

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Kathleen Kingsbury

Official School Name: Camellia Basic School

School Mailing Address:
6600 Cougar Drive
Sacramento, CA 95828-1463

County: Sacramento State School Code Number*: 34-67-639-6033823

Telephone: (916) 382-5980 Fax: (916) 382-5918

Web site/URL: www.scusd.edu E-mail: kingsbuk@sac-city.k12.ca.us

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jonathan P. Raymond

District Name: Sacramento City Unified School District Tel: (916) 643-7400

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ellyne Bell

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.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)	57	Elementary schools (includes K-8)
	9	Middle/Junior high schools
	9	High schools
	1	K-12 schools
	76	TOTAL

2. District Per Pupil Expenditure: 6011

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. 1 Number of years the principal has been in her/his position 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			0	6	19	14	33
K	47	48	95	7			0
1	42	47	89	8			0
2	35	39	74	9			0
3	34	39	73	10			0
4	33	26	59	11			0
5	33	25	58	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							481

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
52 % Asian
13 % Black or African American
21 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
11 % 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: 7 %

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.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	34
(4)	Total number of students in the school as of October 1.	481
(5)	Total transferred students in row (3) divided by total students in row (4).	0.071
(6)	Amount in row (5) multiplied by 100.	7.069

8. Limited English proficient students in the school: 42 %

Total number limited English proficient 204

Number of languages represented: 18

Specify languages:

Arabic, Cantonese, Filipino, Hindi, Hmong, Indonesian, Japanese, Khmer, Lao, Mandarin, Mien, Punjabi, Russian, Spanish, Thai, Turkish, Ukrainian, and Vietnamese

9. Students eligible for free/reduced-priced meals: 78 %

Total number students who qualify: 373

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 data from the 3rd month enrollment found 74% of our students to be free/reduced-priced meal eligible. However, as of February 18, 2010, our actual numbers are approximately 4% higher with 373 students eligible.

10. Students receiving special education services: 3 %

Total Number of Students Served: 16

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>10</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>24</u>	<u>12</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 25 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	0%	43%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

As is presented in the "Teacher Turnover Rate" data, the staff at Camellia is unusually stable. As the Sacramento City Unified School District worked to manage severe budget cuts, "Golden Handshakes" were offered to the most experienced teachers. Nine of Camellia's long term teachers retired in June of 2007.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

At Camellia Basic School, we inspire and provide opportunities for all students to achieve high standards of performance for success in school, life, and work.

~Celebrating 30 Years of Excellence~

When a visitor first approaches our school through the modest, ethnically diverse neighborhood, Camellia Basic School stands out as a clean and safe place, an obvious source of pride in the community. The visitor continues into the front doors where the cafeteria is filled to capacity with award banners proudly displayed among student created murals. As one visitor said, “The moment you step on campus, you sense there is something very different going on here. You can’t put your finger on it right away, but you know you are somewhere very special where learning is happening everywhere.”

Camellia Basic School, founded in 1979, is a magnet elementary school of 483 students in grades K through six located in a large urban district in Sacramento, California. As an academic prep school, Camellia develops excellence through emphasis on the skills of reading, writing, and mathematics. Camellia students have always exceeded district, state, and national averages on state and national assessments. The structured program of the basic school teaches the essential qualities of cooperation, responsibility, courage, and self-esteem by stressing excellence in class work, school work, and team work. Students also develop lifelong skills by participating in instruction in technology, art, music, physical education, social studies, and the sciences. Students gain invaluable skills of cooperation, mutual respect, and problem solving through regular participation in class meetings. In this environment, students learn to articulate and express their opinions and feelings in the healthy exchange of ideas that encourages *all* students to share in the problem-solving process. Visitors have come from across the state to observe our students engaged in this process.

The social, economic, and cultural diversity of our community is a source of great strength for our school. Camellia has a student body of 89% ethnically diverse students speaking 18 different languages. We have 42% English Language Learners, and 78% free and reduced priced school meals program students. Camellia’s staff takes its greatest pride in our disaggregated test scores which show virtually no measurable difference between Camellia’s sub groups in academic success. Closing the achievement gap has long been our highest academic priority. Camellia’s history of success has been well rewarded as evidenced by a cafeteria filled with banners.

Camellia has an indelible tradition of pride and self-sacrifice that permeates every level of the program. From the custodial and kitchen staffs to the principal and front office, the teachers and the teachers’ aides, we are all working as a team to provide the best possible learning environment for our students. Teachers come early and stay late volunteering their time at lunch hours, recesses, and after school to help Camellia students succeed. Parents are also an essential part of the Camellia experience; working together with the staff they logged over 20,000 hours of volunteer time last year. It is that spirit of working together toward a common goal that makes Camellia such a great place to learn. Our staff and parent group also work together to bring many enrichment opportunities to our students. Lunar New Year Parade, Multicultural celebrations, assemblies, family nights, gardening days, talent shows, carnivals, classroom speakers, young author celebrations, and educational field trips are just some of the opportunities provided through volunteer efforts. The Camellia community works together to meet the needs of all of our students. Working as partners, teachers, support staff, parents, and community members provide our students with the support and direction necessary to develop into exemplary learners and citizens with the skills, motivation and enthusiasm to positively impact our changing world. Camellia Basic School offers students a positive, safe, and consistent environment for success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

All California public school students in grades two through eleven participate in the state's Standardized Testing and Reporting (STAR) program (www.cde.ca.gov/ta/ac/ar/) which consists of several testing components designed to test the students' mastery of the California State Standards for English/language arts, math, history/social science, and science. Students receive scaled scores which are classified into five performance levels: 1. Advanced, 2. Proficient, 3. Basic, 4. Below Basic, and 5. Far Below Basic. The State's expectation is that students perform at the advanced or proficient levels.

In addition to the federal Adequate Yearly Progress (AYP) objectives, California has an additional ranking and rating scale. The Academic Performance Index (API) is a numeric index ranging from 200 to 1000 that reflects a school's performance level based on the results of statewide testing. Schools are expected to reach a target score of 800. Camellia's current API score is 894 with an average score of 895 over the last five years. Additionally, similar schools in California are ranked on a scale from 1-10, lowest to highest, based on school demographics and academic performance. When compared to all California elementary schools, Camellia ranks 10 out of 10, and when compared to similar schools, we also rank 10 out of 10.

Our goal at Camellia is to ensure that all children are scoring in the proficient to advanced ranges. The five year average percentage of all Camellia students who tested at proficient or advanced levels in English/Language Arts is 72.15%, compared to the state average of 52.8%. In mathematics, 84.82% of Camellia students scored at the proficient or advanced levels, compared to the state average of 59.8%. Camellia's most recent AYP results show a 100% participation rate.

Due to Camellia's diversity, our assessment data for a five year average is divided into four subgroups: 1. Asian (largest other subgroup), 2. Hispanic, 3. Socio-Economically Disadvantaged and 4. English Learners. The Asian subgroup population achieved 67.68% proficient or advanced in ELA and 88.76% proficient or advanced in math. Our Hispanic sub-group population shows achievements of 69.8% proficient or advanced in ELA and 78.36% proficient or advanced in math. Our Socio-Economically Disadvantaged subgroup population scored 70.84% proficient or advanced in ELA and 85.52% proficient or advanced in math. This group is Camellia's highest achieving subgroup. The English Learner subgroup earned 49.4% proficient or advanced in ELA over five years, however they scored 68% this year and 84.25% proficient or advanced in math. Our EL subgroup's lower performance in ELA at the proficient and advanced levels leads the staff to recognize the need for further intervention for this population.

Camellia Basic School is consistently recognized by district, state, and national organizations for exemplary academic achievement. Camellia earned a "National Magnet School of Merit" Award in 1997. Camellia Basic was one of only 42 schools to receive this award in the nation. In 2003 and 2004, U.S. Secretary of Education Ron Payne recognized Camellia Basic as a National Achieving School. In 2003, U.S. Secretary of Education, Ron Payne, presented Camellia Basic School the coveted "National Blue Ribbon Award." Every year from 2003-2009 Camellia Basic School earned the California Achieving School Award, which recognizes the highest performing schools in the state that receive Title I funding. Additionally, Camellia Basic School has won 10 district "Achieving School" and "Exemplary School Awards."

2. **Using Assessment Results:**

Ongoing assessment and analysis of student work is conducted at Camellia as teachers review student work samples, state testing results, quarterly benchmark measurements, and curriculum embedded assessments to drive curriculum, instruction, and academic support.

Identify students' progress toward achieving standards: All assessment data are shared, analyzed, and discussed by staff, providing a detailed picture of which students are attaining grade-level proficiency and which students need additional instruction for mastery.

Identify students who need additional instruction/intervention: Using CST data together with district benchmark assessments and other curricular data, teachers further disaggregate data to determine which students will benefit from instructional interventions and adjustments.

Prescribe an intervention focus: Using data, as described above, teachers make instructional decisions and plans. The principal meets with all teachers during grade-level meetings and academic conferences to review data and determine which interventions/instructional adjustments will be most appropriate to address specific standards.

Identify professional development needs for teachers: One of the many positive outcomes of constant data disaggregation and analysis is our ability to identify professional development needs of the staff. This is a fluid process; needs arise as data are analyzed. Professional reading and dialogue assist with identification of goals and professional development needs to address student success and implement instructional adjustments.

Provide information that helps match school and district resources to areas of need: Data drives our use of district resources, such as providing curricular support and professional development. Similarly, data are utilized to determine which students need additional support and are shared with leadership committees as needed.

The Camellia staff uses disaggregated standardized testing data to analyze our achievement gap and determine our school-wide effectiveness. All subgroups—Asian, Hispanic, Socio-Economically Disadvantaged students, and English Learners—are exceeding their projected annual growth targets. Because of our rigorous, standards-focused instruction, students continue to show progress in all areas. We expect the same results in the years to come.

3. Communicating Assessment Results:

At Camellia, we continuously keep our parents and community informed of our students' academic progress and performance. The school's API, CST achievement results, and subgroup information are described and explained at School Site Council (SSC) Meetings, Parent Teacher Association (PTA) Meetings, English Learner Advisory Committee (ELAC) Meetings, Open Enrollment Fair, and during Back to School Night presentations. Also, school data are reviewed, analyzed and presented to parents and the community via official CST reports (mailed to the student's home), school newsletters, special meetings, newspapers, progress reports, report cards, and through conferences (teacher, parent and student).

Parents receive their child's state, CST, and California English Language Development Test (CELDT) reports in their home language via U.S. Mail. Teachers discuss and interpret CST, CELDT, district benchmark exams, and various curricular embedded assessments with parents during parent/teacher/student conferences. Staff and parent volunteers serve as interpreters (Spanish, Cantonese, Vietnamese, and Arabic) to assist non-English speaking parents in understanding their student's progress and assessment results.

Parents and families are continually informed of their student's progress toward meeting grade-level standards. Parents receive current information on their child's progress via student report cards, district benchmark results, and curricular embedded data at formal parent conferences which occur biannually. Additionally, parents are informed with weekly letters and progress notices which address concerns, provide immediate feedback, and ensure collaboration in giving students adequate support at school and home. Progress is communicated frequently via phone/email, and before/after-school conversations.

Leadership clearly communicates high expectations of achievement to all students, staff, and community. API and AYP information is thoroughly discussed at staff meetings, grade level meetings, academic conferences, and at SSC/ELAC meetings, explaining disaggregated scores to make informed decisions in order to target specific needs and most appropriately allocate resources in support of student learning. Our principal places high emphasis on academics, clear expectations, and high levels of student participation. To recognize student success, achieving students are honored at academic achievement awards assemblies each trimester.

4. Sharing Success:

The Camellia staff welcomes opportunities to participate in professional dialogue and collaboration, and to share best practices and new insights regarding student achievement with other schools and districts. Camellia's staff has had the opportunity to share school-wide successes with other schools by telephone and during site visits. These collegial conversations allow the Camellia Staff to share with visiting colleagues about successful practices and how they can be implemented to effect increased student achievement in his/her own school. Thousands of educators have visited Camellia and observed our techniques hoping to replicate our positive results at their schools. We have seen remarkable growth in many of these schools and our staff feels honored to have played a role in helping other staffs and their students to reach their goals. Numerous professional educators have used Camellia as a source in their published literature. The class meeting, a process that was developed at Camellia in the 1970's has been shared across the country and in many foreign countries. We are proud of our history and the positive impact our programs and policies have had outside of our district.

To promote community involvement and recognize student success, achieving students are honored at academic achievement awards assemblies each trimester. Academic accomplishment is also promoted through participation in grade level and district wide contests in spelling, writing, and advanced mathematics.

Camellia teachers serve as educational leaders in our community. In partnership with CSU, Sacramento, Camellia teachers serve as cooperating teachers for students in teacher education programs. There is also a partnership with the BTSA Program, as one of the Camellia teachers serves as a support provider for new teachers. The Camellia Staff welcome any opportunity to share teaching practices and curriculum with other educators, schools, or districts.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Camellia Basic School is firmly committed to providing a rigorous academic environment. By aligning our work to the state standards, combining challenging curriculum with effective instruction, consistently reinforcing school-wide rules and procedures, and evaluating our work with assessments, we provide our students with the necessary structures to reach grade-level proficiency. State standards drive our instruction at Camellia, creating an overarching structure, through the frameworks, to determine what must be taught to our students. Standards maps, benchmarks, and CST blueprints and released test questions, and deconstructed standards guide the school's instruction and provide teachers with the direction needed for effective standards delivery. Teachers utilize the state adopted materials and curriculum, coupled with effective instruction, to deliver the standards content to our students.

Camellia provides a comprehensive core curriculum emphasizing reading, writing, and mathematics as shown below:

Reading, Writing, Oral Language: The language arts curriculum, *Open Court*, is taught daily in thematic units integrating the arts, science, and history. Daily instruction encompasses practice in all strands including oral language and reading. Writing strategies are embedded in the *Open Court* curriculum, with many teachers implementing the *Write Tools*. Instructional assistants, volunteers, cross-age tutors and reading buddies help to reinforce the core curriculum. Teachers also provide additional support during recesses, lunch hours and afterschool study centers. Various reading incentive programs are employed to motivate students to increase their daily reading times.

ELD: State Board of Education-adopted instructional materials are used in all classes for English language development. Grades K-3 use *Moving Into English* and grades 4-6 use the *Avenues* curriculum along with *Open Court's* English Learner Support Guide lessons. All EL students receive 30-minutes of daily ELD instruction. Teachers employ many techniques throughout the day to ensure full curriculum access for all students.

Mathematics: All students receive math instruction through the *Macmillan/McGraw-Hill Mathematics* program. Components include content knowledge taught in increments, application of basic skills, daily problem solving, and comprehension, including a self-test analysis. Fourth-6th grade teachers differentiate instruction by placing students in levels most conducive to their learning needs, allowing for remediation and extension opportunities.

History/Social Studies: Utilizing the standards-aligned *McGraw-Hill History/ Social Studies* texts, students are exposed to a variety of history related themes. Teachers also integrate school and field trip experiences in support of history/social studies concept understanding, such as the 4th grade "History in a Trunk," the community Lunar New Year Parade, Greek Day, and other cultural events. Students can access electronic text books for remediation/extension activities via our computer lab and at home. Students also participate in field trips and assemblies emphasizing culture and history.

Science: The district recently adopted the standards-aligned *McGraw-Hill Science* curriculum, a hands-on, manipulative-based program. The series focuses on the scientific method to test hypotheses through experiential learning. Grades two through six exchange between classes to enable teachers to specialize in specific areas of science. All classes participate in science/history related field trips.

Physical/Health Education: We have a credentialed PE specialist who provides curriculum to students based on state standards. Students learn locomotor skill development, endurance, movement patterns, aerobic activities, and the principle of physical activity being critical to the development and maintenance of good health.

Visual and Performing Arts: The visual and performing arts are integrated throughout our curriculum. Music is enjoyed through daily chants and songs illustrating a specific skill areas. Music is taught every Monday for grades one through three culminating in winter and spring performances. We also have a dance group, directed by a professional dancer. The PTA provides arts assemblies. Teachers in grades 4-6 provide access to the arts through an exchange program. Several classes take field trips to offer students further exposure to the arts.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The Sacramento City Unified School District adopted the *Open Court Reading 2002* program as it is aligned with both State Reading/Language Arts Standards. It is a comprehensive reading program for grades K-6. Reading selections are literature-rich, engaging and expose students to a variety of writing styles and genres.

Decoding, comprehension, inquiry and investigation, and writing are the program's key components. Students master phonemic awareness, phonics, word knowledge, and research strategies and skills. There are also applications for teaching spelling, vocabulary, grammar, penmanship, listening, and speaking. Students are taught comprehension strategies and skills and are, thereby, encouraged to ask questions, discuss, research, write about, and think about the concepts and ideas centered on the themes they study.

In classrooms at Camellia classrooms students participate in read alouds, shared reading, partner reading, independent reading, guided reading, and literature circles. Phonics instruction is a crucial component in grades K-2. Camellia teachers take advantage of opportunities to receive professional development for both *Open Court Reading* and the *Write Tools* writing program, a curriculum adopted to strengthen the writing component of our program.

Camellia's reading program is enriched by a variety of student and family reading opportunities. Students have access to the school library, the Accelerated Reader Program, receive six free books each year through the Reading is Fundamental Program, and use the *Orchard* language program in the computer lab. Independent reading is required daily and incentive programs award those who complete the programs.

Quality, differentiated instruction is crucial in helping our students who need additional support. During workshop periods or during study center time students receive small group instruction, 1 to 1 instruction, or have independent work time. Teachers utilize specialized instructional materials and strategies to make the lessons comprehensible and accessible to all students. Using these practices, Camellia English Learners are engaged throughout each lesson.

3. Additional Curriculum Area:

Camellia Basic School has a long history of academic success throughout the various curricular areas and we are most proud of our student accomplishments in the area of mathematics. The fact that there is no significant difference between subgroups is a great tribute to the Camellia staff, students and families.

Average of the last 5 years % of Camellia students in grades 2-6 scoring proficient or advanced:

<u>Total School</u>	<u>FRPM</u>	<u>EL</u>	<u>Hispanic</u>	<u>Asian</u>
85.82%	85.52%	84.25%	78.36%	88.76%

Teachers utilize MacGraw/Hill mathematics curriculum as their core with numerous supplemental components. Several teaching techniques and materials are employed in order to promote the best opportunities for all students to learn. Manipulatives, games, Spanish tutoring CDs, and online tutoring access are a few of the components available to students. Further help is provided to students through tutoring at recesses, lunch hours, and after school. Many teachers utilize the “Math Board” technique for reviewing and spiraling math concepts and vocabulary to assist students in gaining a more permanent grasp of the math concepts. Teacher one on one assistance, small groups, pair-share, cross-age and peer tutoring, and volunteers help to supplement instruction for those who need it. All work is corrected to 100% before the students leave for the day assuring that each student understands the day’s lesson. Math vocabulary is posted and reviewed to help students maintain an understanding of potentially difficult words. Frequent assessments and analysis of the data drive instruction and remediation to insure that every student succeeds.

In our mission statement, “*At Camellia Basic School, we inspire and provide opportunities for all students to achieve high standards of performance for success in school, life, and work,*” we state what truly strive for; all students to reach their greatest potential. Math has been a source of great pride and a strength on which to build to conquer other difficult challenges.

4. Instructional Methods:

Throughout our curricular areas, Camellia teachers use a wide range of instructional methods. Students work independently, in pairs, in groups, and in teacher-directed and student-directed learning activities. There is a strong emphasis on oral and written communication across the curriculum, on cooperative learning, modeling, and curriculum spiraling. Students participate in class projects, hands-on learning, writing, and ongoing problem solving. To further support learning, teachers use *intensive, strategic and benchmark* strategies:

Strategic strategies: Students who are between 1-2 years behind benefit from peer/cross-age tutoring, one-to-one instruction via teachers and/or parent volunteers, individualized lessons in the computer lab, and after-school tutoring.

Benchmark strategies: These students are challenged with higher order thinking and problem solving skills to reach beyond their current academic levels. We actively use research-based instructional methods to support student learning:

Direct Instruction: This method emphasizes well-developed, carefully planned lessons designed around small learning increments. Tasks are clearly defined and teachers can easily assess students’ mastery of the objective quickly.

Active Participation/Checking for Understanding: Teachers implement these strategies to hold students accountable for their learning, including pair/share, gesturing, use of white boards, and choral response to continuously check for understanding.

Differentiation: This strategy allows teachers to accommodate individual learning needs by modifying, accelerating, or chunking lessons so students can best meet standards proficiency.

Flexible grouping: The use of whole class, small group, 1-to-1, peer, and independent instruction support the varied needs of learners. These flexible groupings are supported by multi-modality instruction that reflects the developmental needs and learning styles of students and integrate Gardner's *Theory of Multiple Intelligences*. Teachers also utilize class exchange to instruct ELD students at their appropriate learning levels.

5. Professional Development:

Camellia's annual professional development plan is designed and implemented annually, based on student performance and teacher needs. The plan identifies a number of relevant professional development activities which are designed to systemically build teacher capacity in support of their work of providing every student with access to rigorous standards and effective instruction.

As part of our ongoing development and evaluation of our professional development plan, we carefully consider student achievement results, student performance, teacher reflection, and assessments. All staff members attend quality professional development opportunities through on-site training, workshops, staff and grade level meetings, academic conferences, and district sponsored classes. The teachers and principal engage in professional development that provides the opportunity to gain knowledge in instructional strategies to increase student engagement and achievement, differentiation, assessment, classroom environment and other topics addressed in the California Standards for the Teaching Profession (CSTP). Through reflective surveys, collaboration and the principal's monitoring, the following trainings were recently incorporated into the school's professional development plan: Standards-Aligned Writing Strategies, English Language Development, Student Engagement and Active Participation, Macmillan/MacGraw-Hill Math Program implementation training, Class Meetings, Data Analysis to Drive Standards Instruction, and Use of Technology to Support Instruction. The principal provides ongoing curricular and delivery advice via professional development trainings, staff meetings, grade-level meetings, academic conferences, and classroom observation feedback, all focusing on lesson delivery and lesson congruency.

Camellia's professional development enables staff to learn and improve instructional strategies for addressing students' needs. Our consistently high API scores are a strong reflection of the continuous training and exemplary instructional skills acquired and implemented through professional development.

6. School Leadership:

The leadership structure of Camellia Basic School includes leadership roles and opportunities for the entire staff. The principal's role is to provide strategic and management support for smooth implementation of all school functions and instructional practices. To that end, the principal provides individual feedback to teachers in response to classroom observations, attends and supports grade-level meetings, plans and facilitates academic conferences, provides on-site professional development, organizes professional development workshops, collaborates with teacher leadership team, investigates and researches instructional questions, and facilitates staff meetings. The principal also works to develop positive relationships with parent and community partners. To achieve these relationships, the principal attends and participates in School Site Council meetings and training events, English Learner Advisory Committee Meetings, and Parent Teacher Association Meetings. Further examples, to encourage broader community inclusion, include "Coffee with the Principal" visits, support of on-site Parent Center, communication with Camellia Park Community Organization, and welcoming scout troops to meet at Camellia.

The teaching staff of Camellia Basic School has a long history of leadership resulting in the development of a culture of success. There is an active Leadership Team, consisting of leaders from each grade-level. These grade-level leaders facilitate grade-level meetings and take responsibility for organizing grade-level events and acting as liaisons for their grade-level colleagues. The staff also provides leadership for large school and community events. Examples of this leadership include planning and facilitation of the annual Fall Carnival and the Lunar New Year Parade and celebration. These events draw hundreds of neighbors and alumnae.

An essential, core element of Camellia's success is shared leadership among the teaching staff. The staff has shared agreements about rules and procedures, understood and supported by everyone. Each staff member takes this tradition seriously and supports and expects to be supported in these agreements. The clear expectations have created a culture of respect and expectation of success for all at Camellia Basic School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: California Standards Test

Edition/Publication Year: 2009

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	76	88	76	87	86
% Advanced	32	49	29	36	54
Number of students tested	75	61	55	39	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	69	83	82	86	85
% Advanced	25	41	34	32	48
Number of students tested	51	41	39	28	40
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	67	88	85		
% Advanced	19	56	31		
Number of students tested	21	16	13		
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	78	81	75	100	88
% Advanced	33	42	21	30	38
Number of students tested	40	31	24	20	36
6. Largest Other Subgroup					
% Proficient plus % Advanced	77	89	77	94	89
% Advanced	33	41	31	31	43
Number of students tested	39	27	26	16	28

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.

Subject: Reading
Edition/Publication Year: 2009

Grade: 2 Test: California Standards Test
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	76	92	78	89	86
% Advanced	16	23	25	38	38
Number of students tested	75	61	55	39	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	75	90	79	89	83
% Advanced	14	20	34	39	35
Number of students tested	51	41	39	28	40
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	67	81	92		
% Advanced	14	19	31		
Number of students tested	21	16	13		
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	78	87	75	80	85
% Advanced	18	13	13	30	31
Number of students tested	40	31	24	20	26
6. Largest Other Subgroup					
% Proficient plus % Advanced	79	96	73	81	86
% Advanced	13	22	19	19	32
Number of students tested	39	27	26	16	28

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 3 Test: California Standards Test
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	90	83	81	83	84
% Advanced	53	49	48	58	40
Number of students tested	60	59	40	52	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	85	83	83	83	82
% Advanced	49	53	48	63	36
Number of students tested	39	36	29	35	33
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	79	83		67	
% Advanced	50	58		50	
Number of students tested	14	12		12	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	81	91	89	79	83
% Advanced	31	48	47	50	38
Number of students tested	16	23	19	28	29
6. Largest Other Subgroup					
% Proficient plus % Advanced	93	93	83	89	85
% Advanced	53	57	39	57	42
Number of students tested	30	30	18	28	26

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.

Subject: Reading
Edition/Publication Year: 2009

Grade: 3 Test: California Standards Test
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	52	54	58	48	63
% Advanced	20	14	18	17	19
Number of students tested	60	59	40	52	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	51	53	48	46	64
% Advanced	15	11	14	20	12
Number of students tested	39	36	29	35	33
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	64	42		33	
% Advanced	21	17		0	
Number of students tested	14	12		12	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	25	30	47	43	66
% Advanced	0	4	5	11	10
Number of students tested	16	23	19	28	29
6. Largest Other Subgroup					
% Proficient plus % Advanced	47	43	39	54	65
% Advanced	10	10	0	18	19
Number of students tested	30	30	18	28	26

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 4 Test: California Standards Test
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	82	92	86	84	85
% Advanced	59	58	60	65	42
Number of students tested	56	38	50	48	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	85	88	94	84	87
% Advanced	64	64	63	59	47
Number of students tested	39	25	36	32	47
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	82		83	91	79
% Advanced	45		42	55	47
Number of students tested	11	10	12	11	19
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	75		86	88	83
% Advanced	50	33	64	47	38
Number of students tested	12	10	22	17	29
6. Largest Other Subgroup					
% Proficient plus % Advanced	87	88	92	96	89
% Advanced	67	47	72	69	40
Number of students tested	30	17	25	26	35

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.

Subject: Reading
Edition/Publication Year: 2009

Grade: 4 Test: California Standards Test
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	73	84	78	82	79
% Advanced	43	42	44	44	30
Number of students tested	56	38	50	48	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	74	80	81	75	81
% Advanced	46	32	49	34	32
Number of students tested	39	25	36	35	47
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	73		67	82	84
% Advanced	45		25	45	37
Number of students tested	11	10	12	11	19
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	33		73	76	62
% Advanced	0		32	24	14
Number of students tested	12	10	22	17	29
6. Largest Other Subgroup					
% Proficient plus % Advanced	70	71	84	81	71
% Advanced	43	12	48	42	26
Number of students tested	30	17	25	26	35

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 5 Test: California Standards Test
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	94	84	91	92	83
% Advanced	63	47	44	61	43
Number of students tested	35	43	43	62	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	92	89	97	92	82
% Advanced	65	51	46	66	44
Number of students tested	26	35	30	38	50
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced				89	74
% Advanced				44	26
Number of students tested		10		18	19
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced			85	96	74
% Advanced			31	57	26
Number of students tested			13	23	23
6. Largest Other Subgroup					
% Proficient plus % Advanced	88	88	96	94	91
% Advanced	44	54	48	65	55
Number of students tested	16	24	23	34	33

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.

Subject: Reading
Edition/Publication Year: 2009

Grade: 5 Test: California Standards Test
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	77	61	70	60	71
% Advanced	37	19	20	23	17
Number of students tested	35	43	43	62	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	77	69	67	58	70
% Advanced	35	23	36	18	20
Number of students tested	26	35	30	38	50
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced				78	79
% Advanced				22	16
Number of students tested		10		18	19
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced			31	17	43
% Advanced			8	4	4
Number of students tested			13	23	23
6. Largest Other Subgroup					
% Proficient plus % Advanced	63	58	57	44	67
% Advanced	19	21	35	24	24
Number of students tested	16	24	23	34	33

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 6 Test: California Standards Test
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	88	82	78	82	84
% Advanced	52	45	36	30	48
Number of students tested	42	42	59	60	65
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	89	82	89	83	84
% Advanced	60	39	35	29	47
Number of students tested	35	28	35	41	43
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced			67	59	85
% Advanced			33	18	46
Number of students tested			18	17	13
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced			36	79	
% Advanced			9	22	
Number of students tested			11	14	
6. Largest Other Subgroup					
% Proficient plus % Advanced	92	92	84	94	79
% Advanced	63	54	34	34	48
Number of students tested	24	24	32	32	39

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.

Subject: Reading
Edition/Publication Year: 2009

Grade: 6 Test: California Standards Test
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	84	81	71	63	74
% Advanced	36	52	20	20	36
Number of students tested	42	42	59	60	65
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	75	69	64	67
% Advanced	37	50	18	20	30
Number of students tested	35	28	35	41	43
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced			67	41	92
% Advanced			28	12	46
Number of students tested			18	17	13
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced			36	29	
% Advanced			0	0	
Number of students tested			11	14	
6. Largest Other Subgroup					
% Proficient plus % Advanced	83	71	72	75	62
% Advanced	38	50	16	19	24
Number of students tested	24	24	32	32	29

Notes:

Where there is no data for "%Proficient plus % Advanced" or "% Advanced," it is because the California Department of Education does not report when the number of students tested is less than 10, in order to protect the identity of students.