

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 11112 Coronel Road
(If address is P.O. Box, also include street address.)

Santa Ana California 92705-
2464
City State Zip Code+4 (9 digits total)
County Orange State School Code Number* 30-73643-6030548

Telephone (714) 508-7898 Fax (714) 734-9462

Web site/URL www.tustin.k12.ca.us/arroyo E-mail mvillegas@tustin.k12.ca.us

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.

Date February 6, 2007
(Principal's Signature)

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

District Name Tustin Unified Tel. (714) 730-7301

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.

Date February 6, 2007
(Superintendent's Signature)

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

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.

Date February 6, 2007
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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: 18 Elementary schools
 5 Middle schools
 _____ Junior high schools
 4 High schools
 1 Other
 28 TOTAL
2. District Per Pupil Expenditure: \$8,206
 Average State Per Pupil Expenditure: \$8,288

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. 3 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	41	43	84		8			
1	47	48	95		9			
2	54	44	98		10			
3	49	50	99		11			
4	45	45	90		12			
5	58	42	100		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								566

6. Racial/ethnic composition of the school: 83 % White
1 % Black or African American
7 % Hispanic or Latino
9 % Asian/Pacific Islander
1 % 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: 3 %
 [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	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	552
(5)	Total transferred students in row (3) divided by total students in row (4)	.0254
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
9 Total Number Limited English Proficient
 Number of languages represented: 7
 Specify languages: **Mandarin (Putonshua), Vietnamese, Spanish, Armenian Farsi (Persian), Russian, Swedish**
9. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7%
40 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>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u>3</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> </u>
Classroom teachers	<u>25</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>2</u>	<u>11</u>
Support staff	<u>4</u>	<u>4</u>
Total number	<u>33</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1
 23:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	96%	98%	96%
Daily teacher attendance	95%	96%	98%	98%	97%
Teacher turnover rate	8%	7%	4%	8%	14%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Arroyo Elementary School is an exceptional place for student learning, parent activity and community involvement. Nestled within a quiet residential neighborhood, at the base of a foothill, Arroyo has a dynamic population of 566 students in grades K-5. It is a school rich in history with a long-standing tradition of academic excellence and community commitment. The heart and soul of the Arroyo learning community lies in its dedicated teaching staff and the strong force of parent leaders who work tirelessly to enrich and enhance the overall educational experience of all Arroyo students. By setting specific goals for student learning and creating strong systems of accountability, we have continued to raise our student achievement levels. We are unified by our mission statement: *We strive to be a community of learners that exceeds the standards; a place where academic success is balanced with creativity; where self and others are deemed worthy of respect and treated accordingly; where the skills for effective participation in the community and interpersonal relations are developed; where students, staff, parents, and community share the responsibility of working cooperatively toward the success of this mission.*

The curriculum at Arroyo is comprehensive in all areas, including academics, physical education and the arts. We strive to create standards based learning activities that are inventive, engaging and meaningful. Fundamental skills are taught in the context of a rich, student-centered environment, and they are modified and enriched in a myriad of ways to meet students' unique needs. Our gifted student population receives instruction in "cluster classrooms" and are exposed to differentiated lessons, tiered lessons, scholarly themes, independent study projects, after school enrichment opportunities in science and technology, as well as accelerated math courses.

Visual and performing arts permeate the school day, and nourish our students with programs rich in music as well as visual and performing arts. We enjoy Class Act status awarded by the Pacific Symphony Orchestra, enabling us to participate in their year long composer study, symphony visit, family night concert, and classical music lessons. All students also participate in a grade level drama performance and an interactive music education program six times per year. The "Art Masters" fine arts program introduces students to art concepts and the work of famous artists that they then have the opportunity to recreate. We offer an instrumental music program, and after school chorus, third grade recorder program, and after school keyboarding classes.

Our highly involved PTA generates over \$100,000 a year to support our classroom teachers, staff and school programs, The efforts of our dedicated PTA enables us to provide high quality field trips, educational assemblies, playground equipment, Outdoor Science School, our school gardens, supplemental instructional materials, and an abundance of technological resources including interactive SMART Boards in every classroom.

Students come first at Arroyo. Our established *Mustang Motto – Be caring in all you do, and be kind to everyone around you*, sets the tone for our learning community. Our monthly Lifeskills program, Arroyo Applause tickets, monthly awards assemblies, Ripple Kids service projects, Author's Tea celebrations, Success Team projects, Student Government, Academic Teams, and our weekly flag ceremonies model the high expectations we have for our students. Arroyo students are tomorrow's leaders – they are passionate about their community and the world they live in and they work intently to learn and achieve.

Arroyo's success is evidenced by our 2006 Academic Performance Index (API) score of 930. Over the past 5 years we have continued to increase our API score by a total of 52 points. We were honored as recipients of the California Distinguished School Award in 2006. We were also recognized by the California Business for Education Excellence/Just for Kids-California Honor Roll for outstanding academic achievement. Additionally, Arroyo was recognized as a finalist for Project Tomorrow's 2006 Innovation in Education Award for leadership in the area of technology.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Arroyo Elementary is ranked in the top ten percent of schools in California. Our high academic achievement is reflected in our consistent success on state wide standards and district achievement tests. Arroyo's API scores have consistently ranked 10 out of 10. We have also exceeded our Annual Yearly Progress goals.

Arroyo participates in the California State Assessment System, known as STAR. The STAR assessment system is comprised of a California Content Standards assessment which is criterion-referenced. Information regarding this testing system can be found on the state web site: STAR@cde.ca.gov. The state reporting is school wide and then by significant subgroups. Student results are reported in 5 levels; Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The state standard for all students is to be Proficient or Advanced, and therefore the reporting of Adequate Yearly Progress (AYP) for the purpose of compliance with the No Child Left Behind Act (NCLB) is in the terms of the percent of students reaching Proficient or Advanced. The goal for NCLB is 100% Proficient or Advanced by 2014 in both English/Language Arts (ELA) and Mathematics. For the five years since NCLB was implemented, Arroyo (school wide) has grown from 73.3% Proficient or Advanced in 2002 to 81.3% Proficient or Advanced in 2006 in English/Language Arts and in Mathematics from 73.5% in 2002 to 89% in 2006. The state goal for this period in time is 24.4% Proficient or Advanced in ELA and 26.5% Proficient or Advanced in Mathematics. In relation to state-established performance levels, the majority of Arroyo students demonstrated mastery of content standards and far exceeded state targets.

Additionally, the percent of students *exceeding* the state standards has grown in both ELA and Mathematics. The growth of the percent of students exceeding state standards is 31.3% since 2002 in ELA, and 35.7% in Mathematics. Therefore, for the 2006 results, 50% of the students at Arroyo exceed the state standards in ELA and 53% exceed the state standards in Mathematics.

For NCLB purposes, the state assessment used its Academic Performance Index (API) as the other indicator to demonstrate student success. The API measures where schools began in 1999, and requires them to grow at 5% of the difference between the schools base API and the final target of 800 on an annual basis. Progress by school is reported annually on the California Department of Education website. Each school has a school wide API and each subgroup has an earned API. Arroyo's continuous record of high student achievement is validated in the state's API. Arroyo began with an API of 872 and has grown to an API of 930 in 2006, a growth of 48 points since 1999.

In analyzing assessment results over time, it is evident that our students consistently score higher in math than in ELA. Given these results, our Leadership Team, School Site Council and Grade Level Teams have collaboratively developed our School Site Plan to address these needs. We have reallocated our fiscal and personnel resources in order to develop a Read Naturally Intervention program to specifically focus on reading fluency in all grades. We have implemented the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment system which is routinely administered by teachers and establishes our benchmark goals at each grade level for reading fluency. We have developed Literacy Assessment Plans at each grade level that specify all assessment tools that are used and their frequency. Our professional development plans have predominantly focused on improving writing instruction school wide. All teachers have attended professional development on the Six Traits of Writing model and work collaboratively to develop common writing prompts and analyze student writing using developed rubrics. We have continued to make reading a school wide focus as we have improved and updated our Reading Counts Incentive program with over 3,200 book titles and quizzes, rewards and updated teacher training. We have also made our library a top priority by creating a new Birthday Book Club, adding Barnes and Noble Nights with teacher readers, holding two Book Fairs a year, and celebrating Read Across Arroyo Day.

2. Using Assessment Results: The Arroyo staff analyzes and implements a range of assessment tools, both formative and summative, to monitor student success and measure our school effectiveness. Our district's standards-aligned assessment system, a Golden Bell Award recipient, is the driving force behind our increased student accountability and improved performance contributing to our 28 point API gain during the past two years. To begin the school year, our staff reviews state and district data and completes a thorough analysis of test results, including a four-year comparison of test scores, cohort group score comparisons, CST content cluster analysis, and comparison results with other schools in our district using computerized data charts from Data Director, our data system warehouse. Using this data, student sub-groups are specifically targeted to make instructional modifications and to provide differentiated support. For example, when our 4th grade team completed an in-depth analysis of their writing data and determined their students needed additional skill-based instruction, they created "power writing groups" across their grade level. Using common writing prompts, our teachers and principal were able to instruct intently, within smaller class sizes to address targeted needs. Achievement results on the 4th grade state writing exam showed a 31% increase in students achieving proficiency. Arroyo's language arts assessment system includes Literacy Assessment Plans which include: the Basic Phonics Test (BPST); DIBELS (Dynamic Indicators of Basic Early Literacy Skills) oral reading fluency and phonemic awareness tests; site word and word wall assessments; formal writing prompts; Houghton Mifflin Theme Tests; Reading Counts quizzes; leveled reading assessments; and the McLeod Comprehension Test. In mathematics, students are assessed using UCI Benchmark assessments, pre and post Sadlier unit tests, teacher generated tests, and formative Math Probes. These assessments are administered according to a pacing guide that strives to balance systematic instruction with routine assessments. While analyzing this data, we are able to target our students who are performing at basic and below levels on the CST by developing progress monitoring plans detailing the various class and school wide interventions in place.

3. Communicating Assessment Results: Understanding the high expectations of our community, we routinely communicate our evaluation results to all stakeholders. During annual Goal Setting Conferences, teachers report to parents on previous assessment information and use that information to develop individual student academic goals for the new school year. This fosters a partnership of learning between home and school. All students who do not perform at or above the 40th percentile on standardized tests, or who are not performing at grade level based on other testing, are offered intensive tutorial time or entered into our intervention program. Whole-school and individual assessment information is summarized and disseminated to school staff, parents, and other community members through school board presentations, School Site Council, faculty meetings, community newspaper coverage and PTA meetings. Community and Regional newspapers publish state and district standardized test results annually as well. Our School Site Council meets regularly to review our Single Plan for Student Achievement, which details assessment results, outlines student expectancies, school goals and expenditure plans. All parents are invited to attend and are notified via our Principal's Friday Message. Our School Accountability Report Card is available on our school web page and/or upon request from the office as well, which reports academic achievement scores and presents our school profile for the public. Parent-Teacher conferences are held in March to review progress made towards goals and to provide additional feedback in conjunction with the second trimester report card. Trimester report cards, progress reports, and fall and spring conferences provide further information regarding student progress and teachers regularly communicate via email, personal phone conferences, and weekly reports. Monthly PTA meetings, school newsletter, Principal's Friday Message, classroom newsletters, website and marquee update our community about academic achievements and expectations. Additional home-school communication is enhanced through our weekly Friday Folder system which includes graded class work and pertinent school information.

4. Sharing Success: As a professional learning community, the Arroyo staff takes great pride in sharing their successes with their colleagues, other schools, surrounding universities, visiting or student teachers, and the community. As the first school in our district to install and implement SMART Board interactive whiteboards in every one of our classrooms, Arroyo has been called upon to share our expertise and enthusiasm with many visiting educators and community members. Arroyo teachers have hosted district administrators and over 100 teachers this year during our district's Effective Schools Conference to model technology lessons, digital curriculum and media resources. One of our teachers was selected to attend SMART Technologies Master Training Institute with a select group of teachers from the state. Last Spring we were invited to share our schools technology vision with business leaders and other educators in the state at Project Tomorrow's 2006 Technology Summit. Our district often requests our talented teaching staff to share their expertise in various content areas during professional development trainings and workshops. Arroyo teachers currently serve as District Math & Writing Coaches, Beginning Teacher Support and Assessment Support Providers, Beckman Science Trainers, Gifted and Talented Education Teachers, and Technology Trainers. Furthermore, as the piloting elementary school in our district for the "Banking Minutes" program our school has been able to build in additional professional development and collaboration time every week. Our proposal has been shared district wide and nine other elementary schools have since successfully implemented the program. We continue to participate in the Tustin Public Schools Foundation Grant Program which has generated over \$43,000 for our school in teacher grant money. Grant-winning teachers are invited to share their grant ideas at a special showcase detailing each grant. Our principal serves on a District Advisory Committee with other principals and leads a cluster group of principals whose objective is to share successes with each other. Through our local media, including web sites, newsletters and a monthly *Schools New Roll Call* newspaper which highlights our school successes, we are routinely able to share our accomplishments, both inside and outside our district.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** At Arroyo, we strive to create a comprehensive, standards-aligned curriculum that reflects our commitment to respect every student as an individual learner. The curriculum is articulated across all grade levels and firmly embedded in our research-based selection of instructional materials. Our District Curriculum Guides determine the scope and sequence of our instructional delivery and detail specific objectives and performance indicators which students are expected to achieve. In mathematics, we are implementing Math Pacing Guides developed through the University of California, Irvine Math Project, which provide standards-based alignment with our Sadlier/Oxford math text, as well as manipulative based, experiential learning activities. Supplemental instructional materials in the area of math also include the use of the Marcy Cook Math Program, Bellworks, Touch Math, Math Their Way, Marilyn Burns replacement Units and various digital media resources containing virtual math manipulatives. As a staff we have studied LiPing Ma's book, Knowing and Teaching Mathematics, to assist our students in building a deeper conceptual understanding of the math curriculum.

In English Language Arts (ELA), the Houghton Mifflin Reading Program meets the literacy needs of our students through instruction in grammar, spelling, phonics, writing and reading. Universal Access Handbooks, Leveled Reader Sets, and a Challenge Handbook at every grade level provide additional resources to differentiate the ELA curriculum. A selection of core literature books are featured at every grade level and enable our students to participate in whole class novel studies. Students in grades 3-5 also participate in our Jr. Great Books Program which exposes students to classic literary selections and engages them in discussion groups that emphasize critical and evaluative thinking skills. Additional learning activities include writer's workshop, the 6-Traits Writing Model, literature circles, Reading Counts Incentive Program, Read Naturally, and Bellworks.

The Arnold and Mabel Beckman Foundation generously provide hands-on inquiry based science kits to our district which align with the science standards and are implemented at every grade level. Teachers are intensively trained in each unit of study to actively engage students in the scientific process through note-taking, journaling, and on-going experiments. Additionally after-school science classes are offered, students annually participate in our county's Astounding Invention Convention sponsored by a local community college, and all 5th grade students attend a weeklong overnight trip to Outdoor Science School.

The social studies curriculum is developed in accordance with our Harcourt Brace textbook and the state standards to include: dramatic arts presentations (*i.e. Community Helpers, Gold Dust or Bust, The Thirteen Colonies*), field trips, History in a Box, virtual field trips, and digital video media via UnitedStreaming.com. Parent specialists (geologists, engineers, firefighters, attorneys, etc.) also enhance this area of the curriculum and regularly share their knowledge and expertise with our students.

The Visual and Performing Arts curriculum includes instrumental band and strings, chorus, Meet the Masters, Class Act Pacific Symphony program, John Yeiser Music Program, third grade recorder program, and musicals are presented by each grade level.

Our physical/health education programs include physical education instruction, the President's Physical Fitness Award, Red Ribbon Week (drug/alcohol awareness), school wide field day, 4th/5th grade competitive volleyball teams, and our PTA sponsored Physical Fitness Week.

Arroyo's curriculum has developed as a response to state standards, diverse student needs, parent input, and rigorous academic expectations, and is comprised of balanced instruction in all content areas including language arts, mathematics, social studies, science, visual and performing arts, and physical education/health. All involved stakeholders closely communicate to coordinate resources, enrich the core curriculum, and incorporate technological tools to ensure mastery of the curriculum for all students.

2a. (Elementary Schools) Reading: Our integrated English Language Arts program, supported by the Houghton Mifflin literature adoption in 2004 and supplementary instructional resources, exemplifies a thinking, meaning-centered curriculum based on current research and best practices. All teachers have participated in multi-day trainings in spelling, reading, vocabulary and literary instruction to ensure program fidelity. This standards-based ELA program is delivered through explicit, systematic instruction and is based upon the scientific findings of the National Reading Panel. The program is enhanced with additional quality materials and programs such as guided reading with leveled trade books, daily language practice, district core literature, use of poetry, chants and songs, reader's theater and content-rich plays, current event publications such as *Time for Kids* and *Scholastic News*, the Scholastic Reading Counts incentive program, literature circles, writer's workshop, and the Junior Great Books program which incorporates critical thinking and analysis skills into daily reading. We have developed a Read Naturally intervention that targets our students who have not met their fluency goals each trimester. Students set individual goals and work with a trained teacher weekly to meet their target. Our "Big Buddy" program, in which 2nd through 5th grade classes are paired with kindergarten and first grade students, has been a highly successful peer mentoring program for language arts as well. To help students become effective communicators, listening and speaking skills are emphasized at all grade levels, using activities such as classroom sharing, debates and biographical "press conferences." Arroyo teachers use listening and speaking activities defined in *The Morning Meeting Book* by Roxann Kriete to develop our students skills in cooperation, assertion, responsibility, empathy and self-control.

3. Additional Curriculum Area: Arts education is especially prized by our school community, and Arroyo's arts program is an illustration of community teamwork and deep commitment to providing an integrated arts education for all students. Activities include band, chorus, plays, enrichment classes, field trips, student participation in contests, a school wide variety show, and community funded programs such as Music with Mr. Yeiser, Meet the Masters, Bowers Museum Cultural Trunks, and "Class Act" - a partnership between the Pacific Symphony Orchestra, the school, and community volunteers. Staff and parents recognize the value of arts education to promote critical thinking and life-long learning. Art, music and drama lessons are linked to standards-based lessons across the grade levels to achieve important learning goals. For example, a local repertory group annually presents plays based on district core literature to third, fourth and fifth graders. Students at each grade level present plays from *Bad Wolf Press*, which are directly linked to science and social studies content. Class Act and Art Masters lessons link art, drama and music to standards in science, math and social studies. These programs are funded primarily through sources including PTA funds and grants. Furthermore, we have maintained our Class Act Music status with the Pacific Symphony Orchestra since 1997. This nationally acclaimed music education program includes the following components: The Prelude Assembly to introduce the historical perspective of the composer of the year, grade level lessons taught by a symphony musician, a chamber music Family Night performance, a youth concert for the entire school at the Orange County Performing Arts, and a student-generated culminating BRAVO Assembly. In accordance with our mission we believe that to be an exceptional community of learners exceeding the standards, we must balance academic success with creativity. Through these programs and the commitment of our dedicated teachers to integrate the arts regularly, our students experience a curriculum embedded with opportunities to experience the visual and performing arts.

4. Instructional Methods: Striving to create an academically rigorous educational environment for our students, Arroyo teachers use an innovative, interdisciplinary, theme-based approach to instruction. Using a variety of differentiated instructional techniques teachers work to

meet the individual learning needs of all their students. Direct instruction, flexible grouping, whole group, small group, and one-on-one instruction, heterogeneous and homogeneous grouping, hands-on, inquiry-based and cooperative learning are methods used to implement the core curriculum. As a staff, we are currently implementing the research-based instructional strategies included in Classroom Instruction that Works, by Marzano to increase our effectiveness.

To assist struggling students and English Language Learners, paraeducators and teachers are trained in specially designed strategies such as Guided Language Acquisition and Development (GLAD), SDAIE and CLAD, which incorporate simulations, realia, manipulatives, modeling and demonstration. Extensive support is also offered through our Read Naturally Intervention, which supports students through systematic reading fluency practice in small groups. Our 16 GATE (gifted and talented education) certified teachers provide challenging curriculum extensions such as differentiated content, universal themes, compacted curriculum, tiered assignments, and independent study projects throughout all units of study for GATE and high-achieving students. In the area of mathematics, our instructional delivery includes smaller group instruction, effective questioning techniques, learning centers, and increased hands-on guided instruction. Simulated real-world experiences actively involve our students in their study of history as they participate as Explorers, Colonists, 49ers and Inventors. Innovative technological resources have also impacted and enhanced instructional delivery at Arroyo. We have installed SMART Boards (interactive whiteboards) in every classroom at Arroyo to connect all classrooms to the huge volumes of learning tools, digital media and research materials available via the internet. Using Smarttech software and subscribing to several online resources that directly support the state standards, teachers and students not only have access to multi-media presentations, virtual field trips, video clips, and virtual manipulatives, but they are able to actively engage with the resources directly on the SMART Board.

5. Professional Development: At Arroyo we continue to learn passionately from each other as we strive to improve student achievement levels and meet each child's unique needs. As a staff we have put into practice the work of Richard DuFour in building a strong professional learning community focused on results. Our schools professional development plan encompasses the professional development plan of our district which is presented via our Effective Schools Conference three times a year. All teachers enroll through a web-based system that allows them to view our district professional development courses, register for courses, and print a transcript. In this way Arroyo teachers are able to attend professional development throughout the year that is pertinent and aligned with our school's goals.

All teachers participate in school decision making by meeting weekly to evaluate curriculum, plan lesson delivery based on assessment data, share research, reflect on classroom practices, and confer about specific student challenges. Arroyo teachers are responsible for initiating the "Banking Minutes" program in our district, which enables instructional minutes to be added to four teaching days to allow for an early dismissal every Wednesday. Teachers and staff take advantage of two to three hours of designated time for school site planning, curriculum and grade level planning, staff meetings, and site and district staff development.

Arroyo teachers are also given regular release time and grade-level planning days to work together on school-wide accountability for state and district academic standards. In grade-level teams we conduct ongoing analyses of student performance data and adjust curriculum and long-range lesson plans accordingly. Grade level teams continue to map out strategies to meet standards and compare results of assessments to plan for additional staff development. By sharing strategies, teachers are able to pool understanding and organization of subject matter and develop meaningful data from assessments, as defined by the California State standards for teaching and learning.

PART VII - ASSESSMENT RESULTS

Grade/California Content Standards Test English Language Arts

Subject: English Language Arts Grade 2

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006

Publisher: Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient Plus Advanced State Standards	86	74	78	79
% Advanced State Standards	53	31	40	35
Number of students tested	98	87	91	97
Percent of total students tested	99	99	100	98
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

**Grade/California Content Standards Test
Mathematics**

Subject: Mathematics Grade 2

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006

Publisher: Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient Plus Advanced State Standards	90	85	88	86
% Advanced State Standards	64	59	62	55
Number of students tested	98	87	91	97
Percent of total students tested	99	99	100	98
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

**Grade/California Content Standards Test
English Language Arts**

Subject: English Language Arts Grade 3

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006

Publisher: Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient Plus Advanced State Standards	59	76	65	66
% Advanced State Standards	31	34	26	30
Number of students tested	89	91	77	105
Percent of total students tested	99	99	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

**Grade/California Content Standards Test
Mathematics**

Subject: Mathematics Grade 3

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006

Publisher: Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient Plus Advanced State Standards	81	82	80	72
% Advanced State Standards	50	54	51	30
Number of students tested	89	92	77	105
Percent of total students tested	99	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

**Grade/California Content Standards Test
English Language Arts**

Subject: English Language Arts Grade 4

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006

Publisher: Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient Plus Advanced State Standards	88	84	80	80
% Advanced State Standards	59	53	41	44
Number of students tested	99	78	102	77
Percent of total students tested	99	100	99	93
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

**Grade/California Content Standards Test
Mathematics**

Subject: Mathematics Grade 4

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006

Publisher: Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient Plus Advanced State Standards	90	85	82	77
% Advanced State Standards	55	44	44	36
Number of students tested	100	78	102	81
Percent of total students tested	100	100	99	98
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

**Grade/California Content Standards Test
English Language Arts**

Subject: English Language Arts Grade 5

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006

Publisher: Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient Plus Advanced State Standards	82	87	88	75
% Advanced State Standards	52	57	56	16
Number of students tested	79	104	98	129
Percent of total students tested	100	100	98	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

**Grade/California Content Standards Test
Mathematics**

Subject: Mathematics Grade 5

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006

Publisher: Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient Plus Advanced State Standards	83	77	71	63
% Advanced State Standards	35	45	29	22
Number of students tested	79	104	118	129
Percent of total students tested	100	100	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0