

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: Dr. Paul Suzuki

Official School Name: South Shores/CSUDH Visual and Performing Arts

School Mailing Address:
2060 West 35th Street
San Pedro, CA 90732-4704

County: Los Angeles State School Code Number*: 19647336019301

Telephone: (310) 832-6596 Fax: (310) 832-4994

Web site/URL: www.lausd.k12.ca.us/South_Shores_Magnet/Welcome.html E-mail: psuzuki@lausd.net

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. Ramon Cortines

District Name: Los Angeles Unified School District Tel: (213) 241-1000

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: Ms. Monica Garcia

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

_____ 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)	518	Elementary schools (includes K-8)
	<u>126</u>	Middle/Junior high schools
	<u>127</u>	High schools
	<u>120</u>	K-12 schools
	<u>891</u>	TOTAL

2. District Per Pupil Expenditure: 4438

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. 5 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	13	10	23	7			0
1	44	50	94	8			0
2	38	57	95	9			0
3	38	56	94	10			0
4	48	51	99	11			0
5	46	56	102	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							507

6. Racial/ethnic composition of the school:
- | |
|---|
| 1 % American Indian or Alaska Native |
| 5 % Asian |
| 12 % Black or African American |
| 43 % Hispanic or Latino |
| 3 % Native Hawaiian or Other Pacific Islander |
| 35 % 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: 2 %

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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	507
(5)	Total transferred students in row (3) divided by total students in row (4).	0.020
(6)	Amount in row (5) multiplied by 100.	1.972

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 17

Number of languages represented: 3

Specify languages:

The languages representing our limited English proficient students are Japanese, Spanish, and Croatian.

9. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 226

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: 9 %

Total Number of Students Served: 47

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u> </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> </u>
Classroom teachers	<u>19</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>7</u>	<u> </u>
Support staff	<u> </u>	<u>3</u>
Total number	<u>28</u>	<u>5</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%	96%	96%	96%
Daily teacher attendance	95%	94%	95%	95%	95%
Teacher turnover rate	%	%	%	%	%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Due to the relatively small number of teachers at South Shores, when one is absent due to illness or injury for a week or more, it has a more noticeable effect on the attendance percentage. The 94% attendance rate for the 2007-2008 school year is not indicative of widespread absences, but was primarily due to two teachers needing to take time off of work to have a necessary surgery, and this includes recovery time as well.

The average number of absences for certificated staff increased from 9.7 in 2004-2005 to 10.1 in 2005-2006, both averages are above the local district and district averages for those years. It decreased in 2006-2007 to 6.5. Local district and district averages have shown a steady decline in average absences from 8.8 to 8.3 and 8.5 to 7.9 respectively. South Shores is also showing a decline but at a greater rate, from 9.7 to 6.5.

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

PART III - SUMMARY

South Shores Magnet School for the Visual and Performing Arts is a learning community devoted to creating and fostering a life-long appreciation and commitment to academic and artistic excellence. We teach respect for diversity, providing tools for students to become self-sufficient and productive members of society. This unique environment, combining academic dedication with the arts, is what makes South Shores so successful and deserving of recognition and Blue Ribbon status.

Our curriculum is enriched by the arts, enhancing students' ability to reach higher levels of critical and creative thinking. Our primary objective is to ensure that all students master the skills necessary to function as responsible citizens who are able to apply their knowledge to new situations in an ever changing society.

Teachers and staff work together to provide a culturally enriched setting that facilitates learning, enhances self-worth, and expands multicultural appreciation. We believe all students can learn, attain high goals, and realize their full potential academically, artistically, and socially.

South Shores is a kindergarten through fifth grade magnet elementary school located in San Pedro, serving students from throughout the Los Angeles Unified School District. We provide a strong, well-rounded education in academics and the arts in a safe and welcoming environment. We believe that an emphasis on the visual and performing arts broadens and deepens the academic experiences of our students, improves their scholastic achievement, and develops their self-worth while making them more connected to their communities and the world.

We see the proof of this arts-academics connection everyday in our interactions with students. Others can see the proof in our continued assessment growth. The proof is also in being designated a California Distinguished School, awarded the prestigious Bravo Award from the Los Angeles Music Center for excellence in visual and performing arts, and, for seven consecutive years, the Title 1 Academic Achievement Award, given to schools with a high population of disadvantaged students.

Students apply to attend South Shores. Parents seek out South Shores because of our reputation, because they want a well-rounded and unique education for their children, incorporating the arts even in these days of budget cuts. While some of the students have an interest in the arts, others choose long bus rides to escape low performing schools or unsafe neighborhoods.

It is this commitment to their children that makes parents seek us out, but also makes them, and their children, so dedicated to their educations. This parent and student buy-in greatly contributes to student success. Parents are frequent visitors to the school and classrooms, and are welcome and encouraged to be active participants in school life.

Our campus, located at the southernmost end of the LAUSD, allows us to explore the community and natural world around us. By going out into the community, we make connections to the students' personal lives, cultures, and experiences, giving added pertinence to classroom lessons. We are walking distance from the beach and several wildlife and nature areas that help to support science and other curriculum.

Our long standing artistic traditions-Primary Production, Third Grade Art Show, and the upper Grade Musical Production-fuel students' ambitions, talents, and are a major ingredient of our curriculum throughout the year. For instance, third graders work for months to create over 300 works of art using varied media, which are then displayed in a local gallery. These types of events provide an additional outlet for students to shine, to grow, and to develop their self confidence and self-worth.

We also foster a volunteer spirit. After the devastation of Hurricane Rita, the students and teachers of South Shores adopted Dozier Elementary school in Erath, LA, sending school supplies, clothes, blankets, and other needed items.

Because of our outstanding leadership role in academics, the arts, and the community, South Shores has enjoyed continuing success and is proud to be considered for Blue Ribbon Status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

South Shores participates in California state testing for elementary school students, or the CST. For 2nd to 5th grade this tests math and language arts standards. 4th grade also tests writing skills and 5th grade tests science standards. The performance levels for this assessment are, according to the California Standardized Testing and Reporting website (www.cde.ce.gov/ta) :

“Advanced: This category represents a superior performance. Students demonstrate a comprehensive and complex understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.

Proficient: This category represents a solid performance. Students demonstrate a competent and adequate understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.

Basic: This category represents a limited performance. Students demonstrate a partial and rudimentary understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.

Far Below / Below Basic: This category represents a serious lack of performance. Students demonstrate little or a flawed understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.”

South Shores has made consistent gains in the core testing subjects of math and reading over the past five years. While slight fluctuations in scores may occur, as is natural owing to the varied needs and abilities of any given group of students in any year, the overall trend has been one of growth.

The API score reflects the school’s growth as a whole in all tested subject areas and ranges from 200-1000. This score has risen, without dropping, from 860 to 893 from the 2004/2005 to the 2008/2009 school year. A growth goal is set for each school every year, and we meet and surpass our goals consistently.

According to the LAUSD accountability report card: “The Statewide API Rank ranges from 1-10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The Similar Schools API Rank reflects how a school compares to 100 statistically matched ‘similar schools.’ A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.”

In comparison to schools throughout the state of California, South Shores has maintained a rank of 9 since 2007 (data not available for earlier dates). In a comparison of Similar Schools Rankings, South Shores has risen from 8 to 9 to 10 since 2007. This shows a consistently superior performance among other elementary schools in the state and in the district.

In English Language Arts over the past 5 years we have shown a 14.2% gain in test scores in the Proficient and Advanced range. The percentage of students testing in this range has risen from 60.9% to 75.1%. In the math subject area we have shown a 7.2% gain over 5 years in students who are Proficient and Advanced. The percentage of students scoring in this range has risen from 75.7% to 89.9%. Again, while minor year to year fluctuations occur, this positive trend also is reflected among ethnic groups (African American, White, and

Hispanic) over the past five years. The positive trend is also represented over the past five years among socio-economically disadvantaged students, English learners, and students with disabilities.

2. Using Assessment Results:

Teachers utilize assessment results as a regular part of lesson planning. State testing results, as well as routine formal and informal assessments, drive curriculum and the teachers' understanding of their students needs. Results show us what students have and have not mastered, and hence where they need reinforcement and where they will benefit from enrichment and extension.

This constant evaluation and use of assessment results becomes second nature to a teacher, and occurs on an individual level in classrooms every day. This practice also works on a school wide level, and is the subject of many grade level planning meetings and professional developments, so that teachers can work together to see how the school as a whole, and grade levels as a whole are performing. This is also a time to brainstorm about how to use testing data to better plan curriculum.

One particularly useful professional development topic focused on how to access district wide testing results online, and how to generate reports based upon this information. Teachers can see at a glance how an individual, a class, and a grade level performed on any particular test. The database allows them to create reports of missed test questions and which standards are areas of strength or weakness. This information is then used to tailor lesson plans to student needs, and to see in which areas a whole class may benefit from reteaching. This allows an entire grade level to work together to target areas that may be a particular challenge, or in which they may enrich student learning.

Through assessments, determine which students are in need of intervention or a Student Study Team to examine long term performance challenges. They also help us guide students into the GATE (Gifted and Talented Education) program. In this way, assessments help us to provide students with the services they need to reach their potential.

Assessments alone may not give a picture of the whole human being and strengths or weaknesses, but they are an important tool in meeting the needs of every student.

3. Communicating Assessment Results:

South Shores fosters an atmosphere of openness and sharing and welcomes questions and input from all stakeholders, making our school a safe and productive environment where every student's needs are met and everyone's voice is valued. This constant dialogue allows us to use assessment data to make improvements and is a major contribution to our success.

Student progress is shared with students, parents, faculty, and community members. Students see the results of homework and tests daily. Teachers apprise students of their progress throughout the course of each day and adjust lessons and content accordingly.

Parents are welcome in the classroom as observers and active participants. Parents and community members observe student progress on a personal level as PTO and Wonder of Reading volunteers. They volunteer numerous hours every week to help in classrooms and provide one on one support for at risk students.

Parents receive formal progress reports throughout the year, and informal status updates on a more frequent basis. We also give parents and students the tools to use progress data through parent teacher conferences. We have annual conferences for all families during the school year and subsequently teachers are available for conferences as the need arises.

South Shores and Los Angeles Unified School District's (LAUSD's) websites explain assessment results, school demographics, and other school data. Monthly newsletters and weekly assemblies share our successes, challenges, and special events with parents and the community.

Student achievement is also a main component of discussion in School Based Management and LEARN council meetings. Both bodies are comprised of parents, teachers, staff, and community members and are instrumental in planning throughout the school year.

Parents receive the school report card and a yearly interactive school survey. This survey tracks stakeholder input and awareness of student achievement, as well as satisfaction with communication, facilities, arts programs, etc. We use the results of this survey to better meet the needs of our families.

4. Sharing Success:

As a visual and performing arts school that also fosters a strong academic program, we believe it to be vital to our continued success and staying power that we share with others the values and strategies we employ. We will share with other schools, our community, our district, and our country - if we are granted that honor - how academics and art, intellect and imagination, and heads and hearts can and must work together to educate well-rounded children.

We host professional developments, as well as principals' meetings that welcome educators into our classrooms to observe our academic and artistic events, practices. We hope to expand this practice even further, helping other schools who want to see how an arts curriculum can thrive and be actively integrated into a regular classroom environment. We also share our practices and results when attending local district planning and development meetings.

We open our doors to student teachers. We hope that by giving them a chance to observe and participate in the culture of our school, we foster a sense of the importance of a community that cooperates, collaborates, and promotes the arts and academic excellence. We hope, and have seen, that they carry this with them when they go on to other teaching experiences. They see that it is not only possible to achieve as a school both artistically and academically, but that these two disciplines support and enhance each other.

We share our successes by welcoming the community and other teachers, administrators, children, and schools to our unique arts events. For instance, the upper grades perform a yearly musical theatre production at the California State University Dominguez Hills theatre. In this way we directly show the community how we make the arts work for us and the sense of pride students have in their talents and hard work.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Instruction and Content Based Standards

Our curriculum is aligned with the California State Content Standards, promoting high achievement by delineating the concepts, skills, and information students should master at every grade level. (www.cde.ca.gov/be/st/ss) The curriculum is scaffolded, so that within each year and throughout the years, students have strong background knowledge in each subject and a sense of continuity throughout their learning. This cohesiveness makes learning within a subject area, and across subject areas, an integrated process.

Math

Elementary level math spans from counting and basic addition in kindergarten to graphing linear equations and working with positive and negative integers in the upper grades. The foundation of our math curriculum is that all students require a working knowledge of the math basics: addition, subtraction, multiplication, and division facts-as an entry point into all other math lessons.

Our math curriculum provides a scaffolded and progressive series of lessons, presenting math in a logical way, building upon past skill sets. The lessons start with investigations into concepts and then segue into direct instruction. Using this as a base, students then work more independently on the skills, while teachers provide support to those who need reinforcement. There are extension activities for students who have mastered the topic, promoting a deepening of their knowledge and critical thinking skills. A crucial component of the math program is the use of manipulatives and hands-on activities and games. Through these activities students are able to apply their math knowledge and learn from interaction with their peers.

Language Arts

The Language Arts curriculum includes all the tools students need to be competent readers and writers. The Open Court Reading Program components include spelling, grammar, phonics, reading decoding, fluency, and comprehension, the writing process, and literary analysis. The language arts program also has a listening and speaking component, which is supported by verbal activities, such as making presentations, creating skits, reader's theater, and whole class dialogues.

Students are encouraged to read on their own and teachers use literature to enhance the curriculum. For example, 4th graders read *By the Great Horn Spoon* by Sid Fleischman as a corollary to their Social Studies unit on the Gold Rush. Language Arts is a cross curricular discipline, and is treated as such. Reading comprehension is a key to success in all curricular areas.

Science

Science is taught through the experiment process and following the scientific method. Students are accountable for their work product, the use of academic language, and following directions. FOSS provides kits and correlating text books, which show students science in action. They can read about the principals of magnetism or the water cycle, but then they also are able to immediately see these concepts in action and apply their knowledge in a concrete way through experimentation.

Social Studies

Social studies embraces such areas as geography, our local Los Angeles and California history, the American Revolution, and exploring the cultures of our student body and others throughout the world. Social studies is presented through visual depictions, reading, and also comes alive through field trips, including train trips to Hispanic and Chinese cultural areas of downtown Los Angeles. 4th and 5th graders participate in the interactive Walk Through California and Walk Through the Revolution each year, as well. In costumes, they are immersed in California and Colonial history, becoming experts on pertinent historical figures, facts, dates, and geography in grade-wide competitions.

Visual and Performing Arts

At the heart of South Shores is the visual and performing arts program, which is both woven into the fabric of daily curriculum and stands on its own as an elective area. The visual and performing arts program will be discussed in greater detail in Section 3, below.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

We believe a strong reading curriculum is the foundation of success in all other subject areas. The language arts program adopted by South Shores is Open Court Reading (OCR) (2002 edition), mandated by the LAUSD. South Shores teachers and students work within this curriculum and supplement it in unique ways, making reading come alive and enriching the experience. Students focus on thematic units, which grow in complexity over the grade levels. A second grade unit focuses on stories about animals that camouflage, while a 4th grade unit focuses on risks and consequences.

All grade levels focus on the main elements of learning to be good readers and the interpretation and comprehension of literature: questioning, making predictions, summarizing, drawing conclusions, making inferences, cause and effect, etc. The lower grade levels also focus on phonics and sight words, while upper grades also add more complex vocabulary and spelling.

The writing process is also an integral part of our reading curriculum, and students work on daily writing, through reading response and journaling, as well as theme related essays. Writing is also an area where teachers can use their creativity to complement the OCR curriculum. Independent reading assignments, like book reports, and creative writing help students to access their own creativity and share their own ideas, feelings, and experiences, making a real world connection to their school work.

Teachers also supplement OCR with reading theme-relevant literature as a class and other extension activities. Some classes do biography book reports, where a presentation in the role of a historic character is a component. Others have students implement the writing process by reading and then writing and illustrating their own mystery stories. Some use literature circles, where groups of students read the same thematic novel and engage in discussions.

While our assessment results show a consistent growth in reading comprehension, to promote even greater growth, we have instituted in class intervention for students who lack proficiency, giving them more individualized help and strategies for reading comprehension. We are proud of our achievements, but always strive to improve and help our students to grow.

3. Additional Curriculum Area:

As a visual and performing arts magnet we have a vested interest in the arts curriculum. We highlight instruction based on the Visual and Performing Arts standards (VAPA) for the State of California. Teachers have specialized background and training in the visual and performing arts to best facilitate our particular emphasis. Lessons address arts standards such as figure drawing, conveying emotion through art, and the

historical context of art. It also encompasses theatrical vocabulary, improvisation, projection, expression, and articulation.

Upper grade students attend one visual and one performing arts class each week where teachers instruct in their particular areas of creative expertise. These “mini-classes” include such offerings as: Japanese folk art, sculpture, art history, drama, modern dance, folk dance, and choral music.

Students have a chance to express and develop their particular creative strengths, and classes usually culminate in a performance or public display for the school, parents, and community.

Primary grades create a “Primary Production” to present to their parents and the school on our campus. This production involves all four art disciplines, many rehearsals, and results in multiple performances complete with costumes and sets.

All third graders create and participate in an art show using all types of visual arts media and incorporating arts standards such as perspective, texture, lines, and color value. This show, shown at a local gallery space, features over 300 pieces of student art work and an Artists' Reception, giving students a very professional sense of accomplishment and ownership.

The upper grades also put on a major musical theater production staged at the California State University Dominguez Hills campus theater. Rehearsals last from January to June. The teachers spend extensive time planning direction, choreography, sets, costumes, and original material for students. Students learn to act, sing, dance and create sets under the expert eyes of the teachers. Nearly 200 students come together onstage and backstage, showcasing their efforts and talents for parents, teachers, peers, and community.

4. Instructional Methods:

The challenge of teaching within a multiple subject classroom is meeting the needs of every student, and South Shores rises to this challenge by creating an inclusive and flexible environment that embraces students of all abilities and backgrounds. As a magnet school, we have a great diversity of ethnicities within our student population, but we also have a great diversity of student personalities, gifts, disabilities, language backgrounds, interests, and intelligences. We strive to remember this and incorporate the principles of differentiated instruction to meet the needs of all of our students.

We provide support for students with disabilities through our resource teacher. In concert with the classroom teachers, she implements the accommodations needed by students with disabilities: individual attention, extended testing time, use of specialized materials for students with visual processing deficits, etc. Students who excel academically are also recognized and provided with opportunities to enrich their understanding and abilities through the GATE program. The needs of our English language learners are met through applying strategies to help convey information in alternative ways: pictures, thinking maps, student partnering, etc.

Instruction is an organic process stemming from student needs. We engage students in the ways they learn best, whether it be through kinesthetic, aural, or verbal modalities. This means adding manipulatives to math lessons for kinesthetic learners or using flow charts in social studies activities for those with spatial strengths.

It also means being more creative with instruction as well. Students will study food chains in a marine tide pool and then walk down the street and see those very animals in their natural environments. We bring the Los Angeles Jazz Society to perform yearly during Black History month to expose students to history, culture, and music standards in a vibrant and real way. One teacher employs a Supreme Court system of student self governance within the classroom to manage behavior while also teaching social studies curriculum.

Instruction is a varied and flexible tool we use to make the most of student experiences.

5. Professional Development:

We are committed to a varied and dynamic course of professional development, always striving to learn as educators ourselves. In addition to professional development and training offered by the school district to keep us up to date in the use of new materials and methodologies, we also schedule our own syllabus of professional developments, attended weekly by the entire staff. This training aids us in analyzing and using test results in the classroom sessions and to better the school as a whole and also providing new skills and strategies in alignment with our curriculum.

Much of our professional development centers around assessments and what the test data means for our students. Teachers also attend professional developments in their personal time and share it with the staff to enrich our understanding of the latest instructional research and methods. One of our most recent examples was a teacher-presented in-service on the use of math strategies for kinesthetic learners.

To help us better serve our students with special needs and promote achievement in the area of reading comprehension, we have had training from the respected Lindamood-Bell Learning Center. This provided valuable information in how to reach students who struggle with word attack, word recognition, and contextual reading. It provides visualization and verbalization strategies that meet a wide array of learners, and which teachers have been able to successfully implement in the classroom.

Another powerful professional development was with the renowned Nigerian Talking Drums ensemble in Los Angeles, helping us to enrich our arts curriculum and deepen our students' cultural awareness. Not only did they provide a multiple week clinic with the 5th grade students, but they instructed teachers in traditional Nigerian dance, song, and drumming which they take with them into the classroom at all grade levels. We strive to make professional development diverse and unique to our needs as a high achieving performing arts school, to enrich our knowledge as educators and to help us give our students a well-rounded academic experience.

6. School Leadership:

Our principal is a guiding force in our school community, providing leadership and encouragement while allowing teachers to make use of their personal strengths and interests to enhance curriculum. Our principal's vision is to create, foster, and maintain positive productive relationships with teachers, parents, staff, students, and neighbors that help create a warm, welcoming, and safe school environment where student achievement is continually increasing.

The principal takes a lead role in school governance and public relations, interacting with the community, district, and staff to make sure our students achieve academically. The principal oversees budgeting and funding, with input from other governing bodies and stakeholders. The principal's goal is to ensure that all stakeholder voices are heard and taken into account in creating the best possible environment for our students.

The governance of our school is also entrusted to our LEARN and SSC (School Site Council) committees, boards made up of teachers, parents, administrators, and community members. LEARN plans pertinent professional development to help drive instruction, schedules events, and hires staff and teachers who meet the high standards to which we hold ourselves. The SSC monitors progress toward goals in our Single Plan for Student Achievement, including the areas of: stakeholder involvement, standards, assessments, and accountability, and equal educational access. It is the ultimate goal of every group to continually evaluate the needs of the school and serve the students in ways that will help them to succeed by offering the funding, staffing, and programs they need.

The principal serves as a liaison with these groups, apprising them of our progress and working effectively with them to promote student achievement. This process has led to parent education nights, intervention for at-risk students, assessment surveys to determine stakeholder satisfaction and needs, and comprehensive school safety plans, among many other things.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: 6th Edition

Publisher: CTB/Mc-Graw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	83	82	76	84	78
% Advanced	49	47	55	61	52
Number of students tested	90	88	87	79	96
Percent of total students tested	99	99	99	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	73	79	66	76	54
% Advanced	49	47	48	61	52
Number of students tested	41	47	35	25	42
2. African American Students					
% Proficient plus % Advanced	64			45	
% Advanced	21			27	
Number of students tested	14			11	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	80	70	69	84	48
% Advanced	48	36	51	54	41
Number of students tested	40	44	45	37	43
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 6th Edition

Grade: 2 Test: California Standards Test
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	71	71	70	73	54
% Advanced	34	32	30	39	20
Number of students tested	90	88	88	79	96
Percent of total students tested	99	99	99	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	66	57	54	64	48
% Advanced	34	32	30	39	20
Number of students tested	41	47	35	25	48
2. African American Students					
% Proficient plus % Advanced	64			45	64
% Advanced	29			27	18
Number of students tested	14			11	11
3. Hispanic or Latino Students					
% Proficient plus % Advanced	63	55	64	68	43
% Advanced	25	20	22	24	12
Number of students tested	40	44	45	37	49
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 6th Edition

Grade: 3 Test: California Standards Test
Publisher: CTB/Mc-Graw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	95	90	76	76	85
% Advanced	71	62	55	48	62
Number of students tested	92	89	91	98	95
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	11				
Percent of students alternatively assessed	12				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	71	85	64	68	77
% Advanced	71	62	55	48	62
Number of students tested	42	34	45	41	47
2. African American Students					
% Proficient plus % Advanced		75	64	67	69
% Advanced		42	9	33	54
Number of students tested		12	11	12	13
3. Hispanic or Latino Students					
% Proficient plus % Advanced	90	89	73	67	69
% Advanced	71	62	55	48	54
Number of students tested	41	46	45	45	43
4. Special Education Students					
% Proficient plus % Advanced	100				
% Advanced	71				
Number of students tested	11				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 6th Edition

Grade: 3 Test: California Standards Test
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	77	66	62	58	57
% Advanced	36	19	27	22	28
Number of students tested	92	89	91	98	95
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	11				
Percent of students alternatively assessed	12				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	71	66	62	66	57
% Advanced	36	19	27	19	28
Number of students tested	42	34	45	41	47
2. African American Students					
% Proficient plus % Advanced		58	55	42	46
% Advanced		17	9	0	15
Number of students tested		12	11	12	13
3. Hispanic or Latino Students					
% Proficient plus % Advanced	71	59	53	51	51
% Advanced	27	13	18	20	26
Number of students tested	41	46	45	45	47
4. Special Education Students					
% Proficient plus % Advanced	77				
% Advanced	36				
Number of students tested	11				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 6th Edition

Grade: 4 Test: California Standards Test
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	73	73	53	84	82
% Advanced	40	43	27	62	52
Number of students tested	87	88	88	90	88
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed			11		
Percent of students alternatively assessed			13		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	73	73	53	75	54
% Advanced	40	43	27	62	52
Number of students tested	28	41	40	36	42
2. African American Students					
% Proficient plus % Advanced	64	54		75	
% Advanced	27	23		58	
Number of students tested	11	13		12	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	68	73	44	85	76
% Advanced	30	34	20	54	48
Number of students tested	40	41	41	46	46
4. Special Education Students					
% Proficient plus % Advanced			53		
% Advanced			27		
Number of students tested			11		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 6th Edition

Grade: 4 Test: California Standards Test
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	76	73	62	86	74
% Advanced	39	41	26	43	32
Number of students tested	87	88	88	90	88
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed			11		
Percent of students alternatively assessed			13		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	76	73	62	86	74
% Advanced	39	41	26	43	32
Number of students tested	28	41	40	36	42
2. African American Students					
% Proficient plus % Advanced	64	46		75	
% Advanced	36	15		42	
Number of students tested	11	13		12	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	68	68	54	83	63
% Advanced	25	34	20	33	24
Number of students tested	40	41	41	46	46
4. Special Education Students					
% Proficient plus % Advanced			62		
% Advanced			26		
Number of students tested			11		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 6th Edition

Grade: 5 Test: California Standards Test
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	79	75	77	54	57
% Advanced	35	28	40	24	21
Number of students tested	89	88	90	83	88
Percent of total students tested	100	98	100	98	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	66	67	67	29	54
% Advanced	8	0	42	14	0
Number of students tested	38	43	42	35	42
2. African American Students					
% Proficient plus % Advanced	62		67	50	
% Advanced	8		42	14	
Number of students tested	13		12	42	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	76	63	82		57
% Advanced	31	22	39		21
Number of students tested	42	41	44		43
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 6th Edition

Grade: 5 Test: California Standards Test
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	77	66	77	62	59
% Advanced	43	25	40	29	22
Number of students tested	89	88	90	85	88
Percent of total students tested	100	98	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	68	60	62	49	59
% Advanced	43	25	40	25	43
Number of students tested	38	43	42	36	42
2. African American Students					
% Proficient plus % Advanced	69		67		
% Advanced	31		25		
Number of students tested	13		12		
3. Hispanic or Latino Students					
% Proficient plus % Advanced	64	63	73	57	57
% Advanced	38	15	34	23	14
Number of students tested	42	41	44	44	43
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: