

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mrs. Carol Fong

Official School Name: Ulloa Elementary

School Mailing Address: 2650 42nd Avenue
 San Francisco, CA 94116-2714

County: San Francisco State School Code Number: 38684786041685

Telephone: (415) 759-2841 E-mail: fongc1@sfusd.edu

Fax: (415) 759-2845 Web URL: http://web.sfusd.edu/schools/ulloaes/default.aspx

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. Carlos Garcia Superintendent e-mail: CarlosGarcia@sfusd.ed

District Name: San Francisco Unified District Phone: (415) 241-6000

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. Hydra Mendoza

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

11CA5

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 74 Elementary schools
 (per district designation) 13 Middle/Junior high schools
17 High schools
0 K-12 schools
104 Total schools in district
2. District per-pupil expenditure: 9715

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	50	38	88		7	0	0	0
1	36	53	89		8	0	0	0
2	44	40	84		9	0	0	0
3	41	36	77		10	0	0	0
4	36	45	81		11	0	0	0
5	37	44	81		12	0	0	0
Total in Applying School:								500

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
81 % Asian
3 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
6 % White
7 % 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 2009-2010 school year: 4%

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, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2009	500
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 36%
Total number of limited English proficient students in the school: 181
Number of languages represented, not including English: 11
Specify languages:

Burmese, Chinese Toishanese, Chinese Cantonese, Chinese Mandarin, Chinese Other, Japanese, Russian, Spanish, Tagalog, Urdu, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 58%
 Total number of students who qualify: 500

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%
 Total number of students served: 36

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>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</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>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>8</u>	<u>3</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>39</u>	<u>7</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: 21:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	98%	98%	98%	97%
Daily teacher attendance	98%	96%	98%	98%	98%
Teacher turnover rate	4%	4%	4%	8%	4%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	_____ %
Total	_____ 0%

Gem of the Sunset: Where Every Student Shines!

Nestled in the fog of San Francisco, Ulloa Elementary School is the shining gem of the Outer Sunset. Located next to the San Francisco Zoo and alongside the scenic Great Highway overlooking Ocean Beach, we are a community of diverse families, students, and teachers. We rank in the top ten K-5 elementary schools in the San Francisco Unified School District. At Ulloa, our mission is to create a unique learning environment committed to educating the whole child. In addition to a strong standards-based academic program, our dedicated and experienced staff creates a safe and nurturing environment in which every child can confidently build the intellectual, emotional, and physical skills necessary to become a life-long learner.

There are 500 children attending our single story, two-city block facility encompassing 48,200 square feet. Built in 1952, the school is a clean, well-lit structure with 19 classrooms, five bungalows, an inviting auditorium, a bright cafeteria, a multi-purpose gymnasium, an award winning eco-friendly garden/outdoor coastal classroom, a large playground with two play structures, and a fully equipped computer lab which allows students to acquire the skills necessary for 21st century learning. Our facility also features a private childcare center.

Each student adds to the richness of our school community. 81% of our students are Asian and many live in our neighborhood. 7.4% Other Non White, 6.2% Other White, 2.6% Latino, 0.2% American Indian, and 2.6% African American make up our student body. 36.2% of our students are English Language Learners. 7.2% are Special Education students and 12.8% are identified GATE. 57.5% of our students qualify for Free or Reduced Lunch. There are 21 English Language Development Classes, one of which is a pilot Chinese Biliteracy class launched this year, and three are Chinese Bilingual classes scheduled to be transitioned into Chinese Biliteracy classes. We are the only school in the Sunset District that offers a Chinese Biliteracy program. Our Special Education Program offers a Special Day Class for Emotionally Disturbed students, an Inclusion Program, Resource Specialist Services, and Designated Instructional Services. All special needs students participate in all schoolwide activities and are mainstreamed into a general education classroom where appropriate. We collaborate with a variety of community agencies to provide comprehensive social, emotional, and academic services for all students. GATE and high-potential students are challenged in the core curriculum through extension activities.

In addition to our extensive academic curriculum, Ulloa offers a multitude of opportunities for our students to shine. We have enrichment programs such as Performing Arts Workshops (PAW) residencies, physical education; SPEAK Visual Arts program, gardening, and a Nutrition Coordinator through the District's School Health Programs. Our Learning Support Provider is a key link to connecting school, community, and families. Our entire school has implemented the Caring School Community curriculum to build conflict resolution strategies, foster communication skills, and nurture cross-age relationships. Our partnership with the Sunset Neighborhood Beacon Center provides a free comprehensive after-school program. Students are given support and extracurricular opportunities to extend classroom learning. Along with our Academic Plan, these programs create a stimulating environment for all our students.

Trained reading support volunteers from the San Francisco Jewish Community Center partner with our classroom teachers to help struggling readers improve their comprehension and fluency skills. *America Reads* also collaborates with us to provide reading support for our students. The San Francisco State University Elementary Education Department provides student teachers to support our classrooms while learning to be accomplished teachers. Our teachers regularly participate in professional development and field trip opportunities to enhance classroom instruction.

Parents play an essential role in our community. The Ulloa Parent Teacher Association (PTA) supports our computer and physical education programs. Parent volunteers work in classrooms, chaperone field trips, and coordinate and/or participate in our annual events such as Career Day, Read Aloud Day, Math & Science Night, and Walk-A-Thon. Families connect and learn together through hands-on evening events. Our parents' high standards and expectations are aligned with those of the school to create a successful partnership.

Emphasizing social justice, equity, and respect, Ulloa teachers are dedicated to student learning and provide differentiated instruction to ensure that each student shines as an individual while being able to work in collaborative groups. Through professional development, our staff stays abreast of current best practices. In Equity-Centered Professional Learning Communities (ECPLC), we work together to discuss and share these practices in addition to analyzing disaggregated assessment trends. This makes Ulloa a site of high academic achievement, as well as a place where children want to come to school. Having earned the Title 1 Academic Achievement Award for six consecutive years, as well as being honored as a California Distinguished School in 2008, Ulloa is proud to be the "Gem of the Sunset!"

1. Assessment Results:

The California Standardized Testing and Reporting (STAR) Program is an important part of the State assessment system. Administered annually in the spring in grades two through eleven, the STAR program was first authorized in 1997 (California Education Code Section 60640). All students in grades two through eleven participate in the STAR program, including students with disabilities and students who are English Language Learners.

The STAR program for 2010 consists of the following:

- (1) The California Standards Tests (CST) measure student achievement of the California Content Standards for English Language Arts, Mathematics, Science, and Social Studies.
- (2) The California Modified Assessment (CMA) measures student achievement of California's Content Standards for English Language Arts, Mathematics, and Science. This assessment is for students with disabilities who meet CMA eligibility criteria approved by the State Board of Education.
- (3) The California Alternate Performance Assessment (CAPA) measures student achievement of California's Content Standards for English Language Arts, Mathematics, and Science. This alternate assessment is for students who have significant cognitive disabilities and cannot take the CST, CMA with accommodations, or the CST with modifications.
- (4) The Standards-based Tests in Spanish (STS) measure student achievement in California's Content Standards for Reading/Language Arts and Mathematics in Spanish. This assessment is for students who are Spanish-speaking English Language Learners.

The STAR Program reports scale scores and performance levels for all subjects and grades tested. The State Board of Education established five performance levels for reporting CST and CMA results: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Proficient and Advanced are implicitly considered the expected grade level performance.

California's accountability system measures the performance and progress of a school based on the results of statewide tests. The test results used in calculating a school's Academic Performance Index (API) have different relative emphasis determined by statewide test weights and by the number of students taking each type of test. The API is a numeric index (or scale) ranging from a low of 200 to a high of 1,000 with a performance score of 800 as a statewide target. State API growth targets are set for each school as a whole and for each numerically significant sub group in the school. In general, if the school or subgroup's Base API is less than 800, the growth target is five percent of the difference between its Base API and the target of 800. If the school or subgroup's Base API is 800 or more, the school or subgroup must maintain an API of at least 800.

Ulloa has met all API targets for the past five years and has exceeded the statewide growth target of 800 for the past five years: 2005 (868), 2006 (896), 2007 (886), 2008 (892), 2009 (911).

The federal accountability system, No Child Left Behind (NCLB), requires that all schools of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. The Adequate Yearly Progress (AYP) targets increase until 2014 when all schools must have 100 percent of their students performing at the proficient level or above on statewide tests. Ulloa has consistently met all AYP targets for the past five years.

At Ulloa Elementary School, students have demonstrated consistent academic growth over the past five years in both English Language Arts and Mathematics. In English Language Arts, 78% of our students performed at the Proficient level or above in 2009 as compared to 71% in 2005. This five-year growth is a continued trend from 2004 when 57.4% of our students scored at Proficient or above. In Mathematics, 91% of our students performed at the Proficient level or above in 2009, an increase from 81.75% in 2005. This five-year growth is also a continued trend from 2004 when 74.1% of our students scored Proficient or above. This trend of increase has been demonstrated schoolwide in both English Language Arts and Mathematics for all NCLB and District-defined numerically significant subgroups.

API scores can be referenced online at:

<http://api.cde.ca.gov/reports/API/APISearchName.asp?TheYear=&cTopic=API&cLevel=School&cName=ulloa&cCounty=&cTimeFrame=S>

AYP scores can be referenced online at:

<http://ayp.cde.ca.gov/reports/APR/APRSearchName.asp?TheYear=&cTopic=AYP&cLevel=School&cName=ulloa&cCounty=&cTimeFrame=S>

2. Using Assessment Results:

Ulloa is determined to identify and close the achievement gap. Ulloa analyzes data to establish a variety of structures and systems to close the achievement gap and to provide access and equity for all students. The reflection of these data, ranging from summative to formative assessments, drives us to pursue more effective teaching practices. Every fall teachers and the parent community formally review the results from the California Standards Tests (CST). Teachers study trends and patterns, disaggregate data for individual scores, and analyze positive and needed growth. Schoolwide achievement gaps are reviewed and compared to the goals identified in San Francisco Unified School District (SFUSD) Strategic Plan and Ulloa's Academic Plan.

Teachers further compare data related to grade level standards and identify student needs and equity issues. Grade level strategic actions are planned and developed to improve instruction and increase student success. Information gained from data analysis drives our instructional practices.

To further bridge the achievement gap, teachers also identify four Focal Students with whom to implement strategies to move these at-risk students to a higher proficiency level. Focal Students are monitored quarterly and given specifically-designed instruction and support for success.

As a result of reviewing our school's data, schoolwide professional development and instructional strategies are put in place. Teachers have attended English Language Development workshops and implemented a schoolwide Oral English Language integration component to address the oral proficiency identified by the California English Language Development Test (CELDT) results of our English Language Learners.

Using these data, teachers look further to improve instruction by targeting specific areas through creating a Equity Centered Professional Learning Community (ECPLC). These communities identify a targeted area, research best practices, and develop a plan to improve student success.

We believe closing the achievement gap is the ultimate social justice for our students. The entire community is committed to making this Ulloa's primary focus.

3. Communicating Assessment Results:

As our school district moves towards the use of Common Core State Standards, the staff synthesizes data throughout the school year using Data Director. Via this database, we can access results from annual CST, CELDT, Brigance, as well as quarterly districtwide assessments. With this information at our fingertips, we are able to succinctly communicate the most recent assessment results to others.

The staff meets together at the beginning of each year to review CST results and discuss trends identified schoolwide and at each grade level. The school leadership team, comprised of grade level leaders and the principal, convenes monthly to discuss schoolwide goals based on assessment results. At weekly grade level meetings, teachers share assessment results, curricular modifications, and instructional strategies that address students' academic needs. We use schoolwide "Pass Along" portfolios that include end-of-the-year math and reading assessments and writing samples, as well as successful instructional strategies. In this way, the year-to-year academic growth of any student is communicated. Our goal is always to further meet the needs of our students, including our large ELL population and Focal Students. As we study the assessment results, we continuously seek ways to close the achievement gap and promote social justice for our students.

At Ulloa, we believe parents and the community are critical partners in our students' success. To promote collaboration, we work hard to ensure that communication with our parents and our community is open, consistent, and clear. Parent support is an integral part of our success. Parents are informed of their child's grade level Content Standards at Back-to-School Night. Standards-based report cards are sent home four times a year. Quarterly Individualized Education Program (IEP) progress reports are given to the parents of special needs students. Parent teacher conferences are held in the fall and spring, and more frequently (as necessary) for at-risk students. Home/school communication folders are sent home every Wednesday. Our Student Success Team (SST) meets weekly with parents to discuss support plans for students with specific needs. Within the larger community, assessment results are communicated at School Site Council/English Learner Advisory Council meetings and at our Ulloa community meetings. Staff members communicate with parents regularly through written communication, phone conversations, emails, and Web sites.

4. Sharing Lessons Learned:

Ulloa teachers actively seek professional development opportunities so they can acquire and apply best practices and share the results with other school communities, colleagues, and professionals. Our 3rd, 4th, and 5th grade teachers participated in Working to Improve Science Education (WISE), a districtwide three-year intensive professional development program. Some teachers have partnered with scientists at the University of California, San Francisco (UCSF) in the nationally-acclaimed Science and Education Partnership (SEP) program. This districtwide collaboration of teachers provides them multiple opportunities to share successful strategies and reflect with teachers from other schools. Others have been able to share their effective strategies with colleagues at San Francisco State University, National University, San Francisco Education Fund, and nationally at the Public Education Network (PEN).

It is important for Ulloa to share successful strategies, resources, and expertise to enable the entire district to close the achievement gap. We share our best practices in districtwide curriculum development and teacher training. Ulloa has piloted a variety of programs, such as WISE, Caring School Community (CSC), Measuring Academic Performance (MAP), and Chinese Biliteracy. Through these pilot programs, teachers define successful strategies and share with other participants. We welcome visiting educators to observe, evaluate, and exchange best practices. By working with local universities, we have trained and mentored successful student teachers in an urban setting.

We showcase our school and our students' excellence at annual school fairs, concerts, art displays/contests, and evening performances. In teaching our students to be responsible citizens to protect our earth, we participate in the Cool the Earth and Long-term Monitoring Program and Experiential Training for Students (LIMPET). Students show their enthusiasm in caring for the Earth and its natural

resources through sharing data online worldwide.

We are the proud recipient of the Title 1 Achievement Award and the California Distinguished School title. Because of these awards, educators and administrators visit Ulloa to expand their own strategic practices. Our neighborhood Administrator Collaborative shares successful strategies to increase student success. At the district level, our principal shares successful schoolwide reform strategies with her colleagues. Our school has hosted training for Data Director with neighboring schools. The climate of collaborative schools continues in technology training and English Language Development workshops.

The urgency of sharing successful strategies is a critical link to closing the achievement gap in our district and to the greater community.

1. Curriculum:

At Ulloa Elementary, our instructional program is aligned with the California State Content Standards.

Reading/Language Arts – The two pillars of our language arts curriculum are Houghton Mifflin (HM) and On Our Way to English (Rigby). Students receive a minimum of 90 minutes of reading/language arts instruction each day. English Language Learners (K-5) are grouped by CELDT proficiency levels to receive an intensive 30 minutes of explicit ELD instruction daily, a rotational model we call ELD Integration. We employ Writer’s Workshop and emphasize vocabulary development. Our language arts curriculum is taught utilizing a variety of effective teaching strategies, including scaffolding, cooperative groupings, modifications to address individual challenges, ELD with Specially Designed Academic Instruction in English (SDAIE) strategies, as well as extensions for our GATE-identified population. Additionally, our school offers a Chinese Bilingual program in grades K-3 where teachers provide primary language support while emphasizing strong English language development. This past year, Ulloa began its Chinese Biliteracy Pathway program at the Kindergarten level utilizing the district-adopted Mei Zhou Curriculum. English Language Learners develop high levels of English and Chinese proficiency, as well as literacy.

Mathematics – Ulloa utilizes Everyday Math (EDM) at each grade level. EDM lessons are comprised of 3 components: 1) Previewing the concept through usage of the Mental Math and Math Message activities; 2) Teaching the core concept. Children apply learned concepts by working in pairs or small groups. Learning is also supported by various math games, incorporation of hands-on manipulatives, and practical workbook exercises; and 3) Providing opportunities for enrichment and differentiation to address individual learning needs. All three components contribute to the spiraling philosophy that is essential to the effectiveness of the EDM program. A standard lesson involves fast-paced, interactive learning activities where students are asked to explain their thinking and apply their knowledge through numerous math activities and games. Core instruction is supplemented through student journals, home/study links workbooks, and student reference books. Additional curriculum, such as Touch Math, Harcourt Math, and Math Steps, provide supplemental practice as well.

Science – Ulloa has consistently emphasized science instruction. Through the use of the FOSS Science curriculum, all students are engaged in hands-on, experimental, interdisciplinary science learning. Students take part in inquiry-based lessons which reflect the scientific process that include observation, investigation, and interpretation. The 3rd through 5th grades utilize science journals to document and organize their scientific thinking. As a means to strengthen our science instruction, teachers and students in the 4th and 5th grades participate in a science rotation. This practice allows teachers to become “experts.” Fifth grade students also take part in an annual science fair where they create their own project idea, develop investigative strategies, and present their experiment or demonstration during a schoolwide event. Field trips to the California Academy of Sciences, Exploratorium, and Monterey Bay Aquarium make science come alive for every child.

Social Studies – We use the district adopted curriculum series Harcourt Reflections for K-4th and the History of the U.S. materials for 5th grade. Topics range from citizenship, community, cultural diversity, government, geography, map skills, African and Mexican-American History, San Francisco, California, and U.S. history, and environmental conservation. Our core program is supplemented by teacher-created thematic units, field trips, service learning projects, and assemblies. Students are encouraged to participate in schoolwide activities such as Student Council, composting, the annual food drive, and various community service projects.

Visual and Performing Arts – Classroom teachers integrate the Visual and Performing Arts across the curriculum and take advantage of artists in residence who are on-site weekly. The 4th and 5th grade

students are offered weekly instrumental instruction. We have a grant-funded visual arts teacher who serves 2nd- 5th grade classes once a week for a semester, as well as a Prop H-funded music teacher who teaches music theory, song, and dance to the primary grades. A performing arts consultant demonstrates creative movement in theater arts with an emphasis on students with special needs. Ulloa's partnership with the San Francisco Symphony provides music appreciation through concerts and thematic curriculum.

Health Education/ Physical Education – Educating mind, body, and spirit is an essential mission at Ulloa. We have the benefit of a nutrition program and a nutrition teacher who co-teaches health lesson, as well as several Nutrition Education Project Teacher Leaders (NEPTL) who coordinate the Harvest of the Month activities. The Health Advocate coordinates drug and alcohol abuse programs; AIDS Awareness activities; stop smoking campaigns; and vision, hearing, and dental screenings. New to Ulloa this year is the Safe Route to Schools program, which provides pedestrian and bicycle safety tips for students and families. A physical education consultant works in tandem with the classroom teacher to implement the District's adopted P.E. curriculum. K-1st graders receive lessons in motor perception. Through Physical Education, our students are encouraged to build sportsmanship, learn rules of the game, and promote lifelong fitness habits.

2. Reading/English:

At Ulloa we strive to promote an environment that fosters the joy of reading. The Ulloa reading program focuses on developing vocabulary and building comprehension strategies that are used throughout all areas of instruction. Utilizing data from assessments, teachers have identified these skills as specific areas of need across grade levels. In grade level teams, teachers develop strategies to meet identified reading goals. Strategies for teaching comprehension skills are then shared in both the grade level and schoolwide context to build a comprehensive program.

In addition to the district-adopted Houghton Mifflin (HM) curriculum, teachers use other materials to teach reading, such as leveled trade books, Weekly Readers, and ABC book bags. The ABC reading program provides an opportunity for students and parents to continue developing necessary skills at home.

Teachers use strategies that are dependent on the age appropriateness and reading level of students. In order to build a strong foundation, kindergarten and first grades emphasize decoding and developing oral language skills. Regular guided reading is a core practice for lower grades. This practice increases social and academic language and encourages students to formulate questions as they are reading. Best practices include use of picture walks, realia, readers' theater, listening stations, and shared reading.

Upper grades focus on strengthening students' comprehension skills. Teachers use a wide variety of teaching strategies, including project-centered activities and literature circles, to reach all levels of readers. Technology resources, such as Renzulli and Eduplace, are used to engage students to learn. Teachers explore themes presented in the HM curriculum by providing enrichment activities. In order to enrich instruction, teachers supplement HM with high interest reading material, such as contemporary fiction and periodicals like "Time for Kids," that reflect the students' interests and culture.

Struggling readers receive support individually and in small groups using our school/ community resources. Learning support teachers and paraprofessionals use programs, such as Read Naturally and PhonoGraphix, to build decoding and fluency skills. High interest-leveled readers are provided to build fluency and comprehension at appropriate student levels. Volunteers from America Reads and the Jewish Literacy Coalition work with identified students on a weekly basis. Classroom teachers evaluate the students' reading progress by using a variety of formative assessments.

Our librarians collaborate with teachers to provide culturally relevant read-alouds that engage all students and teach library skills, as well as the love of reading.

3. Mathematics:

At Ulloa we want our students to approach a math problem with multiple methods. Teachers expand the students' problem solving skills by presenting various strategies, such as making tables and graphs, finding patterns, using physical models, trying and checking, using logical reasoning, working backwards, and drawing a diagram. Having the students use a variety of methods to get to the same solution challenges the students to think more critically and tackle relevant real life problems from multiple perspectives.

In addition to using the district-adopted curriculum, Everyday Mathematics, teachers use supplemental math support materials, such as Math Steps, Harcourt Math, and Marilyn Burns resources to differentiate instruction. Teachers use tangible materials, games, and online resources to enhance instruction and increase student success. Students use hands-on materials to bridge their understanding from the concrete to the symbolic level. Math journals and games provide additional math reasoning and number sense practice. Math Web sites offer supplemental instruction, interactive practice, and review. Everyday Math Online provides every student access to the online Student Reference Book, games to support learning, and family support letters and information. This Web site also records and tracks student progress for teachers.

Students who are performing below grade level receive support individually and in small groups. Resource teachers and paraprofessionals use other programs, such as Touch Math, to help students build number sense. Teachers in our after-school program provide math tutoring to struggling students who have been referred by their classroom teacher.

As the San Francisco Unified School District (SFUSD) moves toward adopting California's Common Core State Standards, teachers at Ulloa are involved with piloting a SFUSD math assessment program based on the Common Core Math State Standards. The focus of the Common Core State Standards and the monitoring of student success using our Measuring Academic Performance (MAP) series allows teachers to use disaggregated data to pinpoint which standards have not been met. Teachers also use these results to identify struggling students and their specific areas of need.

Additionally, teachers monitor their students' progress by using formal and informal assessments to determine their understanding of the math concepts and whether or not they require additional support. While Ulloa students generally score high on math assessments, our teachers do not rest on these successes. Instead, they work to decrease the schoolwide achievement gap for our at-risk students.

4. Additional Curriculum Area:

Caring School Community (CSC): Through our Caring Schools Community program, teachers encourage interpersonal communication and conflict resolution skills among all students. This program is one of our priority activities in the Academic Plan. The main components are weekly class community meetings, Homeside Activities, and cross-age buddies. In our weekly school-wide teacher-facilitated/student-centered meetings, students learn techniques to develop active listening and socially appropriate communication skills. Strategies, such as think, pair, and share teach them mutual respect with minimal input from the teacher. This is an essential community-building program that cements student learning across all curriculum both academically and socially. We have held a school-wide assembly with teachers and students role-playing in scenarios demonstrating positive behaviors that needed reinforcing, such as resisting peer pressure, giving encouragement, and taking turns. Teachers continue to role play positive behaviors in the classroom as situations occur. We have noted less adult intervention in resolving student conflicts. Students are more aware of how their actions may cause conflicts, and they are able to resolve and communicate high behavioral expectations to each other. Ulloa has established a consistent, positive, and collaborative environment where students can confidently take an active role in learning social skills, in addition to academic skills.

5. Instructional Methods:

Ulloa Elementary School is committed to meeting all the needs of our diverse student population. With the national core curriculum in mind, teachers differentiate their instruction based on individual needs.

Teachers use data-driven instruction in varied groupings (homogenous, heterogeneous, whole, small, individual) to target student needs and to focus on higher order of questions in Bloom's Taxonomy. Meta-cognitive skills are taught so that students can actively check their own understanding. Daily homework allows students to retain and process learning through independent practice.

Since the majority of our population is English Language Learners, teachers consciously emphasize comprehensive vocabulary development, comprehension skills, and writing in their lessons. The English Language Development curriculum is explicitly taught during our schoolwide ELD time for 30 minutes daily. ELL students receive instruction at their California English Language Development (CELDT) level. Teachers use Structured Language Practice (SLP) techniques, like lines of communication and cooperative learning groups, to maximize students' oral expression. Teachers scaffold using Specially Designed Academic Instruction in English (SDAIE) strategies to create access to all content areas for these learners.

Ulloa has piloted a Chinese Bilingual program at the kindergarten level, projected to reach the fifth grade in five years. The students' home language is reinforced in a multi-modal approach (speaking, listening, reading and writing) to give them access to the core curriculum while learning English. Program instruction consists of 50% English and 50% Chinese.

Gifted and Talented students (GATE) are identified in 4th and 5th grades. Using technology tools like Renzulli, Brain Pop, and Discovery Education, GATE students enhance their critical thinking while building independence and pursuing their interests. Their completed projects and assignments are showcased throughout the school year.

The special education staff utilizes a "push in /pull out" model that enables special needs students to access the general education core curriculum, as well as meeting IEP goals. Weekly communication with classroom teachers utilizing lesson plans provides a clear view of the upcoming week's academic plans and the need for adaptations and modifications.

Classroom teachers identify at least four of their at-risk students as their focal students. Focal student reports allow teachers to plan, teach, and modify their instruction strategically and reflectively. Teachers work in Ulloa's after-school program as tutors in the areas of comprehension skills, writing, and math.

At Ulloa, we strive to build leadership skills, provide cooperative learning opportunities, and promote lifelong academic success through these instructional methods.

6. Professional Development:

The Ulloa professional development program is data-driven and standards-based. It is aligned with our Academic Plan, the SFUSD Strategic Plan, and the California Content Standards.

Based on assessment data analysis, Ulloa teachers are trained to improve instruction in the targeted areas through in-house professional workshops and district workshops. With our schoolwide focus on written conventions, writing strategies, and reading comprehension, we have utilized faculty meetings, leadership team meetings, and grade level meetings to review new data, learn up-to-date instructional strategies, and to develop action plans to ensure student accomplishment in these academic standards. To enhance English Language Development with English Language Learners, we participated in the SFUSD's Essential Elements of Effective English Language Workshops. Teachers learn best practices by observing other colleagues during schoolwide ELD time.

To support the implementation of the Chinese Bilingual Program, all bilingual teachers have attended the SFUSD Chinese Language Arts Professional Development Workshops to learn and share best practices in bilingual education.

Our faculty consistently seeks to deepen their content knowledge and enhance instructional strategies. We participate in Everyday Math workshops, Working to Improve Science Education (WISE) program, Science Education Partnership (SEP) and City Science Workshops. Nine teachers have Master's Degrees, and one teacher has earned a PhD., while three are pursuing National Board Certification.

To instill healthy habits and fitness awareness in our students, Ulloa teachers attend workshops offered by the Student Support Services Department (SSSD) and onsite professional development facilitated by the Site Nutrition Coordinator and the Nutrition Education Project Teacher Leaders.

To address equity in student learning, teachers have been trained to use the Renzulli Online Learning System. Students can access differentiated resources based on individualized learning profiles. The researched-based program, The Girls' Circle Workshop, inspired the resource teachers to form a group to promote self-esteem and self-expression for girls. Other teachers attended workshops and helped facilitate Girls on the Run, which promotes teamwork, physical fitness, self-confidence, and community building. Our paraprofessionals also attend district and in-house workshops to improve strategies to support student learning.

7. School Leadership:

The entire Ulloa staff is responsible for the academic success of all students; thus, the leadership and collaboration of the school's staff are essential contributors to Ulloa's success. Our principal clearly articulates high expectations for all stakeholders (faculty, families, students, and community) and holds the staff accountable to the teaching and the sharing of best practices. We are a dedicated team working to achieve a common goal: to ensure that every student shines as each strives to meet the academic standards and become a lifelong learner.

We have a sustainable systematic schoolwide process in place that includes bimonthly faculty meetings, weekly grade level meetings, and monthly Leadership Team, School Site Council (SSC), and PTA Board meetings. At the start of each academic year, the faculty is involved in identifying academic targets and prioritizing the students' academic needs. We analyze current CST data at our faculty, Leadership Team, grade level, and SSC meetings. The monthly meeting of the Team Leaders, comprised of grade level and special education representatives, and the principal, focuses on schoolwide data trends and identification of schoolwide and district reforms that will improve student achievement. Members of the Leadership Team disseminate this information at their weekly grade level meetings and strategize on implementation in their specific grade levels. Decisions made at grade level meetings facilitate the selection of focal students in each classroom and determine the allocation of staff and resources to support each classroom.

The SSC makes decisions on the budgetary and programmatic priorities of the school. This steering committee works closely with the principal in prioritizing and monitoring school progress, ensuring our financial decisions are aligned with school and district goals. The English Learner Advisory Council (ELAC) participates in SSC meetings to ensure the needs of our English Language Learner population are considered in our decision-making. Additionally, the PTA Board meets regularly to plan activities and target resources that would support student achievement.

At Ulloa, all teachers serve on at least two committees that coordinate school functions addressed in our site's Balance Score Card. The committee leaders provide updates to the entire staff and the principal. Teacher leaders develop continuity between the school day and the After-School ExCEL Program, which is an extension of our regular day. Cultivating collaborative leadership is an essential part of our infrastructure at Ulloa and has catapulted the school to excel at an amazing pace.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: California Standards Test
Edition/Publication Year: 2009 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	89	86	80	86	86
% Advance	70	73	56	60	47
Number of students tested	79	80	79	78	79
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	89	80	86	84	88
% Advance	70	67	64	62	49
Number of students tested	44	46	42	45	43
2. African American Students					
% At or Above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Advance					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					
% Advance					
Number of students tested					
5. English Language Learner Students					
% At or Above Proficient	93	92	91	89	89
% Advance	70	78	61	70	59
Number of students tested	60	49	46	44	37
6. Chinese					
% At or Above Proficient	97	91	92	96	96
% Advance	75	84	65	80	63
Number of students tested	60	55	48	45	46
NOTES: There are less than 10 students in this grade level for the subgroups of African American, Latino, and Special Education. Therefore, no grade level data are reported for those years.					

11CA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2009 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or above Proficient	81	83	80	82	78
% Advance	46	55	32	44	41
Number of students tested	79	80	79	78	79
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or above Proficient	77	78	76	82	72
% Advance	43	41	26	44	44
Number of students tested	44	46	42	45	43
2. African American Students					
% At or above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or above Proficient					
% Advance					
Number of students tested					
4. Special Education Students					
% At or above Proficient					
% Advance					
Number of students tested					
5. English Language Learner Students					
% At or above Proficient	82	86	78	82	81
% Advance	45	57	30	45	51
Number of students tested	60	49	46	44	37
6. Chinese					
% At or above Proficient	85	89	81	89	83
% Advance	50	60	35	47	57
Number of students tested	60	55	48	45	46
NOTES: There are less than 10 students in this grade level for the subgroups of African American, Latino, and Special Education. Therefore, no grade level data are reported for those years.					

11CA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: California Standards Test

Edition/Publication Year: 2009 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	May
SCHOOL SCORES					
% At or Above Proficient	91	88	90	85	81
% Advance	78	74	77	62	67
Number of students tested	79	78	77	82	99
Percent of total students tested	96	99	97	100	100
Number of students alternatively assessed	3	1	2	0	0
Percent of students alternatively assessed	4	1	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	92	90	85	85	80
% Advance	81	83	72	67	70
Number of students tested	53	40	47	33	46
2. African American Students					
% At or Above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Advance					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					36
% Advance					27
Number of students tested					11
5. English Language Learner Students					
% At or Above Proficient	95	93	96	80	82
% Advance	68	83	84	47	67
Number of students tested	19	46	45	15	33
6. Chinese					
% At or Above Proficient	98	100	96	90	96
% Advance	85	87	89	80	80
Number of students tested	55	47	47	49	54
NOTES: There are less than 10 students in this grade level for the subgroups of African American, Latino, and Special Education. Therefore, no grade level data are reported for those years.					

11CA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2009 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	71	75	64	65	65
% Advance	45	38	31	31	41
Number of students tested	80	76	77	81	97
Percent of total students tested	96	96	97	100	100
Number of students alternatively assessed	3	3	2	0	0
Percent of students alternatively assessed	4	4	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	77	85	68	65	61
% Advance	51	44	36	36	43
Number of students tested	53	39	47	34	46
2. African American Students					
% At or Above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Advance					
Number of students tested					
4. Special Education Students					
% At or Above Proficient					9
% Advance					0
Number of students tested					11
5. English Language Learner Students					
% At or Above Proficient	50	80	69	50	64
% Advance	44	47	42	21	39
Number of students tested	18	45	45	14	33
6. Chinese					
% At or Above Proficient	75	83	77	81	77
% Advance	46	51	43	42	55
Number of students tested	56	47	47	48	53
NOTES: There are less than 10 students in this grade level for the subgroups of African American, Latino, and Special Education. Therefore, no grade level data are reported for those years.					

11CA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: California Standards Test

Edition/Publication Year: 2009 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	95	93	87	88	83
% Advance	72	66	57	69	51
Number of students tested	79	76	92	95	98
Percent of total students tested	95	93	100	99	100
Number of students alternatively assessed	4	6	0	1	0
Percent of students alternatively assessed	5	7	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	93	88	91	85	87
% Advance	70	56	53	64	54
Number of students tested	44	43	45	53	52
2. African American Students					
% At or Above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Advance					
Number of students tested					
4. Special Education Students					
% At or Above Proficient				30	
% Advance				0	
Number of students tested				10	
5. English Language Learner Students					
% At or Above Proficient	93	96	86	75	70
% Advance	67	62	32	45	33
Number of students tested	15	47	22	20	30
6. Chinese					
% At or Above Proficient	100	98	95	100	89
% Advance	79	68	68	79	57
Number of students tested	52	50	56	58	46
NOTES: There are less than 10 students in this grade level for the subgroups of African American, Latino, and Special Education. Therefore, no grade level data are reported for those years.					

11CA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2009 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	83	86	73	79	79
% Advance	51	57	39	55	38
Number of students tested	81	76	94	95	98
Percent of total students tested	98	93	100	99	100
Number of students alternatively assessed	2	6	0	1	0
Percent of students alternatively assessed	2	7	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	78	74	70	74	77
% Advance	40	49	33	43	35
Number of students tested	45	43	46	53	52
2. African American Students					
% At or Above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Advance					
Number of students tested					
4. Special Education Students					
% At or Above Proficient			27	10	
% Advance			9	10	
Number of students tested			11	10	
5. English Language Learner Students					
% At or Above Proficient	73	81	50	40	68
% Advance	7	51	9	10	13
Number of students tested	15	47	22	20	30
6. Chinese					
% At or Above Proficient	88	86	79	88	80
% Advance	56	60	48	59	35
Number of students tested	52	50	56	58	46
NOTES: There are less than 10 students in this grade level for the subgroups of African American, Latino, and Special Education. Therefore, no grade level data are reported for those years.					

11CA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: California Standards Test

Edition/Publication Year: 2009 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	88	89	82	69	74
% Advance	64	52	58	41	47
Number of students tested	77	88	97	100	81
Percent of total students tested	91	95	100	100	100
Number of students alternatively assessed	8	5	0	0	0
Percent of students alternatively assessed	9	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	81	86	78	71	82
% Advance	62	44	48	45	53
Number of students tested	42	43	54	55	55
2. African American Students					
% At or Above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Advance					
Number of students tested					
4. Special Education Students					
% At or Above Proficient			27	8	
% Advance			9	0	
Number of students tested			11	12	
5. English Language Learner Students					
% At or Above Proficient		91	59	29	36
% Advance		36	27	14	7
Number of students tested		22	22	14	14
6. Chinese					
% At or Above Proficient	92	93	90	73	77
% Advance	65	57	63	38	49
Number of students tested	49	58	59	48	43
NOTES: There are less than 10 students in this grade level for the subgroups of African American, Latino, Special Education and English Language Learners. Therefore, no grade level data are reported for those years.					

11CA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: California Standards Test

Edition/Publication Year: 2009 Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	77	73	72	68	63
% Advance	45	35	39	28	27
Number of students tested	77	89	98	98	81
Percent of total students tested	91	96	100	100	100
Number of students alternatively assessed	8	4	0	0	0
Percent of students alternatively assessed	9	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	69	61	65	70	67
% Advance	38	20	24	23	27
Number of students tested	42	44	54	53	55
2. African American Students					
% At or Above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Advance					
Number of students tested					
4. Special Education Students					
% At or Above Proficient		40	8	10	
% Advance		0	8	0	
Number of students tested		10	12	10	
5. English Language Learner Students					
% At or Above Proficient		41	36	7	14
% Advance		5	9	0	0
Number of students tested		22	22	14	14
6. Chinese					
% At or Above Proficient	78	71	83	63	65
% Advance	39	36	37	25	30
Number of students tested	49	58	59	48	43
NOTES: There are less than 10 students in this grade level for the subgroups of African American, Latino, Special Education and English Language Learners. Therefore, no grade level data are reported for those years.					

11CA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	91	89	85	82	81
% Advance	71	66	61	58	54
Number of students tested	314	322	345	355	357
Percent of total students tested	95	96	99	99	100
Number of students alternatively assessed	15	12	3	2	0
Percent of students alternatively assessed	5	4	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	89	86	85	81	84
% Advance	72	62	59	59	56
Number of students tested	183	172	188	186	196
2. African American Students					
% At or Above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient		75	73	44	50
% Advance		42	40	28	28
Number of students tested		12	15	18	18
4. Special Education Students					
% At or Above Proficient	44	52	37	26	41
% Advance	25	20	15	9	10
Number of students tested	16	25	27	35	29
5. English Language Learner Students					
% At or Above Proficient	93	93	87	75	75
% Advance	66	69	59	53	48
Number of students tested	101	164	135	93	114
6. Chinese					
% At or Above Proficient	97	95	93	90	90
% Advance	76	73	70	70	63
Number of students tested	216	210	210	200	189
<p>NOTES: There are less than 10 students in the school average for the subgroups of African American and Latino. Therefore, no grade level data are reported for those years. Math Alternate Assessment 2009-2010: 14 students took the CMA test. At or Above Proficient 64%, Advance 14%; 1 student took the CAPA. At or Above Proficient 100%, Advance 0%; 2008-2009: 12 students took the CMA test. At or Above Proficient 16%, Advance 0%; 2007-2008: 3 students took the CAPA. At or Above Proficient 100%, Advance 100%; 2006-2007: 2 students took the CAPA. At or Above Proficient 100%, Advance 50%.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% At or Above Proficient	78	79	72	74	71
% Advance	47	46	36	39	37
Number of students tested	317	321	348	352	355
Percent of total students tested	96	96	99	99	100
Number of students alternatively assessed	13	13	3	2	0
Percent of students alternatively assessed	4	4	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	76	74	69	76	69
% Advance	43	38	30	36	37
Number of students tested	184	172	189	184	196
2. African American Students					
% At or Above Proficient					
% Advance					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient		82	67	67	61
% Advance		36	27	17	17
Number of students tested		11	15	18	18
4. Special Education Students					
% At or Above Proficient	33	40	20	21	24
% Advance	6	12	10	15	7
Number of students tested	18	25	30	33	29
5. English Language Learner Students					
% At or Above Proficient	71	77	64	57	63
% Advance	37	45	27	27	32
Number of students tested	100	163	135	92	114
6. Chinese					
% At or Above Proficient	82	82	80	80	77
% Advance	48	51	41	44	45
Number of students tested	217	210	210	199	188
<p>NOTES: There are less than 10 students in the school average for the subgroups of African American and Latino. Therefore, no grade level data are reported for those years. Language Arts Alternate Assessment 2009-2010: 12 students took the CMA test. At or Above Proficient 25%, Advance 16%; 1 student took the CAPA. At or Above Proficient 100%, Advance 100%; 2008-2009: 13 students took the CMA test. At or Above Proficient 46%, Advance 23%; 2007-2008: 3 students took the CAPA. At or Above Proficient 100%, Advance 100%; 2006-2007: 2 students took the CAPA. At or Above Proficient 50%, Advance 0%.</p>					