

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. Tracy Linyard

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

Official School Name Oak Meadow Elementary School

(As it should appear in the official records)

School Mailing Address 7701 Silva Valley Parkway

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

City El Dorado Hills State CA Zip Code+4 (9 digits total) 95762-7729

County El Dorado County State School Code Number* 09-61838-0100024

Telephone 916-933-9746 Fax 916-933-9784

Web site/URL http://omes.buckeyeusd.org E-mail bnarez@buckeyeusd.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*Dr. David Roth, Ph.D.

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

E-mail: droth@buckeyeusd.org

Other)

District Name Buckeye Union School District Tel. 916-985-2183

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Gloria Silva

(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):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 8 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. 12 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 | 11 | 13 | 24 |
| K | 42 | 34 | 76 |
| 1 | 56 | 54 | 110 |
| 2 | 77 | 66 | 143 |
| 3 | 79 | 52 | 131 |
| 4 | 73 | 77 | 150 |
| 5 | 56 | 70 | 126 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 394 | 366 | 760 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 16 % Asian
 - 2 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % 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: 3%

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 | 11 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 12 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 23 |
| (4) Total number of students in the school as of October 1 | 804 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.029 |
| (6) Amount in row (5) multiplied by 100 | 3 |

7. English Language Learners (ELL) in the school: 7%
52 Total number ELL
 Number of non-English languages represented: 19
 Specify non-English languages: Arabic, Farsi, Gujarati, Hebrew, Hindi, Hungarian, Korean, Mandarin, Other non-English languages, Pashto, Punjabi, Rumanian, Russian, Spanish, Taiwanese, Tamil, Turkish, Ukranian, Vietnamese
8. Students eligible for free/reduced-priced meals: 8%
 Total number students who qualify: 58

Information for Public Schools Only - Data Provided by the State

The state has reported that 27% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
75 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>7</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>34</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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 | 31 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 6 |
| Paraprofessionals | 7 |
| 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 25:1

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

| Required Information | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

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

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

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: Oak Meadow promotes students' success, honors individual differences, and meets the needs of each child with compassion and respect in a safe, nurturing environment.

PART III – SUMMARY

From Oak Meadow’s inception, the goal was to model the core values of inclusion, respect, and personal best and in doing so has succeeded in creating strong bonds within its community. When the school doors first opened twelve years ago, the staff and community began the arduous, but rewarding job of creating a place where all stakeholders felt valued. From the first year, when the enrollment numbered two hundred and fifty students with a teaching and support staff of fourteen, to the current enrollment of seven hundred and seventy students and fifty six staff members, the goals remain constant; provide students with a challenging curriculum, taught by a well trained staff, and supported by all personnel whose number one focus is doing “what’s best for kids”.

Oak Meadow’s demographics initially was not very economically or ethnically diverse. The school is located in a middle to upper-middle socioeconomic community. There was little variety in native languages or ethnic diversity. Over the years this has evolved to include many families living in federal housing and English Learners who collectively speak more than twenty different languages. This evolution has brought opportunities for learning for all, whether it’s through the celebration of the heritage projects in second grade, traveling the continents with speakers from families representing the traditions and customs throughout the grade levels, to the district-wide Heritage Festival initiated by an Oak Meadow parent five years ago. Oak Meadow continues to be the warm and welcoming place for all that was envisioned from the start.

As the school’s population grew, so did the opportunities staff was able to provide. One of the first programs initiated school-wide was the positive action program. Staff feels that encouragement and recognition for good deeds and behaviors is a far more effective means of building a positive climate than providing consequences for poor choices. Opportunities are plentiful for all students; from yard duty supervisors recognizing students assisting with cleaning the lunch area, to noticing students going out of their way to befriend a new student. Children proudly share reasons for receiving a positive action ticket and every Thursday the leadership team, together with the school counselor, announce names over the loudspeaker, ending with the reminder, “Stay positive”.

There is a culture of “sharing” with the community. Student Leadership sponsors the “Kids Can” food drive, collects clothes for the warm and fuzzy drive, participates in the local Hands 4 Hope toiletries drive and annually supports a national cause; this year, students collected more than \$3500 for the Make a Wish foundation.

Four years ago a group of staff members were trained in the “Love and Logic” classroom management program. The guiding principles which empower students to take responsibility for their actions, in an environment of support at school and home, have been embraced and shared with staff and parents each year.

To support the development of the “whole child”, each grade level has initiated some form of a running club. Every day of the week, one can see students, teachers, and a cadre of parent volunteers, out on the blacktop running and cheering each other on, while parents stamp students’ “foot” cards and hand out charms for laps completed. Teachers agree that students return to class energized and ready to learn!

Seven years ago, staff volunteered to explore the Rick Stiggins' model of Learning Targets. Several teachers attended a training in Portland, Oregon, and returned to begin training a core group of staff through the learning teams model. On a voluntary and weekly basis, teachers read assigned chapters of the book and would then meet as a learning team to discuss and implement what they had learned. An outcome of this model is that students have knowledge of, and buy in for, what needs to be learned and students recognize when they have mastered particular skills. It’s not a “secret” what is being taught and why, so students are empowered and take responsibility for their own learning.

Oak Meadow School was originally designed and built to run on a multitrack year round schedule. Classrooms are clustered in six “pods” around a central shared space. Initially, this was to provide ample

storage and work areas for teachers coming on and off track. Eight years ago, the district returned to a traditional one track calendar, so usage of the central pod space has evolved. Now teachers have a common area where intervention teachers can work with small groups, grade level teams can have quick collaboration, and parents plan art projects, as well as a quiet area where targeted assessments can be administered without interruption. This “community space” was an unanticipated bonus and the collaboration that has resulted, has become a trademark at Oak Meadow.

The combined efforts of staff, parents, and community have led to continued academic achievement. In following the goals of inclusion, respect, and personal best, Oak Meadow is proud to be a productive community of learners ready for future endeavors.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In August 2014, Oak Meadow implemented a TK (Transitional Kindergarten) program which is the first of a two year kindergarten experience. This program provides a gift of time for students with late fall birthdays, and the curriculum is aligned with kindergarten social, emotional and academic standards. Students are given the opportunity to learn appropriate ways to problem solve with more independence. There is a strong emphasis on the development of fine motor skills, number sense, letters and sounds. An important goal for the program is to create an environment which fosters an enthusiasm for learning and a love for school.

The rationale behind all curricular decisions made at Oak Meadow is the core belief in the 4C's: How does the instruction and presentation of material support "collaboration, communication, creativity, and critical thinking"? With the 4C's in mind, all students are engaged in meaningful instruction, activities, and assignments based on their assessed needs. If students are not meeting a standard in a particular area, it is addressed through a variety of structures. It could be small group targeted instruction, or meeting with reading or math intervention teachers, as well as receiving extra help from a myriad of active and involved parent volunteers. Conversely, for those students who need a challenge, assignments and work are differentiated to engage students in more problem solving and critical thinking to extend their learning.

Teachers use a balanced literacy approach in reading and writing instruction. Starting in kindergarten students experience systematic phonics instruction, small group guided reading, interactive read alouds, and opportunities to write daily. Reading strategies for both fiction and nonfiction texts are taught whole group through shared reading, as well as in small reading groups based on ongoing formative assessment. Following the Daily Five model, teachers' classrooms are organized with procedures in place that allow small group instruction while providing meaningful, independent activities for the rest of the students. While the teacher works with a small group, the rest of the class may Read to Self, Read to a Buddy, Work on Writing, or complete Word Work. In the upper grades students form literature circles based on interest and reading level around a particular genre study. Rich read alouds are also shared with the whole class. Additionally, all students participate in the independent Accelerated Reader program. Beginning in first grade, students read independent level text, both at home and at school, and then use Chromebooks to take a comprehension quiz.

The goal of having one to one devices for every third through fifth grade student is now a reality. Students use Chromebooks for every stage of writing from brainstorm to final product. Together with the newly adopted Being a Writer program, and having access to Chromebooks in every classroom, students are engaged and teachers throughout the grade levels have seen significant improvement in student work. Teachers meet regularly to discuss strengths and areas that need further addressing.

While Oak Meadow adopted a Common Core aligned math program this year, a balanced approach to mathematics was already in place. Students experience a balance of conceptual understanding, computational fluency, and problem solving. Students are seen solving problems with support from a shoulder partner, access to manipulatives, and divergent ways of thinking. The eight CCSS Standards of Math Practice which are key to a student being successful in math are the key focus. Students are engaged in hands on problem solving and meaningful discussions as they move from the concrete to representational to the abstract. One can often hear students responding to the three essential questions: Why? How do you know? and, Can you explain? Students collaborate to make sense of problems and persevere in finding solutions to challenging problems. When mistakes are made, all students are involved in analyzing the thinking to get a particular answer and are engaged in learning from the mistake.

Though state adopted science and social studies textbooks provide a basis for the standards, teachers use project based learning and provide hands on opportunities to enrich the curriculum. Field trips, including overnight outdoor education trips to Coloma and the Marin Headlands for all intermediate classes, engage students in ways textbooks and worksheets cannot. The school's garden of learning provides the perfect environment to bring the classroom outdoors. In the intermediate grades, teachers adjust their days in order

to provide differentiated instruction. Through coring, teachers develop expertise in specific strands of the science standards. Students rotate from class to class over a six week period allowing differentiation as needed. A result of this model is the formation of a cohesive group of teachers who work together to ensure the highest levels of academic excellence for all students.

2. Other Curriculum Areas:

Educating the whole child is the goal, and to that end, staff places a premium on offering programs to help each and every child grow in all areas, physically, emotionally, and cognitively.

P.E. specialists provide students with a structured and systematic program of physical development through half hour blocks of activities. In addition, students participate in a running club designed for each grade level, Fit Friday, Turbo Tuesday and Thunder Thursday. Students run laps while teachers either join the students or assist the parents as they keep track of the students progress. Students earn charms for their lanyards for the completion of laps. This requires parent support, which is never lacking. Parents understand and appreciate the importance of the physical well being for all students.

A popular program supporting the visual arts is “Meet the Masters”. Each class receives instruction in the background and style of specific master artists taught by a trained parent docent. Students then produce a project in the style of that particular artist. The artists are rotated through the years and include such masters as Degas, Picasso, and Kahlo. An annual highlight is the Oak Meadow Art Walk, where the school’s multipurpose room is transformed into an art museum for the evening. Every student TK through fifth grade has a featured art piece on display. Grade levels also present a variety of performances.

Students have many opportunities to participate in the Performing Arts. First graders participate in a Thanksgiving history play and a holiday sing and dance production. The students present a play in the spring based on a component from the science or social studies curriculum. “A Trip to Mars” performed by third grade classes, culminates the unit on planets. Second graders study a famous person in history and share the facts of this person's life while dressed in character at the annual Wax Museum. Fourth graders kick off the outdoor education trip to Coloma with the annual hoedown. Fifth graders produce a talent show at the end of the school year. Fourth and fifth grade students memorize poetry and recite the piece in front of a live audience at the annual Oral Interpretation Festival. There is not a lack of opportunity for students to participate in performing arts.

A focus for the past five years has been to incorporate technology into all areas of the curriculum. With the support of our business partnership with Intel, PTA has been instrumental in providing Chromebook carts at each grade level. Each third, fourth and fifth grade student has his/her own device. In addition, there are five sets of Chromebook carts shared between TK, kindergarten, first and second grades, giving all students access to Chromebooks every day. A technology assistant works with every class each week to ensure that all students meet or exceed grade level technology standards. The assistant not only assists students with technology, she helps teachers research programs that support the standards across the curriculum.

There are many opportunities for students to participate in elective activities. Students join the Forensics Club and meet weekly to investigate criminology and the science behind it. Others may choose to be part of Team Raptors, where third, fourth and fifth grade students spend recess working as friendship finders and conflict managers. With help from the groundskeeper and librarian, a third grade teacher coordinates the Green Team. The team works to preserve the environment by collecting recyclables each week. Intermediate students enjoy the lunchtime chess club. Over a hundred students represent the school’s cross country team. Students strive to achieve a personal best time while running with peers at school and at district track meets.

A second grade teacher has been instrumental in seeing the Oak Meadow Garden a reality. After offering all students an opportunity to design the garden, a design was chosen, and with donations, the labor of eagle scouts and community volunteers, the garden was complete and ready for planting in the fall of 2014. Now all classes have the opportunity to contribute to the garden and engage in lessons that support learning in an outdoor setting.

3. Instructional Methods and Interventions:

There is common vocabulary and base of knowledge that all students will meet or exceed standards when teachers use best instructional practices and students are engaged in their learning. When visiting classrooms, it is evident that active participation is at work. Students are collaborating while sharing Google docs to create a project; they are communicating in pairs or small groups to create understanding and meaning while problem solving and using critical thinking. They are discussing and determining meaning of reading passages with shoulder partners. Students are engaged with the teacher in small needs-based, flexible reading groups based on on-going formative assessment. These include not only intervention groups to ensure students are meeting grade level standards, but also groups for those students who are ready to delve into and beyond the text. Lessons are designed with rigor to allow for multiple entry points and differentiation through student inquiry and high level questions. Students engage with the teacher and peers to compare and contrast content and connect schema to create meaning. Formative assessment is used daily through the use of thumbs up, hand signals, whiteboard responses, or exit tickets. The results of the exit tickets are analyzed and common misunderstandings addressed through a re-engagement lesson.

Teachers use multimedia strategies to engage students in active learning through promethean board activities and resources. These interactive lessons encourage student participation while supporting and extending skills and concepts. An example is “Today’s Meet”. These are sessions where intermediate students join an online forum and use critical thinking to comment on subjects and share ideas that arise during discussions of core literature, social studies and current events.

GLAD (Guided Language Acquisition and Development) strategies are implemented at all grade levels and have proved to be especially helpful in addressing the needs of our English Learners. These strategies help students receive equal access to all areas of the curriculum, particularly those with high levels of content area vocabulary.

Ongoing articulation between general education, special education and intervention teachers helps ensure success for all students. Three resource/special day class teachers, supported by the school psychologist and seven teacher associates, and three intervention teachers work to provide a variety of groupings and environments for students requiring individualized and small group support. Differentiation of instruction and curriculum is evident in all areas through both the process and product.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Students at Oak Meadow have demonstrated consistently high levels of achievement in mathematics and reading the past five years.

Over a 5 year period, proficient and advanced performance in reading has ranged from 82%-85% with more than half of students performing in the advanced range in each of the past 5 years. In the most recent year's assessment, achievement gaps existed for the Students Receiving Special Education and Hispanic or Latino Students.

For Students Receiving Special Education, the site has increased Special Education staffing to support students in their mainstream classrooms as well as in the Learning Center. In addition, targeted coaching has been provided to Special Education teachers to identify strategies for supporting students English language arts development. Furthermore, access to technology in the classroom enables students to more readily receive differentiated and systematic opportunities to have information introduced and practiced. In addition, the technology supports accommodations such as audio visual representations of information/readings and the use of word processing.

For Hispanic or Latino Students who are EL, the site has increased intervention support in the classroom and in small groups. Outreach to parents has also increased. Furthermore, the introduction of 1-to-1 technology has enabled students to access a variety of applications that support English language development throughout the day.

Over a 5 year period, proficient and advanced performance in mathematics has ranged from 88%-92% with more than half of students performing in the advanced range in each of the past 5 years. In the the most recent year's results, 73% of students performed in the advanced range, an increase of 15% more than was achieved five years prior. Proficient and advanced mathematics achievement among Hispanic or Latino Students was at a 5 year high (85%) in the most recent year's results. This was an increase of 10% from five years prior. Advanced range performance increased by 16% among Hispanic or Latino Students over the 5 year span. Increases in student performance are attributed to school wide professional development and coaching in the area of mathematics that has been ongoing for the past 4 years.

Only one of 4 subgroups that comprised more than 10% of the student population demonstrated an achievement gap of 10% or more. The subgroup was Students Receiving Special Education and 74% of this subgroup performed in the proficient and advanced range. Despite the overall proficient and advanced range gap, advanced range performance has improved to 46%, an increase of 21% since 5 years prior.

As described above, a variety of strategies including, increased staffing, professional development, and student access to technology throughout the day, are being implemented in order to eliminate achievement gaps for Students Receiving Special Education.

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

Oak Meadow is a successful school where student achievement requires a systematic and articulated method of determining current levels of knowledge and next steps for learning. This happens through consistent use of ongoing formative and summative assessments.

In order to form needs-based, flexible, targeted reading groups, teachers perform a battery of research-based assessments that cover all areas of reading acquisition. Based on these results, groups are formed and lessons planned and implemented to address those needs. This allows teachers to address, intervene and plan instruction for all students. Mastery tests are administered on a regular schedule to check achievement in skills taught and groups are restructured, as needed.

In our newly adopted math program, lessons are provided to address the needs of all learners. Assessments drive instruction, whether through the performance tasks provided at the end of each lesson, or the unit and benchmark tests. These assessments are used to determine whether individual students need the reteach, review, or challenge curriculum provided.

When visiting classrooms, one might see teachers asking for exit cards after a formal lesson, getting “thumbs up/thumbs down” responses, or students holding up small whiteboards so teachers can quickly check for understanding. These formative assessment strategies are used to drive instruction.

Wednesdays are early release days that provide teachers valuable time to delve into assessment results with grade level teams. Time for cross-grade level collaboration is also provided, giving all teachers an opportunity to see not only where students have been, but where they need to go to achieve success at each grade level.

Results are communicated to parents at various points throughout the school year. Our standards-based report card provides a clear communication tool, and conferences are held for every family once per year and again in the spring on an as-needed basis. Teachers also provide weekly or bi-weekly newsletters to parents that include areas of curriculum currently being covered in class, as well as ideas of how to help their children achieve or extend the expectations.

Part VI School Support

1. School Climate/Culture

From its inception, Oak Meadow strives to maintain a welcome and inclusive atmosphere where everyone supports each other.

Teachers join the student PLS (Parking Lot Supervisors) team and begin each day with a friendly greeting to parents and students at drop off and pick up. PLS assist students with backpacks and accompany the younger children to class ensuring everyone's day is off to a great start.

Under the principal's leadership, staff meetings are both fun and meaningful. Meetings begin with an opportunity for "appreciations". A staff member recognizes someone who has gone out of his/her way to make a difference. From a first grade teacher thanking colleagues for donating items for a new student, to appreciating the custodians for setting up the stage for a performance, to thanking the grade level team for helping someone through a difficult time.

The counselor supports students, families and staff in a variety of ways. She provides whole class lessons, and meets with students individual or in small groups, such as friendship and divorce support groups. One group, Team Raptor, works as positive role models on the playground. The Kindness and Polished Pebbles clubs focus on students helping students learn strategies to deal with teasing or bullying. Ensuring that all students feel safe and included are the primary goals.

The special education staff use a learning center model to support any student who needs help. Together with the speech teacher, the staff offers "lunch bunch" giving students practice and support in developing appropriate ways to interact with peers.

The EL (English Learner) population also has a support network in place. A bilingual health clerk provides support to Spanish speaking families, for example, she encouraged and answered questions for parents who were reluctant to send their child on an overnight field trip. The District EL coordinator is a valuable resource to parents, students and staff and works with the site-based EL intervention teacher to make sure that each student is supported.

The "Touch of Understanding" program has been an annual highlight for our students and staff. Individuals with autism or who may be paraplegic, blind, or have any number of disabilities, share their stories of success and the contributions they make to society. Students experience first hand the challenges each disability presents. It's an amazing program for our whole school community and one that promotes and supports the inclusive atmosphere at Oak Meadow.

2. Engaging Families and Community

The community and families form the foundation of Oak Meadow's support system. They are the scaffold upon which everything is built. They are the partners who encourage and support all staff and students.

Intel has been a business partner since Oak Meadow opened. They coordinate the PC Pals program where fifth grade students email Intel employees each week. For the S.T.E.M. (Science, Technology, Engineering, Math) program, employees share their knowledge of math, science and technology with engaging hands on lessons. Volunteer hours are matched with financial support for the school.

"School Without Walls" is funded with a grant from the Department of Mental Health. The Big Brothers, Big Sisters program match a fourth grade student with an employee of Blue Shield. Twice monthly students travel to Blue Shield and have lunch with their "big buddy". This adult from the business community encourages and supports the "little buddy" and serves as a positive role model.

The Buckeye Education Foundation, comprised of local volunteer parents and business partners, supports the school's programs, specifically by providing funds for P.E. specialists and the school's library program. The Foundation upgraded the school's wifi, enhancing technology access for everyone.

P.T.A. partners with local businesses and provides wonderful opportunities such as the Jog a thon, Math Night, Spring Fling and the Art Walk. Parent docents are on campus everyday presenting art lessons to classes. The Adopt-a-Classroom program gives parents and businesses the opportunity to sponsor individual and grade level classrooms. Funds not otherwise available, are used to enhance the classroom programs.

The Sheriff's Department and California Highway Patrol support the school's safety program by meeting with students in classrooms and in assemblies. Members from the fire department assist with regular drills and present current and relevant fire safety information. These community workers visit often ensuring that students and families feel supported and safe.

The Eagle Scouts were instrumental in building the school garden of learning. Intel volunteers built raised beds and scouts added the water system and retaining wall. Now, students plant and maintain the garden. Local high school students earn community service credit by assisting students in the classroom and recess. They also provide outstanding clerical support for teachers. Parent and community volunteers play a vital role in the success of our students.

All classes enjoy parent help daily. Volunteers do everything from prep work, to coordinating the at home reading programs, to assisting students with work while the teachers are busy with small group instruction. Our volunteers would say that the classroom door is always open and they know they are appreciated.

3. Professional Development

Oak Meadow's primary professional development model is a coaching model where best practices are modeled in classrooms with students. Coaching occurs on a regular basis in a multitude of subject areas and may be for an individual teacher or a grade level team. There are three stages to the coaching process. In the first stage a pre meeting occurs where the coach and teacher/s discuss the lesson, best practices, and set goals for the day's coaching experience. The next stage involves the actual lesson in a teacher's classroom. The lesson may be modeled by the teacher, the coach and teacher, or the coach. The last stage is the debriefing or reflection of the lesson. During this time the coach and teacher/s discuss evidence of best practices for student engagement, formative assessment, and differentiation. They also discuss next steps for instruction.

One of the biggest impacts of the coaching model is the high-level, collaborative conversations that occur around instructional practices and the comfort of teachers being in each other's classrooms. The principal can walk into the lunchroom and hear teachers discussing the day's coaching lesson and the excitement around what students learned. In addition, the principal can walk through classrooms and see best practices in action. For example in math the three questions, why, how do you know, and can you explain are heard throughout the school. She can walk into a primary classroom and see evidence of GLAD lessons in anchor charts or see students conferring with one another around their writing. She can see veteran teachers integrating technology in ways they never thought possible and see teachers at all levels taking risks to implement the new standards.

As opposed to other forms of PD, instructional coaching at Oak Meadow has built capacity in the teachers to fully implement new standards, strategies, and instructional models because even when the coach is not there they have each other to rely on. Coaching provides support, consistency, and accountability across all grade levels and is an integral part of the way Oak Meadow goes about their business.

When teachers work together, they share their expertise, their resources, and their support for students. Student achievement has improved, and teachers are more confident about the transition to Common Core. As one teacher stated, "Coaching has been a huge catalyst for rapid change and learning in my classroom, and a cure for isolation and stagnation."

4. School Leadership

There is a core belief that all staff must work together as a learning community for the success of all students. This learning community philosophy provides the foundation for the vision of Oak Meadow. Beginning with a friendly greeting from the secretaries, to the can do attitude of our custodians, the principal and staff recognize that in order for all students to achieve, every staff member is necessary and has an important role towards this endeavor. The principal encourages and empowers all staff to be creative, to take risks, and to assume leadership roles. Research proves that not only does collaboration support teachers, it improves student achievement--our ultimate goal!

Each grade level team has a teacher who represents his/her team as a Learning Community Facilitator. He/she meets with the team, the principal, and the district leadership to ensure that there is consistency and continuity of instruction across classes and grade levels.

The teacher on special assignment (TOSA) has been instrumental in the progress students and teachers have made in technology. She models lessons, provides staff development and works with the IT staff to ensure that students have access and are using technology for learning across the curriculum every day.

Shared leadership is evident throughout the school, in all grade levels and in all capacities. To support student achievement in science and across the curriculum, a second grade teacher took the lead in the school's garden of learning. She coordinated all resources necessary to make the garden a reality. Another second grade teacher researched and implemented a balanced reading program based on a program called Daily Five. The class is a demonstration classroom for colleagues throughout the district. Recognizing that students succeed in a safe and nurturing environment, a fourth grade teacher led the way in providing Love and Logic strategies for staff and the parent community.

Connecting students to school correlates with student achievement. There is participation in extracurricular activities and clubs at a very high level. Students often initiate these clubs and programs that enhance and support their learning. Chess club, robotics, forensics, band and oral interpretation are just a few of the many programs where students have the opportunity to further develop and support the skills they have learned in the core curriculum.

Oak Meadow's reputation for being a leader in the school community is well deserved. The philosophy that all staff work together as a learning community for the success of all students is reflected in the actions one observes each and every day.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Math</u> | Test: <u>California Standards Test</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>ETS</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 | 88 | 90 | 92 | 85 | 91 |
| Advanced | 68 | 64 | 74 | 60 | 66 |
| Number of students tested | 130 | 135 | 121 | 136 | 131 |
| Percent of total students tested | 100 | 100 | 100 | 99 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 2 | 4 | 3 | 2 | 6 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 61 | 68 | 74 | 81 | 69 |
| Advanced | 29 | 33 | 53 | 38 | 25 |
| Number of students tested | 28 | 18 | 19 | 21 | 16 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 67 | 77 | 83 | 67 | 90 |
| Advanced | 48 | 46 | 56 | 48 | 50 |
| Number of students tested | 21 | 13 | 18 | 21 | 10 |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 100 | 94 |
| Advanced | 94 | 94 | 91 | 87 | 72 |
| Number of students tested | 17 | 17 | 11 | 15 | 18 |

| 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 | 88 | 91 | 94 | 83 | 75 |
| Advanced | 63 | 61 | 78 | 54 | 37 |
| Number of students tested | 73 | 87 | 77 | 78 | 85 |
| 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: The data that has been entered is for the 5 years 2008-2009 thru 2012-2013. The state of California did not assess in 2013-2014.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Math</u> | Test: <u>California Standards Test</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>ETS</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 | 98 | 91 | 92 | 96 | 90 |
| Advanced | 81 | 68 | 66 | 72 | 70 |
| Number of students tested | 137 | 125 | 137 | 132 | 131 |
| Percent of total students tested | 100 | 99 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 3 | 3 | 3 | 3 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 100 | 67 | 91 | 87 | 71 |
| Advanced | 68 | 56 | 52 | 60 | 43 |
| Number of students tested | 19 | 18 | 21 | 15 | 14 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 100 | 78 | 87 | 100 | 67 |
| Advanced | 62 | 56 | 61 | 50 | 44 |
| Number of students tested | 13 | 18 | 23 | 16 | 9 |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 94 | 100 |
| Advanced | 100 | 100 | 80 | 81 | 90 |
| Number of students tested | 17 | 11 | 15 | 16 | 19 |
| 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 | 99 | 95 | 92 | 95 | 92 |
| Advanced | 81 | 69 | 60 | 74 | 72 |
| Number of students tested | 89 | 80 | 75 | 86 | 87 |
| 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: The data that has been entered is for the 5 years 2008-2009 thru 2012-2013. The state of California did not assess in 2013-2014.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Math</u> | Test: <u>California Standards Test</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>ETS</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 | 90 | 91 | 89 | 83 |
| Advanced | 72 | 55 | 54 | 60 | 34 |
| Number of students tested | 131 | 129 | 132 | 131 | 103 |
| Percent of total students tested | 100 | 99 | 99 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 4 | 2 | 5 | 3 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 70 | 90 | 74 | 73 | 64 |
| Advanced | 50 | 45 | 32 | 47 | 7 |
| Number of students tested | 20 | 20 | 19 | 15 | 14 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 95 | 82 | 82 | 80 | 67 |
| Advanced | 60 | 41 | 41 | 33 | 22 |
| Number of students tested | 20 | 22 | 17 | 15 | 9 |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 91 | 93 | 100 | 67 |
| Advanced | 100 | 73 | 60 | 75 | 22 |
| Number of students tested | 11 | 11 | 15 | 20 | 9 |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 93 | 89 | 91 | 87 | 85 |
| Advanced | 73 | 49 | 55 | 61 | 39 |
| Number of students tested | 82 | 73 | 86 | 82 | 75 |
| 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: The data that has been entered is for the 5 years 2008-2009 thru 2012-2013. The state of California did not assess in 2013-2014.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Reading/ELA</u> | Test: <u>California Standards Test</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>ETS</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 | 75 | 74 | 87 | 73 | 74 |
| Advanced | 40 | 37 | 49 | 29 | 35 |
| Number of students tested | 130 | 135 | 121 | 136 | 131 |
| Percent of total students tested | 100 | 100 | 100 | 99 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 4 | 4 | 3 | 3 | 10 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 39 | 39 | 74 | 52 | 44 |
| Advanced | 4 | 22 | 53 | 10 | 25 |
| Number of students tested | 28 | 18 | 19 | 21 | 16 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 52 | 54 | 78 | 67 | 60 |
| Advanced | 19 | 15 | 22 | 19 | 40 |
| Number of students tested | 21 | 13 | 18 | 21 | 10 |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | 88 | 100 | 91 | 80 | 78 |
| Advanced | 65 | 53 | 64 | 60 | 33 |
| Number of students tested | 17 | 17 | 11 | 15 | 18 |
| 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 | 74 | 76 | 88 | 68 | 75 |
| Advanced | 36 | 36 | 53 | 23 | 37 |
| Number of students tested | 73 | 87 | 77 | 78 | 85 |
| 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: The data that has been entered is for the 5 years 2008-2009 thru 2012-2013. The state of California did not assess in 2013-2014.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Reading/ELA</u> | Test: <u>California Standards Test</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>ETS</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 | 91 | 88 | 88 | 95 |
| Advanced | 72 | 70 | 67 | 67 | 76 |
| Number of students tested | 137 | 126 | 137 | 132 | 131 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 5 | 2 | 4 | 4 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 74 | 67 | 76 | 60 | 93 |
| Advanced | 53 | 50 | 52 | 33 | 50 |
| Number of students tested | 19 | 18 | 21 | 15 | 14 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 77 | 78 | 87 | 88 | 89 |
| Advanced | 69 | 50 | 52 | 69 | 44 |
| Number of students tested | 13 | 18 | 23 | 16 | 9 |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 100 | 87 | 94 | 100 |
| Advanced | 82 | 91 | 80 | 69 | 84 |
| Number of students tested | 17 | 11 | 15 | 16 | 19 |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 93 | 94 | 85 | 87 | 94 |
| Advanced | 74 | 73 | 68 | 65 | 79 |
| Number of students tested | 89 | 81 | 75 | 86 | 87 |
| 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: The data that has been entered is for the 5 years 2008-2009 thru 2012-2013. The state of California did not assess in 2013-2014.

STATE CRITERION--REFERENCED TESTS

| | |
|--|---|
| Subject: <u>Reading/ELA</u> | Test: <u>California Standards Test</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>N/A</u> |
| Publisher: <u>ETS</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 | 89 | 85 | 82 | 88 | 79 |
| Advanced | 58 | 54 | 49 | 62 | 47 |
| Number of students tested | 131 | 130 | 132 | 131 | 103 |
| Percent of total students tested | 100 | 100 | 100 | 99 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 3 | 2 | 5 | 0 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 55 | 65 | 42 | 93 | 57 |
| Advanced | 40 | 30 | 37 | 40 | 21 |
| Number of students tested | 20 | 20 | 19 | 15 | 14 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 80 | 73 | 77 | 67 | 67 |
| Advanced | 40 | 32 | 41 | 47 | 22 |
| Number of students tested | 20 | 22 | 17 | 15 | 9 |
| 5. African- American Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 75 | 87 | 95 | 73 |
| Advanced | 64 | 67 | 47 | 70 | 55 |
| Number of students tested | 11 | 12 | 15 | 20 | 11 |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Proficient and above | 92 | 89 | 83 | 90 | 83 |
| Advanced | 66 | 55 | 50 | 63 | 48 |
| Number of students tested | 82 | 73 | 86 | 82 | 75 |
| 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: The data that has been entered is for the 5 years 2008-2009 thru 2012-2013. The state of California did not assess in 2013-2014.