achievement, monitors school achievements, and makes recommendations for necessary changes.

Student Council: Students are encouraged to take leadership roles in the school by running for a Student Council office in 3rd, 4th, or 5th grade. The Student Council meets weekly with a staff advisor. They discuss school climate, coordinate spirit events, and plan annual service events such as canned food and warm coat drives.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>California Standards Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <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
<b>SCHOOL SCORES*</b>					
Proficient and above		96	85	93	93
Advanced		85	62	80	86
Number of students tested		84	89	61	59
Percent of total students tested		100	99	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		86	57	100	50
Advanced		57	14	100	0
Number of students tested		14	7	1	2
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		88	50	80	75
Advanced		50	0	80	50
Number of students tested		8	2	5	4
<b>4. Hispanic or Latino Students</b>					
Proficient and above		80	22	100	33
Advanced		70	22	43	33
Number of students tested		10	9	7	3
<b>5. African- American Students</b>					
Proficient and above		100	79	83	50
Advanced		80	53	67	0
Number of students tested		10	19	6	4
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		98	96	90	100
Advanced		86	73	86	97
Number of students tested		51	44	29	35
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** There is no testing data available for 2013-2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>California Standards Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <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
<b>SCHOOL SCORES*</b>					
Proficient and above		89	93	97	96
Advanced		66	78	75	80
Number of students tested		93	60	60	66
Percent of total students tested		100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		60	100	0	100
Advanced		30	83	0	43
Number of students tested		10	6	0	7
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		50	100	100	80
Advanced		50	75	50	60
Number of students tested		2	4	2	5
<b>4. Hispanic or Latino Students</b>					
Proficient and above		80	86	50	86
Advanced		40	71	50	57
Number of students tested		10	7	2	7
<b>5. African- American Students</b>					
Proficient and above		85	100	67	71
Advanced		65	67	0	57
Number of students tested		20	6	3	7
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		91	90	100	100
Advanced		74	72	77	94
Number of students tested		46	29	35	33
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** There is no testing data available for 2013-2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>California Standards Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <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
<b>SCHOOL SCORES*</b>					
Proficient and above		90	93	95	90
Advanced		74	80	77	71
Number of students tested		57	61	65	58
Percent of total students tested		98	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		88	67	100	50
Advanced		63	33	40	33
Number of students tested		8	3	5	6
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		100	100	100	100
Advanced		50	50	100	75
Number of students tested		4	2	4	4
<b>4. Hispanic or Latino Students</b>					
Proficient and above		83	50	100	67
Advanced		83	50	67	50
Number of students tested		6	2	6	6
<b>5. African- American Students</b>					
Proficient and above		83	67	83	70
Advanced		67	0	50	50
Number of students tested		6	3	6	10
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		86	95	100	96
Advanced		72	87	89	85
Number of students tested		29	38	35	27
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** There is no testing data available for 2013-2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>California Standards Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <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
<b>SCHOOL SCORES*</b>					
Proficient and above		91	81	89	85
Advanced		57	55	49	54
Number of students tested		84	89	61	59
Percent of total students tested		100	99	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		57	43	100	0
Advanced		14	0	100	0
Number of students tested		14	7	1	2
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		63	0	60	50
Advanced		25	0	20	25
Number of students tested		8	2	5	4
<b>4. Hispanic or Latino Students</b>					
Proficient and above		80	56	57	33
Advanced		40	33	29	33
Number of students tested		10	9	7	3
<b>5. African- American Students</b>					
Proficient and above		80	79	83	50
Advanced		40	42	17	0
Number of students tested		10	19	6	4
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		94	91	93	94
Advanced		65	68	55	60
Number of students tested		51	44	29	35
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** There is no testing data available for 2013-2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>California Standards Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <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
<b>SCHOOL SCORES*</b>					
Proficient and above		86	100	93	99
Advanced		60	85	78	79
Number of students tested		93	60	60	65
Percent of total students tested		100	98	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		80	100	0	100
Advanced		20	83	0	43
Number of students tested		10	6	0	7
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		50	100	100	100
Advanced		50	75	0	75
Number of students tested		2	4	2	4
<b>4. Hispanic or Latino Students</b>					
Proficient and above		70	100	50	100
Advanced		30	71	50	83
Number of students tested		10	7	2	6
<b>5. African- American Students</b>					
Proficient and above		85	100	100	86
Advanced		40	83	33	14
Number of students tested		20	6	3	7
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		87	100	94	100
Advanced		67	86	83	94
Number of students tested		46	29	35	33
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** There is no testing data available for 2013-2014.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>California Standards Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <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
<b>SCHOOL SCORES*</b>					
Proficient and above		95	95	100	90
Advanced		67	77	86	69
Number of students tested		57	61	65	58
Percent of total students tested		98	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		88	67	100	83
Advanced		50	0	80	50
Number of students tested		8	3	5	6
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		75	100	100	100
Advanced		75	0	100	75
Number of students tested		4	2	4	4
<b>4. Hispanic or Latino Students</b>					
Proficient and above		100	50	100	83
Advanced		33	50	83	17
Number of students tested		6	2	6	6
<b>5. African- American Students</b>					
Proficient and above		100	67	100	70
Advanced		67	0	83	60
Number of students tested		6	3	6	10
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above		97	97	100	96
Advanced		72	87	94	78
Number of students tested		29	38	35	27
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** There is no testing data available for 2013-2014.