

2004-2005 No Child Left Behind - Blue Ribbon Schools Program:REVISED

3/18/05

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal: Mrs. Julie Jennings
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Arroyo Vista Elementary School
(As it should appear in the official records)

School Mailing Address: 335 El Centro Street
(If address is P.O. Box, also include street address)

South Pasadena CA 91030-3099
City State Zip Code+4 (9 digits total)

County Los Angeles School Code Number* 19-65029-6022768

Telephone (626) 441-5840 Fax (626) 441-5845

Website/URL arroyo.spusd.net E-mail jjennings@fc.spusd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Robert Arias
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name South Pasadena Unified School District Tel. (626) 441-5810

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Joseph Loo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 5 TOTAL
2. District Per Pupil Expenditure: \$4779.13
 Average State Per Pupil Expenditure: \$6881.82

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 7 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	38	42	80	8			
1	41	47	88	9			
2	41	49	90	10			
3	49	49	98	11			
4	42	53	95	12			
5	48	52	100	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							551

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: 43 % White
4 % Black or African American
23 % Hispanic or Latino
30 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	551
(5)	Subtotal in row (3) divided by total in row (4)	.1016
(6)	Amount in row (5) multiplied by 100	10.16%

8. Limited English Proficient students in the school: 7 %
38 Total Number Limited English Proficient
 Number of languages represented: 14

Specify languages:

Korean, Spanish, Vietnamese, Cantonese, Arabic, Mandarin, Russian, Armenian, Filipino, Tagalog, French, Japanese, Farsi, Burmese,

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 73

10. Students receiving special education services: 7%
37 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>10</u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>34</u>	<u>15</u>

12. Average school student-“classroom teacher” ratio: 23:1

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	96%	95%	94%	93%
Daily teacher attendance	97%	97%	97%	97%	98%
Teacher turnover rate	*24%	12%	8%	7%	11%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

*For the 2003-04 school year, the teacher turnover rate is higher than normal due to two retirements, two teachers on a maternity leave of absence and one teacher who moved out of the area.

Part III: Summary

Arroyo Vista Elementary (AV) is a dynamic K-5 school of 551 students located in South Pasadena, California, 10 miles northeast of Los Angeles. Team AV is a blend of dedicated teachers, an inspirational principal, involved parents, and motivated students. Team AV is a unique mix of cultures as well. Our diverse student population has an ethnic breakdown of: 38% White, 3% African American, 20% Hispanic, and 24% Asian/Pacific Islander. We also have 15% of our population identifying themselves as multi-ethnic. We are widely supported by our greater community, resulting in a dedicated team bound together by our core values of respect, integrity, and diversity. The intense value we place on educating our children is the driving force behind our mission: *“To provide a nurturing and stimulating learning environment for children of many backgrounds so that each child becomes a literate and productive citizen of our multicultural society.”* Each year Team AV reviews, revises, and updates our mission statement. Last year, the staff envisioned our ideal school in regards to leadership, curriculum, facilities, community/parent involvement, mastery of standards, the exemplary performance of students, and staff development. We then generated a list of ideals, including what this vision would look like. Our vision included creating a positive environment in which all stakeholders worked collaboratively to support all students and achieve those ideals.

Team AV demonstrates academic excellence. AV’s principal, teachers, students, parents and community members have embraced the California State Standards and continually strive to excel. Our school community models the importance of educating the “whole” child. Our perseverance in academic excellence has been demonstrated by a steady increase in our standardized test scores, putting our school in the top 10% of the schools within our state. With a newly remodeled campus with an interior courtyard as a focal point for school gatherings, a state of the art media center, a library with over 19,000 volumes, and self-contained GATE classes, we have a strong infrastructure to achieve academic excellence. As a result of test data analysis, we have targeted struggling students, re-assigned support services, and reduced class size in core curriculum in the 4th grade. Additionally, we provide the following parent education opportunities: after school reading and math clubs, a homework club, enrichment classes, and Adult ESL. Our staff continually uses a diverse approach to teaching and assessment in order to nurture, motivate, and excite our students as well as to foster a love for learning.

Team AV is comprised of people willing to step up to challenges. The talent pool in the AV community is incredible, and the number of parents who come forward to take on significant leadership positions each year is huge. On-campus parent volunteer time alone exceeds 25,000 hours per year! Volunteers are trained at all grade levels and in a variety of jobs such as working with small groups in the classroom, providing a strong art docent program, assisting in the library and organizing school-wide programs. Nurturing and mentoring parent leaders and potential leaders is a high priority.

◆ **Core Value: Respect - Each individual is worthy of respect.**

Team AV listens and acts. Our principal takes the time to not just learn the names of each student but listens to details about their lives and knows the families and their stories up close. Our entire staff ensures that the voices of all parents are heard and that parents feel actively included.

• **Core Value: Diversity – Diversity and commonality both enrich the human experience.**

Team AV embraces differences. Team AV reaches out to embrace each and every family – from translating written materials into various languages, to conducting welcoming events for non-English speaking parents, to providing buddy families to new families in our school community. A fifth grade student said it best, “AV is like what we think of as the ‘real world’ ...with lots of different kinds of people, all working together to get along and make the world a better place.”

◆ **Core Value: Integrity – Personal and institutional integrity is the foundation of all we do.**

Team AV places integrity above all else. It is of the highest priority to all adults at AV to model and encourage behavior that embraces integrity.

It all comes together at AV in a way we believe you just don’t find every day, and to create educated, bright, promising, and active citizens for tomorrow. This is what makes Arroyo Vista special, and uniquely qualified to become a Blue Ribbon School!

Part IV: Indicators of Academic Success

1. In California, all public school students in grades 2-11 must participate in the state's Standardized Testing and Reporting (STAR) program (www.cde.ca.gov/ds). The STAR program consists of several components: the California Standards Test (CST) and the California Achievement Test, Sixth Edition (CAT-6). The California Standards Tests are criterion-referenced tests and are designed to measure how well students master state-adopted content standards. The scaled scores for the CST are divided into five performance levels of advanced, proficient, basic, below basic and far below basic, with the target of all students performing at the proficient or higher level. The CAT-6 is an achievement test using a nationwide normed group. These scores are reported in national percentile ranks. Prior to administering the CAT-6, the state-mandated test was the SAT-9, which was also norm referenced.

Arroyo Vista students perform well on the California Standards Test. In Spring 2004, 73% of all students tested in grades 2-5 performed at proficient or higher in reading, and 73% performed at proficient or higher in mathematics. In the data from Spring 2004 for language arts, 69% of our 2nd and 3rd grade students scored at the proficient or higher level, which is double the state percentage. The math performance for these grade levels mirrors the language arts proficiency levels except for the Hispanic subgroup. In 4th grade, our students continue the trend of demonstrating high academic performance in both language arts and math with the Asian and White subgroups scoring at double the state's proficiency level. At this grade level, 75%-100% of all students are scoring at or above the proficient level. In looking at longitudinal data in language arts in the 4th grade, the percent of our Asian students scoring at or above proficient ranged from 72% to 100% over three years. The percent of the white subgroup at 4th grade scoring at or above proficient ranged from 77% to 85% during the same period. In math at the 4th grade level, the percent of students scoring at or above proficient ranged from 65% to 75% for the white subgroup and from 80% to 100% for the Asian subgroup. The percent of 5th graders scoring at or above proficient was 78%, 76% and 82% respectively in language arts, almost a clear double of the state's averages. Performance levels in math, however, demonstrated mixed results, with the Asian subgroup scoring 78% proficient or higher and the white subgroup scoring 68% proficient or higher; again, well above the state average of 38%. Our Hispanic subgroup's lower performance at 42% proficient or higher leads us to further inspection and intervention.

After a thorough analysis of the test data of our Hispanic subgroup, it is evident that they are achieving better than the state averages in both language arts and math. Yet, there is a large gap between their performance levels and those of the other subgroups at our high performing school. For example, at every grade level, our Hispanic subgroup has fewer students scoring at the proficient or higher level than the White or Asian subgroups. In analyzing this data using cohort groups, our findings are a bit more encouraging. We see that the intervention strategies we have put into place have had a positive impact on student performance. The number of Hispanic 3rd grade students performing at the advanced level in language arts rose from 7% to 19% in one year; the number of Hispanic 4th grade students performing at the advanced level in language arts rose from 7% to 19% in two years; and, the number of Hispanic 5th grade students performing at the proficient level or higher in language arts rose from 47% to 76% in three years. In math, cohort data continued to show strong improvements. The number of 4th grade Hispanic students performing at proficient or higher went from 20% to 61% over a two-year period; and the number of 5th grade Hispanic students scoring at the advanced level rose from 11% to 24% over a three year period. While we are decreasing the achievement gap, we recognize that this continues to be an area of focus and we will continue to concentrate our efforts to further decrease this gap.

California also assesses and reports Academic Performance Index (API) scores, which measure progress toward state goals by analyzing the number of students performing at or above proficient levels. In evaluating progress, the API takes into consideration socio-economic level, ethnicity, mobility, percent of ELL students, percent of credentialed teachers, and education level of parents. In review of our API scores, Arroyo Vista has increased from 823 to 894 over 4 years and our similar school ranking (which compares 100 similar schools from across the state) increased from 9-4 to 10-10, the highest API ranking possible.

2. At the beginning of each year, our staff, in vertical teams and individually, the school site council, and PTA review the data from the STAR testing program, API, AYP, CELDT, and our district-wide multiple measures. This analysis is then used to develop school-wide goals for our Single School Plan that focus on the achievement of grade-level standards by all students, to determine the allocation of our resources (including categorical funds), and to set a direction for the work of our PTA. The Arroyo Vista Single School Plan also incorporates goals that are aligned to the District's LEAP and No Child Left Behind programs. Three years ago, we clearly saw that our Hispanic students were not performing as well as other sub-groups. Working collaboratively, we focused our efforts. The PTA sponsored after-school support programs for Hispanic parents and students. Teachers provided additional instructional support. The ELD teacher implemented Project Literacy with Hispanic parents, and Title I support beyond the regular school hours was provided for those that qualified. Through these efforts, the achievement of this group of students rose 74 points in our API score for 2003 –2004 from 736 to 810.

Another example of how we use data to drive changes in our school plan occurred as we analyzed the number of students scoring proficient or above on the CST. In order to increase this number substantially, teachers in identified grade levels utilized more team teaching. Resources were reallocated to provide additional support to identified students. Our eligibility criteria for Title I was increased to include all students who are not scoring at the proficient level on the CST tests in either mathematics or language arts. In addition, support programs, for reading and math were implemented for grades 1 - 5.

In our district, standards and assessment are central to instruction and are carefully aligned. Our assessment system includes the STAR testing program, district multiple measures program, a school-wide portfolio system, a standards-based progress report, rubrics, and all assessments provided in the state adopted instructional materials/textbooks. We review data in language arts and math by grade, ethnicity, gender, primary language, participation in particular programs, sub-group and sub-test. Furthermore, we identify gaps in student achievement and we compare areas of need within and across grade levels, prioritizing and discussing research-based practices to support these areas of focus.

3. Arroyo Vista communicates student performance to parents, students, and the community through a variety of means. Our Single School Plan, Board goals, core values, survey results, curriculum standards, standards-based progress report, and student performance data are continually shared with our community through parent letters, district-wide brochures, the district website, at PTA meetings, at Back to School Night, and in our monthly newsletter. Parent letters and the newsletter are translated into Spanish, Cantonese, and Korean in order to ensure that all sub-groups within Team AV receive the same information. The School Accountability Report Card, published yearly, is distributed to every household in South Pasadena, and is readily available on the website.

Parent-teacher conferences take place in November and March. Student progress is discussed and students write goals for home as well as school. In addition, parents are given 24-hour access to the teacher via classroom voicemail and email, and are encouraged to access the Arroyo Vista website to further explore the grade level standards. Retention and promotion criteria is also discussed and shared with parents in grades 2-5. Graded work is sent home in weekly folders with a space for parent feedback, and includes a score of 1-4 correlated to the progress report scores as well as teacher comments. Classroom newsletters are sent home on a regular basis to further clarify the instructional program, expectations, and support resources. The school newsletter contains information on test scores, explanations of progress reports, etc. Rubrics for assignments are used continually within the classroom to assist the students in understanding the expectations for assignments. Our facility welcomes and encourages parents' participation on campus and many teachers spend time before or after school sharing information in a more informal manner. Student assessment data is also sent home in a parent's primary language. Translators are provided for parents at IEP meetings and conferences.

To facilitate a parent's understanding of the significance of the data and to improve student performance, a parent meeting is scheduled and held at the beginning of the year to clarify AYP, NCLB, and API requirements. Moreover, during summer, parents receive the STAR testing reports.

4. Collaboration and shared decision-making have become the underlying foundation for how we do things in our school district. Our district work on educational reform began approximately 11 years ago with an educational summit that included parents, staff, and community members. This work resulted in a commitment to shared decision making, standards-based instruction, improved student achievement, and developing a community of learners. Through articulation with all other schools in the District and pre-K programs within the community, we understand that our actions and instruction are interrelated and dependent on one another. For example, what we do in kindergarten will directly impact what occurs in 1st and 5th grade as well as how the student performs in high school and beyond. Information regarding the high school exit exam expectancies was shared with all elementary teachers to ensure that important concepts were taught and mastered. Through articulation with the middle school, our recent staff development day focused on writing to provide continuity of instruction in grades K-8. Fifth grade teachers meet each year with the middle school math department to further improve articulation and share student achievement information. District-wide articulation activities and goals have been set in mathematics, writing and Civics. In addition, a cohesive articulation of homework is being designed across the elementary schools in our district. The three elementary principals meet periodically with the local preschool directors and teachers to communicate our standards and expectations as well as how we can better collaborate to meet the needs of our community. The expectations/standards are also shared with pre-K parents during monthly school tours, pre-K meetings, and during kindergarten screening.

Part V – Curriculum and Instruction

1. Through the reform efforts funded by an Annenberg grant 10 years ago, our district made a commitment to a balanced and comprehensive standards-aligned core curriculum in all areas. Committees, comprised of teachers, administrators, and parents, developed district standards that are aligned to the state standards in all curriculum areas. A standards based curriculum has been disseminated through grade level teacher notebooks, staff development days, standards based report cards, and grade level standards brochures given to parents at the start of each school year.

We are fully committed to teaching the standards as well as going above and beyond them so that our students develop a passion for the subject and curriculum as well as develop a love for learning. Team AV regularly collaborates both vertically and within grade levels to ensure the alignment and consistency of our curriculum. Teachers are provided with grade level meeting time to discuss grade level concerns, review instructional strategies, review student work, and analyze student performance data. Our early dismissal each Friday provides teachers with additional opportunities to meet, plan, and prepare materials to enhance state adopted texts. All stakeholders are actively involved in the selection of core curriculum state approved textbooks.

The state adopted Houghton Mifflin series currently provides the core of **Language Arts** instruction. In addition, research generated programs and materials utilized by teachers include: Early Literacy Inservice Course (ELIC) in the primary grades, Write Traits, **Invitations** (Routman), **Guided Reading** (Fountas and Pinnell), **Words Their Way**, **Writing: Teachers and Children at Work** (Graves), and **Lessons from a Child** (Lucy Calkins). In **ELD instruction**, we use Hampton Brown’s **Into English** series and supplement the curriculum using the research of Krashen and Cummings. All teachers have been trained to use Specially Designed Academic Instruction in English (SDAIE). The state adopted Houghton Mifflin text is the core of our **Mathematics** program. Instruction is supplemented by research-generated materials such as: **Math Their Way**, **Math: A Way of Thinking**, Activities Integrating Math and Science (AIMS), Continental Math League (CML), Marcy Cook, Marilyn Burns, Touch Math, and “Beyond Activities Project” units. In addition to state-adopted **Social Studies** (McGraw-Hill) and **Science** (Harcourt) texts, many teachers incorporate interactive, inquiry-based, hands-on activities drawn from Full Option Science (FOSS), Great Explorations in Math and Science (GEMS), Televised Educationally Advancements in Math and Science (TEAMS), InterAct simulations, and Web-Based Storyboards. Additionally, fifth grade students attend Outdoor Science School (OSS) for one week. The research on Bloom’s Taxonomy, Multiple Intelligence, and cooperative learning strategies, such as Tribes, is used across the grade levels to address the developmental needs of students.

A sequential **PE/Health** education curriculum aligned to the state standards and integrated within the science text is provided at each grade level for 100 minutes per week. We enhance these through lunch time intra-mural sports activities, a Sports Day, participation in Jump for Heart, All City Track Meet, tennis and Healthy Kids core modules. The fifth grade students participate in the statewide Fitnessgram testing program and have increased their performance for the past several years. As a result, 82% of our students pass all six portions of the state test.

In educating the whole child, we feel that **Visual/Performing Arts** is an integral part of a student’s education. Every classroom uses the state-adopted textbooks (Silver Burdett-Ginn for music; SRA Art Connections). Throughout the year there are many opportunities for students to participate in the fine arts through the SPEF music/drama classes, the PTA-sponsored art docent program, grade level productions, our annual winter program, PTA Reflections, 5th grade band, after school orchestra, PTA sponsored assemblies, and an annual art fair.

It is our firm belief that the purpose of **technology** is to enhance teaching and learning in our school. To this end, one can find technology everywhere on campus. There are approximately 100 computers that are connected to a LAN as well as a district-wide network and the Internet. All classrooms visit an iMAC media center weekly to learn the grade level technology standards (Techworks) that are embedded into content projects. Students are able to work on projects in the classroom as well as in the lab using a variety of software programs.

2a. Team AV provides a comprehensive, standards-aligned, balanced literacy curriculum that integrates reading, writing, speaking, and listening. Using test data and research-based best practices such as ELIC, Team AV incorporates direct, explicit instruction in phonemic awareness and phonics, comprehension, fluency, spelling, grammar, structural analysis, and writing to meet student needs in attaining grade level standards. Our school has made a commitment to a reading and language arts block during which teachers provide direct instruction to whole class and small, flexible groups, and implement shared, guided, and independent reading and writing lessons. Students read from the adopted textbook and from supplemental fiction and non-fiction books independently as well as in literature circles. The language arts program is supported by classroom aides, parent volunteers, and class size reduction through the use of P.E. specialists and an additional part time fourth grade teacher. Using our adopted series, the Write Traits curriculum materials, and Writers' Workshop, students are taught the writing process as well as the characteristics of quality writing. Language arts skills of reading, writing, listening and speaking are integrated throughout the curriculum and throughout the school day.

There is equal access to literacy for all students. We support our English Language Learners in accordance with their proficiency levels in the classroom with Into English, SDAIE methods, and small group instruction. At risk students are identified through diagnostic assessment as well as Title I criteria based on standardized test scores, and are supported by the use of leveled reading material, small group instruction, after school Title I instruction, and Reading Recovery strategies. Our GATE students are provided with a differentiated and accelerated language arts instruction.

Good literature is abundant throughout our school. The AV library media center contains 19,163 volumes and students visit weekly and after school. Each classroom has an inviting, well-stocked, multi-level library. Many teachers supplement their curriculum with books from the local public library. In addition, local service clubs annually supplement the classroom libraries with new books. A central book room supplies teachers with a large variety of leveled readers. Teachers encourage students to purchase books from monthly book clubs, such as Scholastic, to increase at home reading and to build home and classroom libraries.

3. AV's standards based social studies curriculum supports our school's mission "to provide a nurturing and stimulating environment...so that each child becomes a literate and productive citizen of our multicultural society." By integrating our textbooks (McGrawHill) with our language arts books, supplementary literature books, and core value themed books, Team AV is able to teach essential literacy skills along with the social studies strands of community in the primary grades, local, state, and national history in the upper grades, and good citizenship in all grade levels. Reading, writing, listening, and speaking in social studies includes creating family trees and presenting oral ancestor reports, reading Native American myths in literature circles, writing research reports on California missions, and holding mock elections.

Every year Team AV selects one to three literature books that best illustrate the three core values. Lesson plans are developed and the book becomes an essential element in all classroom libraries. We further model and develop positive character traits for all students through the anti-bullying and conflict resolution program Second Step, incorporating ideas from Mega Skills, the Peace Patrol, and Project Wisdom. Positive core value behavior is rewarded by the positive incentive blue slips program and monthly awards program. Our principal also writes about the core values in the monthly school newsletter.

Students "live" the curriculum through interactive, in-depth, integrated activities such as Native American Powwow, Earth Day, Square Dance, Patriotic Assembly, Gold Rush simulations, Thanksgiving feasts, California Indian basket weaving, the biographical Wax Museum, Revolutionary War Debate, and the annual fifth grade state research report culminating in a miniature Tournament of Roses float depicting the history, natural resources, and economy of the student's chosen state. Students also participate in a variety of field trips to locations of historical, social, and civic interest such as the San Gabriel Mission, Chinatown, and South Pasadena City Council meetings.

4. Team AV fully embraces diversity in all that we do including the variety of methods used to meet the instructional needs of all students. On a typical day, one sees students working independently, students collaborating, teachers directing lessons, and students involved in student-centered projects. We believe that a key factor in meeting these needs is to provide small group instruction through the use of our PE program, instructional assistants, parent volunteers, and ROP students. Instructional strategies encompass multiple modalities, hands-on activities, graphic organizers, literature circles, leveled reading groups, word walls, use of assessment rubrics, diagnostic reading assessments to drive instruction, and modifications/accommodations to meet student needs. Teachers maintain a balance between these diverse methodologies through the use of shared, guided, and independent reading and writing, daily language/math review, reader's theater, read alouds, journals, class books, genre reading and writing, oral presentations/speeches/plays, centers, robotics, hands-on science experiments, Microworld or PowerPoint presentations, jigsaws, literature circles, Socratic method, group discussions, and math manipulatives. In all grade levels, critical thinking is integrated into all lessons. In upper grades, teachers emphasize depth, complexity, and mastery of subject matter.

Arroyo Vista takes responsibility for active, early assessment and identification of at-risk and special needs students. Our Student Study Team (SST) addresses attendance, academic, behavioral, or adjustment problems. The SST process develops an action plan by identifying areas of strength and concern based on professional and parental observations, student performance, academic screening, social and emotional screenings/checklists, modifications and interventions previously implemented. This action plan includes time frames, follow-up, identified responsible parties, and strategies for classroom and for use at home.

Arroyo Vista provides extended learning activities beyond the regular school day to help students achieve grade level standards. Summer school, with extension, enrichment, and remedial classes, is offered to all students. After-school programs in Science Adventures, violin/orchestra, after school drama/musical production, Chess Club, and Inkdrinkers Club for readers, are offered throughout the school year. Students in our GATE class participate in the Knowledge Masters Open (KMO) competition. Homework Club supports students identified with language needs or consistency issues.

5. All professional development programs for teachers are aligned to the standards, to our Single School Plan goals, to core values and are tied to meeting the needs of our diverse student body as well as improving student achievement for all students. We have three scheduled professional development days annually.

Three years ago, we recognized the need to improve our English Language Development program. We held district-wide professional development days devoted to learning the ELD standards, developing standards aligned lessons, and utilizing SDAIE methods. Our current data tells of our success: approximately 35% of our ELD students re-designated as FEP last year. Overall, 73% of our students scored at or above the proficient level in language arts in 2003. In 2001, staff development focused on science standards and re-aligning our hands-on materials to correlate with the standards. Last year we identified a district-wide need to improve our students' writing abilities resulting in all K-8 teachers receiving professional development training in the "Write Traits". As we examined the math performance data of our upper grade students, we recognized the need to utilize more hands-on, concrete instructional strategies. To this end, we have used Title II, SIP, and Title I funds to provide professional development in math.

To further foster professional development, we utilize staff meetings, grade level meetings, weekly Friday planning time, BTSA, Critical Friends Group (CFG), Peer Assistance and Review (PAR), and SI/Title I funded release time. Professional development training focuses on the individual needs of all staff members, including library clerks, technology clerks, classroom and PE assistants, office staff and our nurse. Special Education support staff meet monthly to discuss special education issues, the law, and aligning their teaching to the standards. Additionally, the special education support staff lead workshops for each school site. Special education teachers consult with teachers on strategies to support children who have been mainstreamed.

STATE CRITERION-REFERENCED TESTS

Subject English/Language Arts Grade 2nd
 Test California Standards Test

Edition/Publication Year 2004
 Publisher ETS – Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month:	May	May	April	April
SCHOOL SCORES				
% At or Above Far Below Basic	99%	100%	91%	100%
% At or Above Below Basic	97%	99%	87%	99%
% At or Above Basic	93%	96%	79%	88%
% At or Above Proficient	70%	76%	56%	55%
% At Advanced	36%	36%	31%	26%
Number of students tested	100	88	78	92
Percent of total students tested	100%	99%	96%	95%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% At or Above Far Below Basic	100%	100%	99%	*
% At or Above Below Basic	100%	100%	93%	*
% At or Above Basic	97%	95%	93%	*
% At or Above Proficient	80%	77%	64%	*
% At Advanced	38%	41%	29%	*
Number of students tested	25	22	17	*
2. Hispanic				
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	100%	100%	90%	*
% At or Above Basic	96%	94%	64%	*
% At or Above Proficient	59%	47%	43%	*
% At Advanced	26%	7%	11%	*
Number of students tested	27	15	20	*
3. White				
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	95%	100%	100%	*
% At or Above Basic	89%	100%	97%	*
% At or Above Proficient	72%	92%	69%	*
% At Advanced	44%	49%	38%	*
Number of students tested	36	37	32	*
STATE SCORES				
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	87%	87%	85%	*
% At or Above Basic	65%	68%	63%	*
% At or Above Proficient	35%	36%	32%	*
% At Advanced	12%	12%	9%	*

*For the 2000-2001 school year, subgroup data is unavailable because the CST test was embedded in the CAT-6 test rather than being separate.

- Although there is an achievement gap with our Hispanic subgroup, the number of students performing at the proficient or higher level has increased for the last three years.

STATE CRITERION-REFERENCED TESTS

Subject English/Language Arts Grade 3rd
 Test California Standards Test

Edition/Publication Year 2004
 Publisher ETS: Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	April	April
SCHOOL SCORES				
% At or Above Far Below Basic	99%	100%	99%	100%
% At or Above Below Basic	94%	98%	97%	97%
% At or Above Basic	85%	91%	94%	83%
% At or Above Proficient	68%	70%	70%	60%
% At Advanced	37%	37%	33%	26%
Number of students tested	99	88	99	88
Percent of total students tested	100%	99%	98%	99%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Asian</u>				
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	84%	100%	96%	*
% At or Above Basic	76%	95%	92%	*
% At or Above Proficient	68%	76%	76%	*
% At Advanced	32%	38%	32%	*
Number of students tested	25	16	25	*
2. <u>Hispanic</u>				
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	94%	95%	100%	*
% At or Above Basic	75%	81%	100%	*
% At or Above Proficient	44%	48%	47%	*
% At Advanced	19%	10%	21%	*
Number of students tested	16	21	19	*
3. <u>White</u>				
% At or Above Far Below Basic	100%	100%	99%	*
% At or Above Below Basic	100%	98%	97%	*
% At or Above Basic	93%	92%	95%	*
% At or Above Proficient	82%	73%	81%	*
% At Advanced	52%	42%	44%	*
Number of students tested	46	36	44	*
STATE SCORES				
% At or Above Far Below Basic	100%	100%	101%	*
% At or Above Below Basic	83%	84%	90%	*
% At or Above Basic	61%	63%	71%	*
% At or Above Proficient	30%	33%	36%	*
% At Advanced	9%	10%	14%	*

*For the 2000-2001 school year, subgroup data is unavailable because the CST test was embedded in the CAT-6 test rather than being separate.

- In looking at the cohort data from 2002-03 to 2003-04, the number of Hispanic students performing at the advanced level increased from 7% to 19%.

STATE CRITERION-REFERENCED TESTS

Subject English/Language Arts Grade 4
 Test California Standards Test

Edition/Publication Year 2004
 Publisher ETS: Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month :	May	May	April	April
SCHOOL SCORES				
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	100%	99%	99%
% At or Above Basic	92%	98%	93%	98%
% At or Above Proficient	76%	74%	66%	73%
% At Advanced	47%	40%	35%	44%
Number of students tested	92	98	83	84
Percent of total students tested	100%	99%	86%	90%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Asian</u>				
% At or Above Far Below Basic	100%	100%	99%	*
% At or Above Below Basic	100%	100%	99%	*
% At or Above Basic	100%	101%	89%	*
% At or Above Proficient	100%	87%	72%	*
% At Advanced	56%	55%	48%	*
Number of students tested	16	22	31	*
2. <u>Hispanic</u>				
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	95%	100%	95%	*
% At or Above Basic	86%	94%	95%	*
% At or Above Proficient	41%	55%	39%	*
% At Advanced	27%	22%	0%	*
Number of students tested	22	18	21	*
3. <u>White</u>				
% At or Above Far Below Basic	100%	99%	100%	*
% At or Above Below Basic	100%	99%	100%	*
% At or Above Basic	91%	97%	96%	*
% At or Above Proficient	82%	77%	85%	*
% At Advanced	49%	45%	48%	*
Number of students tested	43	44	33	*
STATE SCORES				
% At or Above Far Below Basic	100%	100%	101%	*
% At or Above Below Basic	91%	92%	90%	*
% At or Above Basic	73%	74%	71%	*
% At or Above Proficient	39%	39%	36%	*
% At Advanced	16%	15%	14%	*

*For the 2000-2001 school year, subgroup data is unavailable because the CST test was embedded in the CAT-6 test rather than being separate.

- In the 2001-02 testing cycle, an error occurred in the printing of the 4th grade test booklet, which invalidated 13 tests.
- In looking at the Hispanic cohort group from 2nd to 3rd grade, the percentage of students performing at the advanced level increased from 7% to 19%.

STATE CRITERION-REFERENCED TESTS

Subject English/Language Arts Grade 5
 Test California Standards Test

Edition/Publication Year 2004
 Publisher ETS: Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month:	May	May	April	April
SCHOOL SCORES				
% At or Above Far Below Basic	100%	100%	99%	100%
% At or Above Below Basic	100%	99%	96%	99%
% At or Above Basic	97%	94%	90%	94%
% At or Above Proficient	77%	71%	63%	53%
% At Advanced	50%	32%	31%	20%
Number of students tested	96	98	96	117
Percent of total students tested	98%	100%	96%	94%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Asian</u>				
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	100%	100%	96%	*
% At or Above Basic	100%	94%	91%	*
% At or Above Proficient	78%	77%	73%	*
% At Advanced	64%	40%	41%	*
Number of students tested	22	35	23	*
2. <u>Hispanic</u>				
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	100%	95%	95%	*
% At or Above Basic	88%	85%	81%	*
% At or Above Proficient	76%	60%	33%	*
% At Advanced	35%	10%	0%	*
Number of students tested	17	20	22	*
3. <u>White</u>				
% At or Above Far Below Basic	100%	99%	100%	*
% At or Above Below Basic	100%	99%	98%	*
% At or Above Basic	100%	99%	93%	*
% At or Above Proficient	82%	75%	72%	*
% At Advanced	56%	42%	37%	*
Number of students tested	50	33	44	*
STATE SCORES				
% At or Above Far Below Basic	100%	101%	100%	*
% At or Above Below Basic	87%	90%	91%	*
% At or Above Basic	71%	72%	71%	*
% At or Above Proficient	40%	36%	31%	*
% At Advanced	16%	10%	9%	*

*For the 2000-2001 school year, subgroup data is unavailable because the CST test was embedded in the CAT-6 test rather than being separate.

- In looking at the Hispanic cohort group from 2nd to 4th grade, the percentage of students performing at the advanced levels increased from 11% to 27%.

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 2nd
 Test California Standards Test

Edition/Publication Year 2004
 Publisher: ETS: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing month:	May	May	April
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	98%
% At or Above Basic	98%	99%	83%
% At or Above Proficient	81%	89%	57%
% At Advanced	46%	59%	28%
Number of students tested	100	88	80
Percent of total students tested	100%	99%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Asian</u>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	96%	100%	89%
% At or Above Proficient	84%	95%	71%
% At Advanced	44%	68%	47%
Number of students tested	25	22	17
2. <u>Hispanic</u>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	90%
% At or Above Basic	100%	100%	70%
% At or Above Proficient	74%	74%	20%
% At Advanced	37%	27%	0%
Number of students tested	27	15	20
3. <u>White</u>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	97%	98%	81%
% At or Above Proficient	86%	95%	62%
% At Advanced	61%	73%	28%
Number of students tested	36	37	32
STATE SCORES			
% At or Above Far Below Basic	101%	101%	100%
% At or Above Below Basic	96%	96%	92%
% At or Above Basic	76%	76%	68%
% At or Above Proficient	51%	53%	43%
% At Advanced	23%	24%	16%

- In looking at the Hispanic cohort data from 3rd to 5th grade, the percentage of students scoring at the proficient or higher level increased from 44% to 76%.

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 3rd
 Test California Standards Test

Edition/Publication Year 2004
 Publisher ETS: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing month:	May	May	April
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	99%
% At or Above Basic	91%	93%	88%
% At or Above Proficient	76%	73%	71%
% At Advanced	49%	46%	27%
Number of students tested	98	89	100
Percent of total students tested	99%	100%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Asian</u>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	88%	100%	84%
% At or Above Proficient	72%	87%	80%
% At Advanced	60%	81%	28%
Number of students tested	25	16	25
2. <u>Hispanic</u>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	75%	86%	85%
% At or Above Proficient	44%	41%	53%
% At Advanced	13%	14%	11%
Number of students tested	16	22	19
3. <u>White</u>			
% At or Above Far Below Basic	99%	100%	99%
% At or Above Below Basic	99%	97%	97%
% At or Above Basic	95%	91%	88%
% At or Above Proficient	91%	80%	79%
% At Advanced	62%	47%	36%
Number of students tested	45	36	44
STATE SCORES			
% At or Above Far Below Basic	100%	101%	100%
% At or Above Below Basic	96%	94%	93%
% At or Above Basic	73%	71%	67%
% At or Above Proficient	48%	46%	37%
% At Advanced	21%	19%	13%

- Of the 16 students within the Hispanic subgroup for the 2003-04 school year, 5 students received RSP support for mathematics. Interventions have been put in place to address the achievement gap in this area.

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 4th
 Test California Standards Test

Edition/Publication Year 2004
 Publisher ETS: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing month:	May	May	April
SCHOOL SCORES			
% At or Above Far Below Basic	99%	100%	100%
% At or Above Below Basic	99%	99%	99%
% At or Above Basic	87%	93%	86%
% At or Above Proficient	71%	73%	57%
% At Advanced	42%	46%	31%
Number of students tested	92	89	91
Percent of total students tested	100%	100%	94%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Asian</u>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	96%	93%
% At or Above Proficient	100%	87%	80%
% At Advanced	69%	73%	53%
Number of students tested	16	22	31
2. <u>Hispanic</u>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	95%
% At or Above Basic	77%	89%	70%
% At or Above Proficient	41%	61%	15%
% At Advanced	9%	22%	0%
Number of students tested	22	18	21
3. <u>White</u>			
% At or Above Far Below Basic	100%	100%	99%
% At or Above Below Basic	100%	100%	99%
% At or Above Basic	86%	95%	90%
% At or Above Proficient	74%	75%	65%
% At Advanced	44%	34%	34%
Number of students tested	43	44	33
STATE SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	93%	93%
% At or Above Basic	73%	72%	67%
% At or Above Proficient	45%	45%	37%
% At Advanced	18%	18%	13%

- Of the 22 students in the Hispanic subgroup for the 2003-04 school year, 7 students receive RSP support for mathematics. Interventions are in place to address this achievement gap.

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 5
 Test California Standards Test

Edition/Publication Year 2004
 Publisher ETS: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing month:	May	May	April
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	99%
% At or Above Below Basic	97%	95%	98%
% At or Above Basic	87%	89%	84%
% At or Above Proficient	63%	68%	56%
% At Advanced	33%	36%	28%
Number of students tested	97	98	99
Percent of total students tested	99%	100%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Asian</u>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	91%	100%	92%
% At or Above Proficient	78%	89%	70%
% At Advanced	52%	60%	35%
Number of students tested	23	35	23
2. <u>Hispanic</u>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	95%	85%	100%
% At or Above Basic	77%	70%	64%
% At or Above Proficient	42%	30%	23%
% At Advanced	24%	0%	5%
Number of students tested	17	20	22
3. <u>White</u>			
% At or Above Far Below Basic	100%	99%	100%
% At or Above Below Basic	96%	96%	98%
% At or Above Basic	88%	90%	91%
% At or Above Proficient	68%	66%	68%
% At Advanced	32%	36%	32%
Number of students tested	50	33	44
STATE SCORES			
% At or Above Far Below Basic	100%	100%	99%
% At or Above Below Basic	90%	87%	90%
% At or Above Basic	65%	61%	59%
% At or Above Proficient	38%	35%	29%
% At Advanced	12%	10%	7%

- In looking at the cohort data from 2001-02 to 2003-04, the number of Hispanic students performing at the advanced level increased from 11% to 24%.