

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

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

Name of Principal: Ms. Susan Ippongi

Official School Name: Highland Elementary School

School Mailing Address:  
430 Venice Way  
Inglewood, CA 90302-2019

County: Los Angeles    State School Code Number\*: 19646346014478

Telephone: (310) 680-5460    Fax: (310) 680-5478

Web site/URL: www.highland.iusd.net    E-mail: sippongi@inglewood.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. Gary McHenry

District Name: Ingelwood Unified School District    Tel: (310) 419-2700

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: Mr. Arnold Butler

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

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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)

13	Elementary schools (includes K-8)
2	Middle/Junior high schools
4	High schools
0	K-12 schools
<b>19</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 4529

**SCHOOL** (To be completed by all schools)

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

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

4. 3 Number of years the principal has been in her/his position at this school.

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			0
K	50	43	93		7			0
1	58	46	104		8			0
2	53	43	96		9			0
3	54	41	95		10			0
4	51	56	107		11			0
5	56	50	106		12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>								601

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
51 % Black or African American  
46 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
1 % White  
1 % 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: 20 %

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.	57
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	65
(3)	Total of all transferred students [sum of rows (1) and (2)].	122
(4)	Total number of students in the school as of October 1.	601
(5)	Total transferred students in row (3) divided by total students in row (4).	0.203
(6)	Amount in row (5) multiplied by 100.	20.300

8. Limited English proficient students in the school: 34 %

Total number limited English proficient 202

Number of languages represented: 3

Specify languages:

Spanish, Punjabi, French

9. Students eligible for free/reduced-priced meals: 88 %

Total number students who qualify: 528

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.

10. Students receiving special education services: 12 %

Total Number of Students Served: 73

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>11</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>37</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>29</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>9</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>47</u>	<u>9</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	96%	96%	94%	95%	95%
Daily teacher attendance	98%	98%	97%	96%	97%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In the year 2006-2007 there was a large mobility rate and a high number of Hispanic students going to visit their home country, hence attendance did not meet 95%.

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	%
<b>Total</b>	0	%

## PART III - SUMMARY

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Highland Elementary is a K-5 inner city school of 84 years, located in the Los Angeles California area. The ethnic population in the surrounding neighborhood is a reflection of our student population. The school serves a large apartment community that is represented by 49.5% African American, 50% Hispanic and .5% other. Highland also has a high transitory factor, and student mobility has a huge impact on all phases of the school's development and services. The obvious challenge, therefore, was to meet the educational needs of this community.

Highland ensures that all students overcome academic obstacles and develop strong academic achievement. It is committed to preparing all students to be life-long learners in an educational environment that promotes positive self-esteem, a respect for cultural diversity, and prepares students through an enriched and challenging curriculum that nurtures individual abilities. Our attitudes, behaviors, and commitment promote the organization's vision that all students will be successful in school, go to college in the future, and become successful in life. Our quest for excellence has resulted in numerous awards, including the Title One Academic Achievement Award for 2008 and 2009 and the California Business for Education Excellence Award for 2009 and 2010.

The school's climate of "high expectations" and culture of "time to nurture and develop student learning" is immediately obvious to new parents and visitors. The students in grades K-2 are introduced to being superstars in the classroom. All students in grades 3-5 are expected to be on the pathway to "No Excuses University," as demonstrated by the pennants on the doors of their classrooms. The "No Excuses University" concept is evident everywhere. Weekly "High Expectation Student Board Messages" are displayed throughout the school. The "Hall of Fame Bulletin Board" displays achievements and awards by individuals or the school in general. The focus on student engagement strategies and active learning by Basic students has proven to be crucial to academic growth, resulting in Highland being the number one elementary school in the district.

Highland has been successful because the veins and the arteries of the school lie in the staff's philosophy that people are life-long learners, whether they are veteran teachers or new kindergarteners. Grade level teams collaborate during staff meetings and during self-initiated "team-time" throughout the day. The administrative team and grade level chairs provide quality leadership, which reinforces our vision and values through collaborative relationships and commitment. Teams engage in problem solving, shared lesson planning, and reflective dialogues of practices, strategies, and quarterly assessment results. During weekly professional development sessions, there is habitual questioning of the status quo and reflection on student learning to enhance student achievement. This "Continuous Improvement Process" is an ongoing cycle of professional development that focuses on student engagement as a path to achievement, and it is a key element of our success.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The California Standards Testing and Reporting (STAR) Program is only administered to California students in California public schools.

Various elements can have an impact on CST scores. In 2008 New Special Education classes were also placed on Highland's campus and thus added additional students to our special needs population.

None of these factors had a negative impact on student scores. Scores in all grade levels improved in core areas throughout 2004-2009, and Mathematics in particular is a continued strength for Highland. The State Accountability System.

The website for the California Assessment System can be found at: [www.cde.ca.gov](http://www.cde.ca.gov)

### 2. **Using Assessment Results:**

A significant change in practice has taken place at Highland Elementary School since 2007. Teaching and learning activities have become cohesive, and the analysis of data from the California Standards Test (CST), benchmark assessments, chapter assessments, and quizzes is now a habitual and primary component of reflective meetings held by administration, grade levels, and individuals.

The analysis and reflection of standards, teaching strategies, student response forms during instruction, and "next steps" are driven by shared strategies in re-teaching a given standard differently when prior strategies have proven ineffective. The teachers dig deep into the analysis of the procedural errors that have led students to select the distracter rather than the correct answer. Collective problem solving and questioning reinforces the building of a culture in which inquiry is the intentional purpose.

The SchoolNet student data system in grades 2 -5 provides teachers with groupings by standards, categorizing student performance as Advanced Proficient, Proficient, Attention Required, and Intervention Required in the quarterly unit and benchmark assessments. The system analyzes each student's assessment through his/her selected responses and provides teachers with start-up groupings for refocused instruction.

The importance placed on Professional Development by the Administration has been an intentional, ongoing, and systemic process that has created a centralized support system for teacher growth in terms of student engagement practices. This critical change in teaching methodology has resulted in increased student achievement. With data analyses as the foundation, grade level meetings focus on shared decision making in order to improve techniques in instruction. Collaboration time is crucial for gaining clarity and developing avenues for how best to help students in the understanding of specific standards.

Classroom observation by peers and the Administration help to support and/or improve the instructional focus of the grade level. Walk-throughs identify strategies and better methods of instruction for greater student learning. Reflective conversations by peers and the Administration revolve around increased student achievement. All staff members are accountable and committed to a continuous cycle of improvement.

### **3. Communicating Assessment Results:**

Communication is the cornerstone of improvement and celebration at Highland School. At every assembly students are recognized for their focus, persistence, and commitment to improvement as they strive for excellence. A variety of venues are used to communicate student learning and success. Assemblies, parent meetings, Ed. Connect (parent phone connection), flyers, banners, bulletin board displays, “Hall of Fame Bulletin Board Accomplishments,” and newspaper articles in “Inglewood News” and “LA Crusader” recognize the progress, academic focus, and “high expectations” of our students.

The parents are invited to “Academic Achievement Award Assemblies” and regular monthly assemblies that focus on student learning and school accomplishments. Students and teachers are excited to show parents their “learning in action” through skits, songs, poems, and speeches at regular assemblies. The hallways are filled with a variety of exhibits of standard-based learning in the core academic areas. The office entrance is filled with recognitions by President Obama and the State Superintendent Jack O’Connell for the “Title I Academic Achievement Award” in 2009. The students who scored Proficient and Advanced on the 2009 CST are also displayed on the main office boards. Parents proudly recognize their child’s name, as each student received a medallion for designated recognition in English Language Arts and/or Mathematics.

Visitors on campus have personal relationships with the staff and the Administrative Team. The Administrative Team puts extra effort into communicating with parents on a one-to-one basis regarding issues of academic achievement, emotional/social growth, and other concerns. Two-way communications are used to provide parents with ongoing strategies for the improvement of each child’s learning goals and to clarify any challenges that families may face.

Teachers use daily notes to communicate with parents about how well their children are progressing in school. Notes are used to identify student effort and responsibility regarding individual student achievement. Parents are provided with reassurance that their children are on track from quarter to quarter, and Highland’s teachers believe that such a highly communicative relationship between parents and teachers is a key to student progress.

Communication is essential for forging links with the broader community. The school’s brochure is sent to the Business Community in the beginning and at the end of the academic year. The brochure includes partnerships, programs, and achievements. LAX Marriott Hotel is our key partnership that provides treats and balloons to our students who reach Proficient and Advanced levels on their state test (CST) from year to year. The assembly of parents, friends, and students provides an arena of great excitement as the names of students are announced at the event.

### **4. Sharing Success:**

The sharing of success with the community and/or parents comes in the varied forms of semester Awards Assemblies, general student awards, classroom presentations, intercom announcements, monthly assemblies, community events, newsletters, PTA events, school recognition awards, district awards, and city awards. Parents are invited to any and all events to share in the accolades with our students and teachers.

There is a conscious effort to recognize and celebrate the diligence and achievements of students. Home-school communications reward behavior and provide consequences for parents to implement at home. Parents play an active role in the education of their children, monitor their children’s academic performance, and work with teachers to emphasize the importance of education.

At each Staff Professional Development Meeting, the Administrative Team presents an individual award to a staff member entitled “Doing Whatever It Takes.” This unique recognition is given to a staff member who embodies the model of “going beyond” in pursuit of the school’s vision.

Teachers share their successes and challenges on benchmark assessments. At the “Analysis of Assessment” meeting, teachers are recognized for their success in teaching a standard(s). Teachers acknowledge student success on benchmark assessments through class announcements and rewards such as field trips, treats, and/or special notes home.

Staff members are guided by shared goals and a sense of common purpose. Collaboration with one another on a regular basis underscores the importance of success for all students and reinforces the philosophy that all staff members are lifelong learners.

We share our success with the broader community. Our partnerships [i.e., LAX Marriott Hotel, Loyola Marymount, California State University, Northridge (CSUN), Inglewood Education Foundation, and True Vine Church] support our achievements at various celebratory events.

Schools in the District make visits to Highland to view best practices and interview administrators about tools for collaboration and engagement activities by teachers and students. the Principal also shares research based strategies and techniques at monthly District meetings that promote student achievement.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

In keeping with our mission to ensure that all students overcome academic obstacles and develop strong academic achievement, Highland prepares its students through an enriched and challenging curriculum that nurtures individual abilities while adhering to the California State Standards and Curriculum Framework.

As part of the Inglewood Unified School District, Highland Elementary has adopted researched-based Open Court Reading as our core Reading Language Arts Program. This systematic, explicit instructional program helps to build students' skills through a logical progression that includes periodic spiraling to reinforce strategies and skills. Skills are built in the five key areas of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary and Text Comprehension) through a lesson format which is broken into three parts: Preparing to read; Reading and Responding; and Language Arts. Students are engaged at every level using a variety of techniques, resources, and activities that not only differentiate instruction but monitor progress throughout the year.

Our Mathematics Curriculum incorporates all of the five content standards: Numbers and Operations, Algebra, Geometry, Measurement, Data Analysis and Probability. It is designed to develop an understanding of mathematical concepts and to enhance the student's ability to use mathematical reasoning to solve mathematical problems. We believe that all students are capable of learning, and we use differentiated instruction to meet the needs of every student. A variety of instructional strategies, student engagement, and real world experiences are used to enhance the learning process.

Students at Highland Elementary School are exposed to what it means to make an educated guess, or hypothesis. They are taught that science is as fundamental as reading, writing, and math, and that science is all around us. Students are asked to do real world investigative science projects. Teachers display the projects in the school cafeteria and select the top winner to submit to the district annual science competition. Students feel motivated when they walk into school with their volcanoes or poster boards displaying the results of their inquiry. In the school year 2008-09, Highland Elementary grew 26 points in science, making our fifth graders the highest achievers in science district wide. Science instruction is a perfect opportunity for students to work in groups and collaborate as each one is assigned a specific task while the teacher monitors student progress and gives feedback. Full student engagement is evident in the classrooms as students are fascinated by their own discoveries and they are concluding their findings by making connections to the California Science Content Standards.

The Social Studies curriculum consists of the California-adopted History-Social Science program by Scott Foresman. Each lesson covers one standard, allowing teachers to complete the state-mandated curriculum. These are standards-based texts that allow educators to facilitate learning for students in three distinctive manners: text path, digital path, and active path. The text path allows students to write notes, underline important facts, and fill in maps, charts, and timelines. The digital path provides students with videos, lesson openers, and an abundance of activities that help reinforce the concepts being learned. The active path enhances learning in a hands-on approach. Students create models, stage skits, and develop their writing skills. The text allows for in-depth coverage of content, various teaching approaches to differentiate instruction, and alternative instruction that aids and reinforces content to all students.

The Visual and Performing Arts curriculum provides all students with opportunities to artistically and cognitively develop self expression and self confidence. The California Framework guides grade level standards through specific program planning, implementation and evaluation. A variety of teaching strategies are used so all students can succeed through the process of performance and evaluation. All grade levels

present programs in dance , music, theatre, and the visual arts.Students make connections and applications of various forms of art across the curriculum. Parents tour the classrooms and observe all forms of art such as drawings,sculptures and theatrical performances. The Visual and Performing Arts is extended in the Afterschool Program to include choir, piano, and video-photography. Art contests events ( sponsored by city venues), monthly performances and student journals support the on-going cultural connections. Grade level meetings are used to evaluate the programs' message and performance quality from month to month. Collaboration with partnerships help support the artistry of cultural costumes and creative projects on our campus.

Students at Highland are exposed to a foreign language in a unique way. Students are taught the Japanese Language during their recess and lunch break by the Principal Ms. Ippongi. Students then showcase what they have learned by making presentations at PTA meetings and other public venues.

Physical Education is integrated with Health and Fitness. Teachers are guided by the California Framework and students get 100 mins. of structured P.E. each week.

### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Open Court Reading was chosen as Highland’s core reading program for several reasons. First, it was selected for its proven research-based instructional strategies and its integration of other curricular areas. Second, Open Court Reading was chosen because it is a complete basal reading program with a comprehensive approach to instruction. Its explicit technique is a step-by-step process which teaches the fundamentals of reading and writing while providing support for learners via progress monitoring. This is done through a logical progression of skills. The overlapping of skills allows teachers to introduce new skills while simultaneously re-teaching and reinforcing concepts previously learned. Much of the initial instruction uses the direct instruction method with built in “Workshop” or “Independent Work Time” to meet individual learning abilities. Students start out learning phonemic awareness, moving through to phonics, and end up reading authentic literature. Core concepts and skills are reinforced at every level to support the establishment of students’ most critical reading and comprehension skills. There are also processes to teach spelling vocabulary development and writing.

Teachers are guided through the year with the District Curriculum Pacing which enables Teachers to monitor their time on task activities. The Instructional Coach monitors the pacing and analyzes the data from unit assessments. This analysis guides instruction for upcoming units and focuses instruction on areas of weakness.

Comprehension is an integral part of the program and is addressed as early as Kindergarten. The program teaches a variety of comprehension strategies and skills which students can use to make sense of text. Our English Language Learners are supported by English Language Development lessons included in the program. Differentiated engagement of students is offered in flexible groupings and through student engagement activities.

Highland fosters a culture of reading. The primary grades participate in the RIF (Reading Is Fundamental) program and celebrate Dr. Seuss’ birthday by inviting fathers to participate in reading aloud to students. Some of the upper grades participate in literature circles.

### **3. Additional Curriculum Area:**

Our mathematics program is aligned with the California Content Standards. Data shows that we have made substantial growth in mathematics on the CST over the past four years. The increase of test scores began with the establishment of a Data Team. The Data Team analyzed the results of test scores and presented the results

to staff. The Team and the staff collaborated on various techniques and strategies to implement in order to improve the outcome of student learning for every child.

Classroom instruction was enhanced through the implementation of the following: On-going staff development; the use of manipulatives; problem solving strategies; relevant real-world activities; student engagement; differentiated instruction; small group instruction; one-on-one instruction; and daily homework, which reinforces skills taught in class. Teachers use Specially Designed Academic Instruction in English (SDAIE) strategies with English Learner (EL) students to ensure equal access to the curriculum for all students. To make sure that students are prepared for a successful transition from grade to grade, teachers are provided opportunities during staff meetings to collaborate across the grade levels. They discuss essential skills that in-coming students need to master to be successful in the next grade level. The students are also given quarterly benchmark assessments. The principal meets with grade level teams to analyze the data, identify students' strengths and weakness in regard to content standards, and discuss ways to improve classroom instruction. The goal is to assist all students in developing strong academic achievement. After-school tutoring and enrichment programs are provided as additional mathematical support for those students who need intervention. Supplemental standards-based materials are utilized during these programs. There are on-going classroom walk-throughs by the Leadership Team to provide continuous feedback and support to staff. Some classroom teachers are given release time so that they can visit their colleagues classrooms and observe best instructional practices. We use parent workshops as a catalyst for parent involvement between the school and home. The workshops are centered on curriculum subject matter content to help parents better assist their children in learning.

#### **4. Instructional Methods:**

Highland's goal to reach all levels of proficiency and discover collaboration factors that unlock the door to improved opportunities for students has led to the examination of a variety of instructional methods. The school's primary focus is on student engagement, and Highland has used both behavioral and social instructional methods to accomplish its goal of helping students find success in all subgroups. In order to ensure success, ongoing evaluation is embedded in the instructional program in the form of benchmark and unit assessments.

The behavioral instruction method uses direct instruction with flexible small groups as a differentiated instructional technique. Although direct, this method is also interactive with the use of Smartboards, Elmos, manipulatives, and whiteboards for continuous checking for understanding. Such implements allow teachers to meet the needs of all students. The social method uses cooperative and collaborative strategies to increase learning. Students pair-share, jig-saw, role play, and conference with each other as a means of not only building collegiality, but fostering the different modalities of learning.

The school has implemented Marzano Strategies for effective instruction as an additional means of enhancing differentiation and student engagement, concentrating on four areas of focus: 1) identifying similarities and differences; 2) summarizing; 3) non-linguistic representation; and 4) providing timely feedback and rewarding effort throughout lessons. Other engagement strategies include addressing different learning modalities, exit slips, self-monitoring techniques, clear expectations, objectives, and standards. Student engagement strategies involve students by encouraging them to communicate with their teachers about their knowledge, improvement, and achievements.

English Language Learners, which make up approximately half of the school's population, are supported with an hour of daily English Language Development. Teachers use SDAIE strategies, realia, visuals, graphic organizers and peer tutoring to ensure that all students have access to learning. Those students not making adequate progress attend a before and after school intervention program which focuses on background information in English Language Arts. The After School Program provides enrichment for the Gifted and Talented Education (GATE) students with classes such as Robotics, while the needs of the Special Education

students are addressed by their Individual Education Plans (IEP's) which address academic and behavioral supports.

#### **5. Professional Development:**

The professional development that has occurred at Highland Elementary has been an intentional, ongoing, and systemic process that has created a focused support system for teacher growth. Highland's on-going professional development has proven critical for enabling teachers to meet the challenges of an ever-growing and diverse number of students. It has provided a systematic arena for conversations to unfold amongst teachers, administration, and support staff. Such conversations focus on planning and strengthening academic programs and instruction, which have a positive impact on student achievement. Student CST results, student performance, teacher reflection, and various types of student assessments are used as tools within the professional development plan. Grade-level and cross grade-level teacher collaboration occurs regularly, allowing teachers to capitalize on each other's strengths.

Using CST data from the prior year during professional development collaborations, each grade level focused on one or two weaknesses for the year and identified strategies to remedy those weaknesses. These strategies in turn became the springboard for future discussions. The collaborative process of professional development demanded that the staff make plans to increase the number of Proficient students by focusing on English Language Learners and Basic students. These collaborative sessions of professional development included personal reflections, group reflections, and group reporting out to staff.

Effective results of any professional development are measured by the degree of change in teacher practices, which leads to increased student achievement when successfully implemented. Highland had a high degree of change in teacher practice, and the successful implementation of such change is evidenced both by the school's surprising growth in (Academic Performance Index (API) over the last three years and by the observable change in environment noted by parents.

It was expected that Highland's scores would improve given the effective changes in teacher practice, but the growth in all subgroups that surpassed state-mandated goals was unexpected indeed. The number of students who advanced across proficiency levels was anticipated for high Basic and low Proficient students because they were our targeted population. The growth in the proficiency levels of our Far Below Basic and Below Basic students, however, was a pleasant surprise. We credit this growth to the total staff ownership of our professional development activities. Highland's staff and administrators provided extensive time for the implementation of professional ideas, concepts, and skills, and thus were able to apply professional development in a way that led to closing the achievement gap for all subgroups.

#### **6. School Leadership:**

The Leadership component of Highland Elementary School sets the stage for excellence. Leaders in the school include the Grade Level Chairs (Leadership Team), Support Certificated Staff, and the Administrative Team. The management of the school fosters a circle of teachers, aides, and parents who work together in the pursuit of excellence. All members of the school share a belief that all students can learn.

The Administrative Team is in charge of the systemic activities on campus. The team is highly visible through frequent classroom visitations, which enable its members to assert an effective and qualitative instructional program throughout the campus. The team coordinates teaching and learning by guiding instruction. The team is also a connective link to students and their growth as individuals. Its members communicate with parents on effective ways to support families and students in learning and development.

The principal in particular is very engaged in all aspects and phases of the program. The principal's accessibility serves to increase teachers' confidence, patience, and control. Furthermore, such accessibility

enhances teacher-student relationships by increasing student involvement, which in turn decreases student discipline problems.

The principal is always looking and listening for better ways to augment student achievement. The principal promotes student learning and implements a process for improvement throughout the campus. Enhancing the educational experiences of all students and increasing the effectiveness of the staff requires an investment in the knowledge and skills of education through Professional Development. Research articles are provided for teacher grade level meetings and/or for staff development reflections and discussions. Reflection, dialogue, and inquiry enhance teachers' collaborative efforts by helping them identify and resolve common challenges.

The principal guides the collaborative teams as they develop, implement, analyze, and refine assessments. A high degree of importance is placed on analyses. Teachers collaboratively analyze assessment data from the quarterly benchmark assessments in order to discover new ways to improve teaching and learning. When individual teachers achieve extraordinary assessment results, they help other teachers improve by modeling their effective teaching practices. Teachers are allowed time to implement and/or refine those new practices with feedback through observations. Internal variation across classrooms is reduced through such shared personal approaches, and more and more teachers are therefore able to gravitate toward best practices.

Members of the support staff also play an essential role in students' school experiences, and they are regarded as full partners. Program Aides and Instructional Aides support classroom learning and school "safety net supporters." Aides are assigned as regular classroom supports. They are also assigned to specific students to address particular needs, such as the reinforcement of multiplication facts. All staff members set the "cultural tone" for their areas of work.

There are broad opportunities for students to develop leadership skills, such as "Huskies Patrol" (hallway monitors), cafeteria monitors, line leaders, Future Teachers of America Club, Student Moving Company, and classroom monitors. All groups help establish and maintain the conducive learning environment of the school.

Once the whole picture is assembled from the aforementioned specifics, a systemic whole of student achievement becomes evident. Roles are defined by the needs of the students and the broader school community. Teachers serve as mentors and coaches to each other and to students and parents. Broad involvement, in-depth collaboration, shared decisions and responsibility, and reflective practice all center on the goal of "high student achievement".

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards test

Edition/Publication Year: Current

Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	73	54	64	56	50
% Advanced	40	22	37	30	22
Number of students tested	81	92	110	122	135
Percent of total students tested	98	95	100	98	97
Number of students alternatively assessed	2	4	0	0	3
Percent of students alternatively assessed	1	3	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	75	58	62	53	51
% Advanced	43	27	36	31	23
Number of students tested	69	78	90	72	132
<b>2. African American Students</b>					
% Proficient plus % Advanced	68	45	67	57	49
% Advanced	26	25	35	28	25
Number of students tested	38	53	52	69	61
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	76	63	63	57	53
% Advanced	52	23	39	33	21
Number of students tested	43	39	56	51	73
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	51	64	67	0	100
% Advanced	38	55	67	0	100
Number of students tested	8	11	3	0	1
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	77	67	51	51	48
% Advanced	54	26	29	32	16
Number of students tested	35	31	41	41	57
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: Current

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	62	50	54	41	37
% Advanced	22	15	23	11	13
Number of students tested	82	94	111	123	135
Percent of total students tested	98	95	100	98	97
Number of students alternatively assessed	2	4	0	0	3
Percent of students alternatively assessed	1	3	0	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	62	51	49	42	37
% Advanced	24	18	21	13	13
Number of students tested	69	80	91	72	132
<b>2. African American Students</b>					
% Proficient plus % Advanced	63	46	57	43	39
% Advanced	18	23	17	12	13
Number of students tested	38	54	53	70	61
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	60	54	50	37	34
% Advanced	29	10	29	8	12
Number of students tested	43	39	56	51	73
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	38	75	0	0	100
% Advanced	38	42	0	0	100
Number of students tested	8	12	3	0	1
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	61	52	41	29	33
% Advanced	26	13	20	5	14
Number of students tested	36	31	41	41	57
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: Current

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	70	60	43	34
% Advanced	53	4	30	17	9
Number of students tested	94	106	118	120	135
Percent of total students tested	100	93	97	96	99
Number of students alternatively assessed	7	2	4	3	1
Percent of students alternatively assessed	6	2	4	3	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	85	77	60	53	35
% Advanced	25	46	33	28	9
Number of students tested	79	82	102	49	134
<b>2. African American Students</b>					
% Proficient plus % Advanced	81	64	55	29	36
% Advanced	25	43	28	13	7
Number of students tested	52	59	65	52	58
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	90	76	64	54	32
% Advanced	28	41	36	21	11
Number of students tested	40	46	53	67	76
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	93	100	55	75	100
% Advanced	85	100	44	25	100
Number of students tested	13	3	9	4	1
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	90	71	60	48	32
% Advanced	23	34	34	12	11
Number of students tested	29	31	42	52	66
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: Current

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	57	42	35	16	11
% Advanced	21	10	9	2	1
Number of students tested	96	106	119	121	135
Percent of total students tested	91	93	97	97	99
Number of students alternatively assessed	7	2	4	3	1
Percent of students alternatively assessed	6	7	4	3	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	55	48	36	20	11
% Advanced	25	12	11	4	0
Number of students tested	80	82	103	49	134
<b>2. African American Students</b>					
% Proficient plus % Advanced	55	37	35	9	12
% Advanced	25	10	12	0	0
Number of students tested	53	59	65	53	58
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	60	48	35	22	11
% Advanced	28	13	9	4	0
Number of students tested	40	46	54	67	76
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	93	100	44	50	100
% Advanced	62	33	22	0	100
Number of students tested	13	3	9	4	1
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	48	37	29	17	11
% Advanced	23	6	9	3	0
Number of students tested	29	35	42	52	66
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: Current

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	71	64	57	49	35
% Advanced	51	30	27	20	15
Number of students tested	88	102	107	122	162
Percent of total students tested	84	93	97	100	100
Number of students alternatively assessed	9	6	3	3	1
Percent of students alternatively assessed	7	6	3	3	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	70	63	36	36	36
% Advanced	47	31	34	9	15
Number of students tested	71	83	88	45	157
<b>2. African American Students</b>					
% Proficient plus % Advanced	67	70	46	55	29
% Advanced	47	40	18	28	14
Number of students tested	46	54	46	53	78
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	78	58	66	44	41
% Advanced	45	27	38	13	17
Number of students tested	40	48	61	68	83
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	82	89	40	0	0
% Advanced	82	78	30	0	0
Number of students tested	11	9	10	2	1
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	65	54	56	41	29
% Advanced	30	24	33	11	14
Number of students tested	26	39	43	61	58
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: Current

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	66	59	36	38	37
% Advanced	18	23	13	11	7
Number of students tested	88	101	107	122	162
Percent of total students tested	85	92	97	100	100
Number of students alternatively assessed	9	6	3	3	1
Percent of students alternatively assessed	7	6	3	3	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	69	54	36	27	36
% Advanced	57	26	14	4	6
Number of students tested	71	82	88	45	157
<b>2. African American Students</b>					
% Proficient plus % Advanced	59	68	28	40	35
% Advanced	16	39	12	13	8
Number of students tested	46	53	46	53	78
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	75	48	43	37	40
% Advanced	70	14	16	9	6
Number of students tested	40	48	61	68	83
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	91	88	30	0	0
% Advanced	82	75	20	0	0
Number of students tested	11	8	10	0	1
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	62	44	33	34	29
% Advanced	71	10	14	8	3
Number of students tested	26	39	43	61	58
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: Current

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	57	43	41	27	16
% Advanced	33	22	11	5	3
Number of students tested	96	90	115	139	134
Percent of total students tested	91	94	100	99	99
Number of students alternatively assessed	7	3	0	1	1
Percent of students alternatively assessed	6	2	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	57	43	30	17	15
% Advanced	25	18	12	5	4
Number of students tested	90	70	97	42	131
<b>2. African American Students</b>					
% Proficient plus % Advanced	45	29	39	28	12
% Advanced	27	11	10	6	2
Number of students tested	49	34	49	65	76
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	61	50	44	26	20
% Advanced	24	21	12	5	4
Number of students tested	51	56	66	73	56
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	69	33	0	50	0
% Advanced	54	22	0	50	0
Number of students tested	13	9	3	2	1
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	59	34	33	21	10
% Advanced	17	18	2	1	0
Number of students tested	32	38	43	48	31
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: Current

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	59	33	28	24	23
% Advanced	22	10	3	5	7
Number of students tested	96	90	115	139	134
Percent of total students tested	91	94	100	99	99
Number of students alternatively assessed	7	3	0	1	1
Percent of students alternatively assessed	6	2	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	58	36	58	26	23
% Advanced	56	13	4	7	8
Number of students tested	89	70	88	42	131
<b>2. African American Students</b>					
% Proficient plus % Advanced	60	24	27	22	24
% Advanced	51	14	4	6	8
Number of students tested	48	34	49	65	76
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	40	39	30	26	23
% Advanced	13	13	3	5	7
Number of students tested	56	56	66	73	56
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	75	33	0	50	0
% Advanced	50	33	0	50	0
Number of students tested	12	9	3	2	1
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	44	26	7	15	3
% Advanced	17	11	0	1	3
Number of students tested	33	38	43	48	31
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: Current

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month				May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced				15	21
% Advanced				3	3
Number of students tested				90	94
Percent of total students tested				98	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced				30	20
% Advanced				7	2
Number of students tested				27	93
<b>2. African American Students</b>					
% Proficient plus % Advanced				10	18
% Advanced				1	3
Number of students tested				39	40
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced				20	25
% Advanced				4	3
Number of students tested				50	55
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced				4	12
% Advanced				3	4
Number of students tested				26	25
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Students were housed at Highland for these years as their school was being built.

Subject: Reading  
Edition/Publication Year: Current

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month				May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced				19	21
% Advanced				7	4
Number of students tested				92	95
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced				22	21
% Advanced				7	4
Number of students tested				27	94
<b>2. African American Students</b>					
% Proficient plus % Advanced				13	22
% Advanced				5	5
Number of students tested				41	41
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced				22	21
% Advanced				6	5
Number of students tested				50	53
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced				8	0
% Advanced				0	0
Number of students tested				26	25
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Students were only at Highland for the reported years. They were being housed here while their new school was being built.