

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mrs. Sharon Geier

Official School Name: Danube Avenue Elementary School

School Mailing Address:
11220 Danube Avenue
Granada Hills, CA 91344-4319

County: Los Angeles State School Code Number*: 19 64733 6016695

Telephone: (818) 366-6463 Fax: (818) 363-4047

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

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Jean Brown

District Name: Los Angeles Unified Tel: (213) 241-7000

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Monica Garcia

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|------------|---------------------|
| 436 | Elementary schools |
| 75 | Middle schools |
| | Junior high schools |
| 64 | High schools |
| 132 | Other |
| 707 | TOTAL |

2. District Per Pupil Expenditure: 4370

Average State Per Pupil Expenditure: 8117

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	11	19	30	7	0	0	0
K	48	26	74	8	0	0	0
1	32	32	64	9	0	0	0
2	28	31	59	10	0	0	0
3	44	29	73	11	0	0	0
4	36	39	75	12	0	0	0
5	29	33	62	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							437

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
10 % Asian
8 % Black or African American
69 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
13 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the past year: 11 %

This rate is 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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)].	47
(4)	Total number of students in the school as of October 1.	409
(5)	Total transferred students in row (3) divided by total students in row (4).	0.115
(6)	Amount in row (5) multiplied by 100.	11.491

8. Limited English proficient students in the school: 20 %

Total number limited English proficient 88

Number of languages represented: 6

Specify languages:

Arabic, Armenian, Farsi, Korean, Spanish, Tagalog

9. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 276

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

The 276 number of students on free and reduced lunch represents our kindergarten through fifth grade students. Our pre-kindergarten enrollment is not calculated for the program. Therefore, two hundred and seventy six of our four hundred and seven kindergarten through fifth grade students are on the program. This comes to a percentage of 67%.

10. Students receiving special education services: 16 %

Total Number of Students Served: 72

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>29</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u>3</u> Developmentally Delayed

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>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>23</u>	<u>7</u>
Support staff	<u>8</u>	<u>10</u>
Total number	<u>58</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	96%	95%	95%	95%	95%
Teacher turnover rate	0%	8%	12%	4%	4%

Please provide all explanations below.

Prior to the beginning 2005-2006 school year two teachers retired and one teacher relocated to Northern California with her husband who accepted a job near Fresno, California, several hundred miles north of the greater Los Angeles, California neighborhood where we are located. As a small school with a teaching staff of only 25 teachers, three position changes equate to twelve percent of our certificated staff.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Danube's vision is that all children can learn and all children have a right to a quality education. A quality education means high academic expectations for all students. A quality education means a positive environment of trust, caring, and respect for all people. A quality education requires continuous development of professional skills and shared knowledge among faculty and staff. A quality education celebrates diversity as students develop respect and knowledge of their own culture, as well as for the many cultures with which they have the privilege to interact.

Tucked away in a small, residential neighborhood in Los Angeles, Danube Avenue Elementary School is an island of cultural diversity and educational excellence. Our campus of 437 School Readiness Language Development Program (SRLDP) pre-kindergarteners through fifth grade students is characterized by high expectations for all learners. The success of this commitment is illustrated by a rise of 243 points in state test scores in eight years. We have been honored as a California Distinguished School in 2008 and as a Title I Academic Achievement Award winner in 2006, 2007, 2008, and 2009.

Danube Avenue School is “data-driven.” Danube uses a variety of assessment measures to gauge student response to instruction and examines and improves instructional practices in response to results. Our unique quality - the one that completes and elevates our learning community - is our knowledge of, and interest in, each and every student as an individual and as a member of our Danube family. We know that providing a healthy, safe, and positive atmosphere that engenders student achievement begins with individual recognition and genuine caring. When any one of us - an administrator, a teacher, or a member of our support staff - sees a test score, we see a child, not a number.

Our office staff has a powerful knowledge of our community, and provides sources of information that are used positively to understand and support our students and their families. Our strong partnership with North Valley YMCA provides additional support for our students through child care, homework assistance, and a physical education program.

Our parents participate in school decision-making, and understand that they are respected from the moment they enter the office and are greeted promptly and courteously. Our mighty PTA raises funds through activities that not only provide money for field trips and special programs at school, but also build community. Our parents who sit on our School Leadership Council actively find programs that are aligned with our curriculum and standards. Over 95% of our parents participate in at least one school activity annually.

Our staff is remarkably stable. People who come to work here want to stay. Because we have been a school-based-management school we have had the opportunity to interview and select all staff members for many years. This has conveyed to new staff that our learning community has an investment in their success. This continuity provides a broad and deep institutional knowledge that guides and enhances our current decision making.

Danube celebrates a diverse population represented by African American, Asian American, Filipino American, Hispanic/Latin, and white students who work and play together. Sixty-seven percent of our students are Title I eligible; twenty percent are English Learners; sixteen percent are students with identified special needs. All students, regardless of home address, background, language, or educational needs are included in our Danube community.

Danube Elementary School's mascot, the Roadrunner, exemplifies the speed with which our students are individually and collectively moving forward. Their future rests on a strong foundation based on academic excellence, respect for self and others, and a commitment to lifelong learning. With a faculty, administration, staff, and community committed to teamwork and focused on keeping all students moving in the right direction, Danube Avenue Elementary School has no intention of slowing down – EVER!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Danube Avenue Elementary School participates in the California Standardized Testing and Reporting Program (STAR) which tests students in second through fifth grades. A major component of STAR, the California Standards Test, a criterion-referenced test, assesses students in grades second through fifth in the areas of reading and math. Fourth graders are also tested in writing and fifth graders are assessed on science standards. The CST's align with the California State Standards and curriculum. Students in first and third grades were tested on another component of the STAR, the CAT 6, which is a norm referenced test. Our special education special day program students participate in an alternate curriculum and are tested on the California Alternate Performance Assessment (CAPA) component of the STAR which measures their achievement on the above mentioned curriculum.

The Academic Performance Index (API) is a numeric index or scale ranging from 200 to 1000 points that relates a school's performance level based on the above mentioned test results. The target score for California schools is 800. Our current API is 858, reflecting a growth of 99 points in the last five years and 237 points since API information was initially released in 1999.

California Standards Test (CST) reflects directly to State adopted standards in reading and math. Results are divided into five bands: Far Below Basic, Below Basic, Basic, Proficient and Advanced. According to No Child Left Behind Annual Measurable Objectives, the goal for 2007/2008 English Language Arts Proficiency and advanced levels is 35.2%. Danube's average score for students proficient and advanced in ELA was 67% in 2008. All grade levels were at least twelve percentage points above the goal. The Annual Measurable Objective (AMO) goal for mathematics for 2008 was 37%. Danube's average last year was 77%, with 77% of our students in grades 2-5 being proficient or advanced in math, more than forty points above the goal.

Additional Measures: In addition to the STAR program we use periodic assessments in reading, math, and science, along with teacher observations and writing portfolios to guide instruction through out the year. We meet the needs of our diverse student population by using a wide range of assessments. Our bilingual students are tested on the California English Language Development Test (CELDT) to monitor progress in the acquisition of English. CELDT scores help guide placement and instruction in English Language Development for our English Learners (ELs). The average reclassification rate at Danube over the last five years is over 18% a year. Our special day program students are monitored according to their IEP goals. Classroom instruction in math and English language arts is based on formative and on going assessment data that guides teachers as they design appropriate instructional experiences for students.

Danube's test scores and continued academic progress exceed the averages of the District and State, and reflect our school's commitment to continuous learning and improvement driven by our fundamental belief that all children can learn and achieve at high levels.

State assessment data is available at www.cde.ca.gov.

2. Using Assessment Results:

The Danube Avenue School staff is engaged in an ongoing cycle of review and analysis of test data, student work samples, and other artifacts, diagnosing weaknesses, building on strengths, reflecting on instructional practices, monitoring student progress, and modifying programs as needed. For example, as teachers reviewed the writing performance assessment, it was determined that instruction in writing skills needed to be upgraded and modified. Under the leadership of the Instructional Design Team, teachers agreed to focus on the writing process and revisit the materials and strategies included in the English Language Development (ELD)

Practicums. An ongoing review of the impact of these measures by the IDT determines when additional professional development and/or other resources are needed.

Monitoring of academic programs is continuous, beginning in August when the principal reviews the CST scores, compares them with previous years and identifies students who may be at risk. Meeting individually with teachers, the principal reviews test data and discusses their goals and plans for the students in their classrooms, not as an evaluation, but to provide support and encouragement. The results of this analysis and review form the basis for program placement, instructional planning, scheduling of professional development, and budget decisions. Grade level teams develop, articulate, plan, assess, and examine student work on a continuous basis, closely monitoring each child's progress toward standards and developing strategies to provide challenges and support to those in need. Like pieces of a puzzle, all these elements are included in overall planning by the School Site Leadership Council, the Instructional Design Team, and the staff. Decisions about budget expenditures, intervention and enrichment programs, ELD placement, and staff training are all focused on student needs based upon the results of formative, ongoing, and summative assessments.

3. Communicating Assessment Results:

Families are informed about the California State Standards through District publications, on Back to School Night, via monthly newsletters, during conferences with teachers, and individual test scores that are mailed home. Teachers discuss and clarify the meaning of standardized test scores, and communicate student progress, as well as provide information about the children's social, emotional, and physical well being. Parent conferences are well attended, with over 90% of families participating. Some teachers send home weekly letters describing current standards being taught. Fifth grade students write weekly summaries outlining the previous week's work. The summaries are then sent home for parent review and signatures.

Not only do teachers and administrators continuously monitor student progress toward meeting grade level standards, but parents are informed on a regular basis through various means of home/school communication. Parent conferences are held twice during the school year, when assessment information and student progress is shared. School Site Council, composed of equal representation of parents and staff, reviews new school assessment data early in the school year. The agendas for all the councils, as well as PTA, include reports by administrators and reviews of progress toward goals, and other information about student achievement. The responsibility and accountability of parents is clearly detailed in the School/Parent Compact and includes establishing a supportive home learning environment, monitoring students' attendance and homework, and attending school events.

Parents and community can access detailed information about our school through the Los Angeles Unified School District and the California Department of Education websites. The School Accountability Report Card is an annual State of California report to the community which communicates school test results, attendance and other school information. In addition, the LAUSD's individual school report card was sent to all parents in December 2008. Danube Avenue Elementary has a website that conveys important school information.

4. Sharing Success:

The Danube Avenue School staff shares a strong sense that working with others in the educational community is beneficial to everyone. We communicate and share our success in several ways.

During a "Buy Back (professional development) Day" prior to the beginning of the last school year, Danube hosted kindergarten teachers from eight local elementary schools for a day of learning and sharing. The literacy and mathematics coaches presented pertinent information and best practices. This was followed by small group discussions and sharing of information, successes, best practices, and strengthening of strategies. This year third grade teachers from neighboring schools met with our mathematics coach to examine and construct a third grade concept lesson which would then be presented to individual classes.

Developing future administrators and teachers ensures that our success and that of the education profession continues to grow. Danube serves as a training site for student teachers from California State University, Northridge (CSUN). Two of our former student teachers are highly qualified credentialed teachers at Danube and received support from our National Board Certified Teacher, Beginning Teacher Support and Assistance provider (BTSA). Several staff members are working on or have received their master's degrees and credentials in administration in the last few years. Danube's principal is their on-site field supervisor and provides mentoring and support for them.

Our reputation for collaboration and support is not only recognized for its success by the local educational community. The Los Angeles Unified School District, Division of Special Education, Support Unit North, asked us to host educators from England to share our special education program with them. This was a pleasure as well as a growth experience for us.

Our National Board Certified Resource Specialist Teacher teaches assessment protocols to special education teachers in District One and Two of LAUSD. Our principal participates in the Elementary Principals' Organization (EPO) on the district level and teaches a course in leadership to aspiring administrators at CSUN.

We will continue to partner in the training of student teachers, host visitors at all times, and sponsor professional development events with local schools. We look forward to sharing our successes with others. In sharing and exchanging ideas with others, we reflect on our own best practices and gain insight as we continue to grow as a "professional learning community."

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum, while centering on the development of the literacy skills of reading, listening, speaking, writing, and mathematics, includes instruction in all elementary subjects, aligned to and driven by the California State Standards and Frameworks. English Language Arts (ELA) and math skills are integrated across the curriculum, as are strategies for English Language Development. Open Court Reading (OCR) units provide a starting point for thematic units, such as the second grade unit "Fossils" which includes ELA reading and writing assignments, experiences using standard and non-standard measurement, earth science, vocabulary development for English Learners, and art lessons. Frequent assessment is directly linked to the standards and curriculum to measure mastery. Our teachers are very knowledgeable in the content standards that guide their daily instruction in the areas of reading/language arts, mathematics, science, English language development, social studies, visual and performing arts, technology, and physical education.

Research-based strategies including the Principles of the Institute for Learning, are an integral part of the instructional program at Danube. Using Principle One, *Learning, Organizing for Effort, Curriculum Geared for all Students*, teachers meet to plan appropriate instruction for students. For example, the aphasia teacher makes accommodations to ensure equal access to the curriculum for her students. Teachers with GATE students clustered in their classes write a plan addressing their students' special needs, provide a curriculum to challenge these students, and participate in yearly professional development.

Our reading and language arts program, The Open Court Reading Program, is phonics based with balanced instruction in spelling, dictation, grammar, vocabulary, reading comprehension, and the writing process. OCR was adopted by our district several years ago as part of a large scale reform effort and to ensure a consistency of instruction across our very large district, where student transiency is a concern.

In mathematics, mastery of mathematical skills and problem solving strategies based on California State Standards is expected. Teachers deliver a comprehensive mathematics curriculum in which the core text, Harcourt Math, is used in conjunction with a hands-on approach, including the use of a variety of manipulatives and math journals. Students use math journals not only to record solutions to problems, but also to record their mathematical reasoning. Quarterly mathematic assessments as well as regularly administered publishers' tests guide instruction.

Science instruction at Danube, according to the California State Standards, includes earth, life, and physical science at all grade levels, using a combination of textbook instruction and hands-on experiences. Third through fifth grade classes use the Foss Science textbooks and K-5 use the Foss Science kits to guide instruction. Teachers received training on implementing the program and coaching students to answer more elaborate constructed response questions.

The social studies curriculum, following the California Frameworks and State Standards, builds concepts about the community, city, state, and country from kindergarten through fifth grades. Danube students demonstrate intellectual reasoning, reflection, and research skills in conjunction with the history/social studies curriculum.

The curriculum is enhanced by field trips providing our students with real world experiences that relate to OCR, social studies or science units. The kindergarten and first grades visit various sites in the community such as local fire and police stations. Second graders visit the Natural History Museum, extending their study of dinosaurs. Third graders have a city wildlife unit in OCR and expand their experiences at the William O. Douglas Outdoor Classroom. As part of fourth grade social studies and California history, classes walk to the San Fernando Mission, located a mile from our school. Our fifth graders enrich their studies through a three day

science school at the Catalina Island Marine Institute where they study the kelp forest, fish adaptations, astronomy, and environmental awareness.

The school believes that there is an important connection between academic success and a healthy lifestyle, and consequently, the staff promotes health education. Our Health Education Program (HEP) coordinator trains the staff to use materials that incorporate health issues into the curriculum. Recognizing the effects of childhood obesity, we encourage our students to make healthy choices in the food they eat and in their physical activity level.

Our physical education and psychomotor programs, which correlate with the California State Framework for physical education, allow students at each grade level to advance their skills and fitness levels.

2a. (Elementary Schools) Reading:

Danube Avenue Elementary School uses as its core language arts curriculum State and District adopted Open Court Reading (OCR). The Los Angeles Unified School District adopted OCR in 2000 for grades kindergarten through fifth. Our superintendent wanted uniformity in teaching standards based curriculum in classrooms and schools across Los Angeles Unified. All teachers attend a grade level specific training for the program. The effectiveness of this program is assessed through periodic testing, teacher made tests, and observation, along with state and district mandated tests.

Open Court is designed as a systematic instructional program incorporating all areas of reading and language arts. Comprehension strategies are taught through modeling and think alouds. Teachers augment this program through the use of *Thinking Maps* and other graphic organizers to assist students in developing comprehension skills such drawing conclusions and understanding cause and effect. The use of graphic organizers provide a multi modality approach to instruction. During Individual Work Time (IWT) teachers differentiate instruction to meet the diverse needs of targeted groups of students based on data gleaned from periodic assessments. Students who continue to be at risk are referred to and attend a before or after school intervention program with a focus on English Language Arts.

At a school wide level we engage in activities and programs that assist and encourage students and families to become active participants and readers. We sponsor a library Read Aloud Night several times during the school year when families come to the school in the evening, read to each other, and participate in activities planned by our librarian. One of the children's favorite activities is to read to the principal at this event. Students are sent to the principal's office during the school day to read to her, get special recognition in another academic subject, and earn a "gold" medal to put up on the bulletin board in her office. Our literacy coach presents workshops to parents on how to help their children with reading. Danube participates in the Reading Is Fundamental Program (RIF), allowing all students to receive three free books during the school year. A *Book Buddies* program matches kindergarten students with fourth and fifth graders. Initially, older students read to younger ones, but by the end of the year, students are reading to their older "buddies."

3. Additional Curriculum Area:

This is the third year that Danube has been involved in the District's visual and performing arts program. At Danube, we believe that every student should have the chance to understand and appreciate the visual and performing arts. Inclusion in the arts program has made it possible for us to provide Danube students with a comprehensive, standards-based arts education that includes dance, music, theater, and visual art taught by teachers with an expertise in these areas.

The arts help energize our school environment, allow for arts to be experienced across all content areas, and help students develop critical skills for life and work. Guest teachers instruct students in the standards while modeling demonstration lessons for Danube teachers to use at a future time. Third grade teachers have routinely

integrated skills that they learned from the drama teacher into their vocabulary development program. Our kindergarten rotations now include an exercise and dance rotation which helps our kindergarten students develop coordination skills. Our winter program included several dances choreographed by classroom teachers using information learned during the past two years from our very talented dance teacher.

Fine Arts experiences enhance the standards in all curricular areas and make them relevant to students. With the guidance of their teachers, students use the information from the visual arts component when writing and illustrating their Young Author's books in May. Parents and students alike look forward to our Danube Avenue School Art Gallery in May which displays students' visual arts accomplishments. As students develop their performance skills, they grow in social awareness, self esteem, respect for others, and demonstrate qualities of leadership.

4. Instructional Methods:

A quality educational program at Danube Avenue Elementary School is driven by adherence to the California State Standards and measured by assessment that drives the instructional program.

Across all grade levels, we set clear expectations for student achievement that match and sometimes exceed the California State Framework and California State Standards. State Standards are visible in all classrooms, as teachers look to these standards to direct their instruction. Paraprofessionals work with students individually or in small groups to practice reading fluency or math skills under the direction of the literacy or math coach. Differentiated instruction, especially during Independent Work Time (IWT), is effectively utilized for both at risk and proficient students. We meet the needs of all students and provide them with the opportunity to demonstrate their individual strengths and talents. Students who are proficient in the standard participate in small group discussions such as Literacy Circles. Grade level projects such as a mission research project, a fifth grade heritage assignment and a second grade fossil project not only support but also enrich standards based instruction.

Danube teachers use a variety of effective instructional approaches. Direct instruction, pre-teaching, re-teaching, guided practice, small group instruction, individual instruction, peer tutoring, and paraprofessional assistance are proven strategies that our teachers use to help students learn skills and standards. IWT during English Language Arts and math provides opportunities for individual instruction, allowing teachers to differentiate for students not yet proficient, as well as for the high achieving students.

We ensure that appropriate instruction is provided to meet the needs of our English Learners with students assessed regularly to determine their English Language Development (ELD) level. Using the Open Court ESL materials and *Into English*, English learners are provided opportunities to access the core curriculum. Forty-five daily minute ELD lessons meet the special needs of these learners. Special Designed Academic Instruction in English (SDAIE) strategies are used throughout the curriculum. Graphic organizers, realia, and scaffolding strategies are used as needed. English Learners who are not achieving proficiency in English as rapidly and effectively as possible are eligible for our intervention program. Spanish speaking teachers, paraprofessionals, and staff members help students access the curriculum and facilitate parent communication.

Danube maintains a strong commitment to providing appropriate instruction to meet the needs of students with disabilities and health issues. We have five special day program classes, and one resource specialist program. Our special education teachers help to monitor the instructional program for students with special needs in general education classrooms, collaborating with the general education teacher and the paraprofessional working with the students.

5. Professional Development:

We believe that professional development is the avenue to elevating the skills of all our staff, and in turn, improving the academic achievement of all students. Based on the Institute for Learning Principles, our professional development is aligned with standards based instructional goals and is targeted to meet student needs. Professional development topics offered at school are based on assessed needs and include training for teachers, paraprofessionals, classified staff, and administrators in small group/grade level sessions and whole staff meetings. The Instructional Design Team, composed of administrators, coaches, grade level chairs, and the lead teacher, meets early in the school year to plan professional development based on needs described in the Single School Plan. (SSP) and CST and other assessment material. The SSP is based on the California State Standards and the California State Frameworks and outlines the activities that enable all students to attain or exceed grade level standards and meet the AYP and API goals. Data gathered from classroom visitations by administrators, local district personnel, and teachers influence grade level professional development. The assistant principal supervises our paraprofessionals and plans their staff development and training. For example, an inservice on learning styles has improved their skills in working with our diverse student population.

After reviewing data, the Literacy and Math Coaches make recommendations to the Instructional Design Team for professional development. During Buy Back Days, which are pupil free professional development days, teachers review student data, discussing and evaluating needs for further training. For example, two years ago the Literacy Coach, after meeting with grade levels and reviewing their data, provided focused training on writing skills. A significant improvement was noted when reviewing the fourth grade CST writing scores this year.

Grade level professional development and planning provides teachers an opportunity to share best practices in teaching a particular skill. Other teachers can use these practices which benefit all students at that grade level. We regularly review assessment measures, including class performance, work samples, and curriculum-based testing to determine instructional implications.

Teamwork is the backbone of our student success and staff development programs. Grade level teams develop, articulate, plan, assess, and examine student work on a continuous basis, closely monitoring every child's progress towards mastering standards and developing strategies to provide challenges and support those in need. We believe that our professional development has been successful as witnessed by the growth of our API and AYP by all sub-groups.

6. School Leadership:

Belief in the tenets of site-based management is a core value at Danube and, consequently, the staff and administration reach out to all stakeholders and welcome them into leadership roles.

In 1993 when Danube began a journey towards greater collaboration among all stakeholders, the School Based Management Council, which is Danube's leadership arm, mainly emphasized matters of governance and operations. However, some 15 years later, that focus has shifted to the promotion of academic excellence. Now the council agendas reflect the goal of providing a standards-based program and rigorous, differentiated instruction, and high expectations for all students. Collaboration with stakeholders is an ongoing practice with continuing participation of the School Site Council (SSC), English Learners Advisory Committee (ELAC), Compensatory Education Advisory Committee (CEAC), and School Based Management (SBM) Council. The principal attends all meetings and is a liaison to all groups. The School Site Council is comprised of an equal number of parents and school site personnel, elected to the committee by members of their stakeholder groups. The Council is responsible for scheduling school events, professional development, certain budgets, discipline and safety policies and supplies. Student Council members also attend the SBM Council meetings to schedule and receive approval for their activities. For example, the Student Council requested that they be allowed to schedule an after school dance for upper grade students in May after the completion of testing. The Council

rejected their original proposal, but suggested that the students submit another, more detailed plan. Working with their advisor, the school principal, another plan was developed and submitted. The result was a very successful lunchtime activity during which the students demonstrated their social skills and gained real life experience in organizing and planning. The dance is a yearly occurrence and this year a second dance, an Inaugural Ball, took place on January 20, 2009.

Under the instructional leadership of the principal and the IDT, grade level teams examine the state standards and how they are related to the current units being taught, sharing ideas to improve and motivate student achievement. The principal is deeply involved in the monitoring of student progress, analyzing data, and discussing results with the staff. In addition, she attends professional development workshops, sharing skills and strategies with staff. The principal visits classes on a regular basis, knows all students and families, and works closely to provide appropriate programs for all. The Assistant Principal, Elementary Instructional Specialist (APEIS) works with all special education programs and attends and monitors the IEP process.

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	76	49	49	65	36
% Advanced	29	16	11	15	10
Number of students tested	63	63	63	60	72
Percent of total students tested	89	97	91	92	96
Number of students alternatively assessed	8	2	6	5	3
Percent of students alternatively assessed	11	3	9	8	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	73	49	43	56	34
% Advanced	27	12	7	8	13
Number of students tested	40	48	49	36	47
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	69	44	44	62	33
% Advanced	19	9	7	11	8
Number of students tested	42	43	46	37	48
3. (specify subgroup): English Learners					
% Proficient plus % Advanced	43	33	27	27	6
% Advanced	7	13	7	7	0
Number of students tested	14	15	15	15	18
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced					0
% Proficient plus % Advanced					0
Number of students tested					10

Notes:

Please note that our percentage of students tested on the alternate curriculum, California Alternate Performance Assessment (CAPA) from second through fifth grades reflect the numbers and percentage of moderate to severe students enrolled in our special day programs for moderate to severe students.

Subject: Mathematics

Grade: 3 Test: California State Standards

Edition/Publication Year: Updated Annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	68	85	85	63	65
% Advanced	38	41	49	25	19
Number of students tested	69	59	60	75	72
Percent of total students tested	95	91	88	95	92
Number of students alternatively assessed	4	6	8	4	6
Percent of students alternatively assessed	5	9	12	5	8
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	66	84	82	62	63
% Advanced	35	40	41	30	9
Number of students tested	55	43	34	47	46
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	66	90	83	62	62
% Advanced	30	38	47	23	16
Number of students tested	50	45	37	47	45
3. (specify subgroup): English Learners					
% Proficient plus % Advanced	47		73	63	75
% Advanced	27		18	25	30
Number of students tested	15		11	16	20
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	50			10	29
% Proficient plus % Advanced	20			10	7
Number of students tested	10			10	14

Notes:

Subject: Reading

Grade: 3 Test: California State Standards

Edition/Publication Year: Updated Annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Apr	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	48	36	51	29	22
% Advanced	12	5	7	4	7
Number of students tested	69	59	60	75	72
Percent of total students tested	95	91	88	95	92
Number of students alternatively assessed	4	6	8	4	6
Percent of students alternatively assessed	5	9	12	5	8
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	44	30	50	28	11
% Advanced	9	5	3	4	2
Number of students tested	55	43	34	47	46
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	40	38	53	26	18
% Advanced	6	4	6	4	7
Number of students tested	50	45	37	47	45
3. (specify subgroup): English Learners					
% Proficient plus % Advanced	13		18	6	15
% Advanced	0		0	0	10
Number of students tested	15		11	16	20
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	10			10	7
% Proficient plus % Advanced	0			0	7
Number of students tested	10			10	14

Notes:

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	92	83	75	61	65
% Advanced	57	64	37	39	38
Number of students tested	61	59	75	70	61
Percent of total students tested	92	88	93	93	88
Number of students alternatively assessed	5	8	6	5	8
Percent of students alternatively assessed	8	12	7	7	12
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	91	76	71	61	60
% Advanced	59	54	29	33	32
Number of students tested	46	37	48	49	38
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	96	76	72	60	64
% Advanced	59	58	34	36	34
Number of students tested	46	38	50	45	45
3. (specify subgroup): English Learners					
% Proficient plus % Advanced		54	69	33	40
% Advanced		31	8	13	20
Number of students tested		13	13	15	10
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced				19	
% Proficient plus % Advanced				13	
Number of students tested				16	

Notes:

Subject: Reading

Grade: 4 Test: California State Standards

Edition/Publication Year: Updated Annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	75	78	55	50	46
% Advanced	33	46	21	19	20
Number of students tested	61	60	75	70	61
Percent of total students tested	92	88	93	93	88
Number of students alternatively assessed	5	8	6	5	8
Percent of students alternatively assessed	8	12	7	7	12
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	74	68	50	43	42
% Advanced	26	32	19	10	8
Number of students tested	46	37	48	49	38
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	76	66	52	44	44
% Advanced	30	40	18	13	16
Number of students tested	46	39	50	45	45
3. (specify subgroup): English Learners					
% Proficient plus % Advanced		23	15	27	20
% Advanced		8	0	7	0
Number of students tested		13	13	15	10
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced				13	
% Proficient plus % Advanced				6	
Number of students tested				16	

Notes:

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	83	47	64	72	58
% Advanced	53	21	23	33	10
Number of students tested	59	71	66	60	60
Percent of total students tested	88	92	94	94	90
Number of students alternatively assessed	8	6	4	4	7
Percent of students alternatively assessed	12	8	6	6	10
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	71	44	61	71	62
% Advanced	46	20	14	29	8
Number of students tested	35	50	44	42	39
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	80	38	66	72	63
% Advanced	49	13	17	30	9
Number of students tested	35	45	41	46	43
3. (specify subgroup): English Learners					
% Proficient plus % Advanced		33	27	40	59
% Advanced		8	0	0	6
Number of students tested		12	11	10	17
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced			25		
% Proficient plus % Advanced			6		
Number of students tested			16		

Notes:

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: Updated Annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	70	44	47	45	50
% Advanced	34	13	17	13	17
Number of students tested	59	71	66	60	60
Percent of total students tested	88	92	94	94	40
Number of students alternatively assessed	8	6	4	4	7
Percent of students alternatively assessed	12	8	6	6	10
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	60	38	43	50	46
% Advanced	31	10	11	14	10
Number of students tested	35	50	44	42	39
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	66	38	49	48	51
% Advanced	29	13	12	11	14
Number of students tested	35	45	41	46	43
3. (specify subgroup): English Learners					
% Proficient plus % Advanced		0	9	0	35
% Advanced		0	0	0	0
Number of students tested		12	11	10	17
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced			6		
% Proficient plus % Advanced			6		
Number of students tested			16		

Notes: