



# PART I - ELIGIBILITY CERTIFICATION

12CA17

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12CA17

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 19 Elementary schools (includes K-8)  
 (per district designation): 5 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
29 Total schools in district
2. District per-pupil expenditure: 4621

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 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		<b>6</b>	53	47	100
K	42	40	82		<b>7</b>	0	0	0
1	36	41	77		<b>8</b>	0	0	0
2	49	29	78		<b>9</b>	0	0	0
3	46	31	77		<b>10</b>	0	0	0
4	43	46	89		<b>11</b>	0	0	0
5	51	47	98		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								601

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
70 % Asian  
6 % Black or African American  
11 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
10 % 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 2010-2011 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, 2010 until the end of the school year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2010	601
(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 of English Language Learners in the school: 23%  
Total number of ELL students in the school: 139  
Number of non-English languages represented: 14  
Specify non-English languages:

Spanish, Vietnamese, Cantonese, Korean, Tagalog, Mandarin, Cambodian, Hindi, Punjabi, Urdu, Gurjarati, Bengali, Telugu and Tamil.

9. Percent of students eligible for free/reduced-priced meals: 15%

Total number of students who qualify: 96

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: 8%

Total number of students served: 48

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>24</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>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>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>6</u>
Paraprofessionals	<u>11</u>	<u>10</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>11</u>
Total number	<u>40</u>	<u>27</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:

26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? Before 2007

Gonsalves Elementary School's mission is to educate students to become productive, informed, and involved participants in 21<sup>st</sup> Century society. To ensure success, each student will experience a balanced curriculum with a focus on academic excellence in a supportive learning environment. We believe that the success of the program springs from active involvement of students, parents, community, and staff.

Gonsalves (ES) is dedicated to providing an exemplary educational experience. Students are provided with a rigorous academic program in a safe, nurturing, and supportive atmosphere. Every student is important, and we believe every student will succeed. High quality instruction, the commitment of families and community to promote and support learning, as well as the desire of students to do their best, makes Gonsalves (ES) worthy of Blue Ribbon status.

Located in Cerritos, California, within the ABC Unified School District, Gonsalves (ES) serves 640 students grades K-6. This includes 21 general education classrooms, as well as three special day classrooms serving students with autism. Our diverse student population is comprised of 63% Asian, 11% Hispanic, 10% White, 7% Filipino, and 6% African American. English Learners make up 23% of our student body. Fifteen percent are Socio-Economically Disadvantaged; and 8% receive Special Education services.

With an Academic Performance Indicator (API) of 971 in 2011, Gonsalves (ES) is one of the highest ranked schools in California based on state assessments. We were named a 2010 California Distinguished School and a 2009 and 2010 California Business for Education Excellence Honor Roll School. Highly qualified teachers implement a rigorous standards-based curriculum using research-based effective instructional practices to teach their students. Bi-monthly collaboration time allows grade-level teams to plan and implement curriculum, analyze student assessment data, and use the data to make instructional decisions.

From the moment you step on campus, the sense of "community" emanates from the main office, to the classrooms, and onto the playground. Parents are an integral part of our program. They volunteer countless hours to support the teachers, special events, and the overall educational program at Gonsalves (ES). Parents actively participate at our school through organizations including Booster Club, School Site Council, English Language Advisory Committee, and cultural parent groups. Our annual *Community Read-Aloud* allows students to connect with community members. Monthly, parents are invited to *Sack Lunch Day* where the entire school enjoys a picnic-style lunch. Student and parent groups sing, perform, and share cultural traditions at our annual Lunar New Year Celebration and Diwali Festival.

Gonsalves (ES) takes every opportunity to show their school pride. Each Monday the staff, students, and parents participate in Spirit Day. This brief ceremony enables the entire student body to say the Pledge of Allegiance, sing a patriotic song, discuss monthly Core Values, honor school-wide accomplishments, and celebrate special milestones.

The positive, "can do" atmosphere that exists at Gonsalves (ES) begins with a commitment to all students getting along, while encouraging and respecting one another. Building character is a focus and we emphasize this through our monthly Core Values. Students are recognized for displaying these values with STAR cards, recognition at awards assemblies, and lunch with the principal. Every student is a S.T.A.R when they Stop, Think, and Act Responsibly.

The Student Council board and representatives are elected by their peers biannually. To maximize student involvement, all candidates become part of Student Council. In 2010-2011, 60 students participated.

Weekly meetings are led by sworn-in officials and follow Robert's Rules of Order. In addition to organizing spirit days, Student Council also promotes community outreach by organizing fundraisers for causes such as the Japan Tsunami and Midwest Tornado Relief. "Sock It To Me" is a student-created program where donated socks are collected and sent overseas to support our troops. This event was featured on a local ABC newscast.

Gonsalves (ES) provides after school opportunities. Enrichment classes in chess, art, performing arts, science, foreign language are offered. Academic intervention is also available. The Extended Day Program provides working parents a place where their child can go to continue the learning day. Homework support, academic skill-building, and physical activity are a few of the outstanding supports they provide.

Traditionally every June, since our school's founding in 1973, we have held *Gonsalves Day*, a celebration dedicated to the memory of our school's namesake. Joe A. Gonsalves, a son of Portuguese immigrants, was raised on a family farm in our community and became a California Assemblyman. Grade levels participate in a school-wide play portraying his life. The culmination of the day's events is *Taste of Gonsalves*, an after school festival celebrating the rich cultural diversity of our community. Cultures are represented through food, arts and crafts displays, and performances including Taiko drummers, *Baile Folklorico*, Classical Indian Dance, and more. The school community gathers to remember the founding of our school, and its founding principles—education, community, and service.

### 1. Assessment Results:

The California Standardized Testing and Reporting (STAR) program is administered in our school to determine the academic performance level of our students and the school as a whole. At the elementary level, students participate in the California Standards Test (CST), a criterion-referenced test designed to match the state's rigorous academic content standards. The CST is a standards-based test which indicates the degree to which a student has mastered these standards. Students receive scaled scores which are classified into five performance levels: advanced (exceeds standards), proficient (meets standards), basic (approaching standards), below basic (below standards), and far below basic (well below standards). The state considers proficiency as students scoring at the proficient or advanced level. Gonsalves (ES) strives for all students to reach their highest potential, achieve proficiency, and further demonstrate an advanced mastery of the standards.

In addition to the federal Adequate Yearly Progress (AYP) that all schools must meet as part of the No Child Left Behind Act, California has an additional ranking and rating scale called the Academic Performance Index (API). This scale ranges from a low of 200 to a high of 1,000 and reflects a school's performance level based on the results of statewide testing. Schools are expected to reach a target score of 800. Our recent score of 971 reflects a nine point increase from the previous year.

Overall, in looking at our data table, the majority of our students are scoring not only in the proficient range, but many are scoring at the advanced level. For instance, in 2011, 90% of the student body scored proficient or advanced on the California Standards Test (CST) in English Language Arts (ELA), and 95% scored proficient or advanced in math. In our largest subgroup, 95% of Asian American students scored proficient/advanced in ELA, and 98% scored proficient/advanced in math. Our other significant subgroup consists of our English Learners. Of these students, 91% scored proficient/advanced in ELA, and 96% scored proficient/advanced in math. It is clear that our students are performing at high levels of achievement in both math and language arts.

Despite this achievement, we noticed a disparity between math and ELA scores. In our analysis of data from the past five years, we saw that on a school-wide level, students' math scores have been consistently higher than scores in ELA. Recognizing this, we chose to focus our professional development and teacher trainings on bridging the gap. We attended English Language Arts trainings and were provided supplementary materials for the core curriculum. We continue to follow up on this training through staff meetings and teacher collaboration opportunities to address this issue.

In the area of English Language Arts, there is a significant trend. From 2007-2011, our overall ELA scores in each grade level for all students, and our Asian American and English Learner subgroups, increased. During this time, along with our ELA trainings, teachers were given access to an online data analysis program. Teachers received training on how to create and input tests, organize data, and view students' scores, making the data more easily accessible to guide instruction. During the 2009-2010 school year, the dip in third grade scores can be attributed to budget cuts forcing our district to increase primary class sizes. This led to an adjustment of how primary grade teachers could best address the needs of all students in larger class sizes. Since then, the data shows a return to the upward trend of scores.

In math, the same upward trend is evident to an even higher degree. Many factors contribute to this level of achievement. One such factor is the adoption of a new math curriculum in the 2008-2009 school year, along with the training the teachers received in its implementation. An after school intervention program for target students, using standards-based materials, was also initiated during this time. These factors, along with continued use of best practices and strategies, allow teachers to pinpoint the math needs and

interests of students. Collaboration among teachers then helps to solidify these instructional methods and maximize the students' potential.

In the last five years, we also adopted a new science and social studies curriculum. Integrating these within the core curriculums allows the children to strengthen their math and reading skills. Cross-curricular integration is an influencing factor in the continued upward trend of high achievement.

To celebrate and motivate student success, our yearly *On A Roll* assemblies recognize the accomplishments of students on the CST. In both ELA and math, we identify students who excelled and scored advanced, known as our "Hall of Famers", as well as those who have shown great progress by moving up a level or greatly increasing their score, known as "Rising Stars". For example, a student moving from below basic to basic, or from proficient to advanced, would receive recognition as a "Rising Star". This motivates all students to work hard, try hard, and do their best!

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

Systematic data analysis is an ongoing process at Gonsalves (ES). Administrators and teachers meet at the beginning of the school year to review the California Standards Test (CST) and the California English Language Development Test (CELDT) scores, regularly at staff meetings throughout the year, and on a weekly basis by grade level. These meetings facilitate analysis of assessment results for lesson planning and curriculum development. In addition, data on how we are achieving academically is shared with the community, parents, and students.

Assessment data comes from CST, CELDT, District Benchmark Assessments, curriculum tests, teacher-created assessments, and the Scholastic Reading Inventory (SRI). Initially, the staff meets as a team to analyze CST and CELDT data to establish grade-level goals, create flexible groupings, and identify students for differentiated instruction. Throughout the year, data continues to be collected and analyzed as the students grow and change.

The District Math and Language Arts Benchmarks assess student mastery of the state standards at predetermined dates in the school year. Students' benchmark answer sheets are scanned via ELMO document cameras into a district-provided online data analysis software program. This allows results to be immediately available for teachers and students. Teachers access a variety of reports, such as performance summaries, response frequency charts, and trends in standards mastery. Standards-based common assessments, including core-curriculum tests, are used to provide useful formative, as well as summative, information to teachers, parents, and students. These assessments are given throughout the year as themes and units are completed.

Another assessment tool used school-wide is the SRI. This computer-based reading comprehension assessment, given quarterly, provides a Lexile number indicating a student's reading comprehension level. SRI is just one of the multiple measures that Gonsalves (ES) uses to create flexible groupings and update parents about their child's performance. Parents are provided with Lexile scores along with recommended reading lists based on student reading preferences.

In addition to these school-wide assessments, K-1 teachers administer assessments in September to create a baseline. This assessment differs in that it is created to determine readiness skills: number knowledge and one-to-one correspondence, letter identification, letter formation, and shapes. This allows for pacing development for the first few weeks of instruction. Further testing is completed in November, March, and May.

In grade-level teams, teachers examine the student data, share effective instructional strategies, and create and implement action plans based on student needs, all resulting in increased student achievement. Gonsalves (ES) uses assessment results to identify students for strategic interventions and to monitor

progress. To qualify for interventions, students are selected by teachers based upon CST, SRI, and Benchmark scores, along with in-class performance. These interventions include differentiated instruction in the classroom, daily “pull-out” programs using state-approved intervention material, and after school tutoring. Students identified for intervention are then monitored using assessments such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which allow us to respond quickly to the needs of students who are improving or need more intensive intervention. The data is also used to identify “target students” in each classroom. These students scored just below proficient on the CST and teachers provide extra support in the classroom and monitor and discuss their progress during grade-level collaborative planning time.

The Special Education department completes formal and informal assessments throughout the year for each of the qualifying students. The following types of assessments are administered by the teachers who instruct the Special Day and Resource Specialist classes on campus: California Alternate Performance Assessment (CAPA), Woodcock Johnson III, Brigance, Kaufman Test of Educational Achievement (KTEA), Authentic Portfolios, and Designated Instruction Service reports and assessments (Speech and Language, Occupational Therapy, Adaptive Physical Education, and Behavioral Support services). Using assessment results, Individualized Education Program (IEP) meetings are held to determine the scope and task selection each student requires to make academic and social advances in the school setting.

The rationale behind gathering data from multiple measures is not just to inform teacher instruction, but also to inform and empower families to actively participate in the academic development of their children. ABC Unified School District makes the Gonsalves School Accountability Report Card (SARC) available to parents on the district website in English, Chinese, and Korean. Also, the school communicates assessment data through School Site Council, English Language Advisory Committee, and IEP’s. From the classroom, teachers communicate results to both students and parents. Parents are notified in numerous ways: report cards, progress reports, daily planners, samples of student work, letters, phone calls, and conferences. Teachers communicate assessment results with students in a variety of ways including test deconstruction and test chats. These methods of communicating the results of our comprehensive and ongoing assessments allow parents and teachers to lay a strong foundation for students as they embark upon the path of academic excellence.

### **3. Sharing Lessons Learned:**

Gonsalves (ES) has had many opportunities to share successful strategies with other schools in the District and with other state and professional associations in both general and special education. Our principal attends monthly Leadership Academy meetings and shares with other administrators the successes Gonsalves (ES) has had in implementing district-wide initiatives. At ELA, English Language Development (ELD), Writing, and Data Analysis professional development organized by the District, teachers share effective strategies used on an individual class and grade level basis with teachers from different schools. Many teachers are members of district curriculum committees such as ELD, Common Core State Standards (ELA and Math), Technology, and Gifted and Talented Education (GATE). Gonsalves (ES) teachers use these cross grade level meetings as a forum to exchange professional best practices and strategies with other educators.

A district-wide and multi-leveled consortium of administrators, teachers, and service providers convene at Special Education Annual Plan meetings. They analyze academic and behavioral performance, district-wide compliance, and effectiveness of services provided. Gonsalves (ES) special education teachers participate and share their own strategies and practices to help develop an overall plan for improvement.

School Board members and district personnel regularly visit our classrooms. Through these visits, teachers are able to share the effective strategies and programs that we use to promote student achievement. Also, each year, Student Council members attend televised School Board meetings where the children are invited to speak and share information about our school with the community.

Gonsalves (ES) teachers are involved in training and supporting new and aspiring teachers enrolled at local universities. They act as Master Teachers mentoring credential students from California State University, Long Beach (CSULB). Undergraduate students visit, observe, and participate in our classrooms through the SERVE (Service Experiences for ReVitalizing Education) program from CSULB and the TRAC (Teacher TRaining ACademy) program out of Cerritos College. We also partner with the University of Southern California (USC) by having our school psychologist mentor interns in both counseling and social work. Through these opportunities, Gonsalves (ES) staff imparts their knowledge and expertise of research-based best practices to help student teachers and interns grow and develop as thoughtful, reflective educators.

#### **4. Engaging Families and Communities:**

Gonsalves (ES) exemplifies how a strong school-to-home partnership can empower students to achieve their highest potential. Our common goal is to help students develop intellectually, socially, emotionally, and physically. Working together, we make it happen.

The low-anxiety, risk-free environment we provide for students and families encourages ongoing two-way communication. Through parent-teacher conferences (formal and informal), Back-to-School Night, Open House, classroom and school websites, newsletters, student planners, and progress reports, parents and teachers can communicate concerns and successes as needed.

We provide many opportunities for parents to participate in their child's education. Parents volunteer in classrooms, at school events, and to inform school policy through School Site Council. The immeasurable contributions made by parents are seen through their work on School Site Council, English Language Advisory Committee, Booster Club, and cultural associations such as the Chinese Parents Club and the Korean Parent Association.

Our Booster Club, consisting of parents, community members, and staff, provides field trips, assemblies, and special activities. Funding allows for music instruction, a PE specialist, and a computer lab. When faced with losing our Fine Arts instructor this year, the Booster Club organized the *Festival for Fine Arts* to raise funds.

Our supportive community provides a wealth of resources for students to extend their learning beyond the classroom. The Cerritos Center for the Performing Arts offers our students the opportunity to attend concerts, plays, and performances. Community members are regularly invited to our school. During *Red Ribbon Week*, the local police and fire departments attend our Spirit Assembly to educate students about the importance of a drug- and bully-free life. *Principal for a Day* welcomes a community member to shadow our principal as student ambassadors guide them on a tour of our campus. On *Community Read-Aloud Day*, district personnel, city council members, school board members, mayors, and former teachers and principals, volunteer their time to read to each class. A local business provides additional reading time to first graders and donates school supplies. We also partner with the City of Cerritos on activities such as an Earth Day Recycling Drive, art and writing contests, and lunchtime organized games led by Parks and Recreation.

With some of the highest standardized test scores in the state, it is clear that the partnership among community, parents, and school works. Herein lies the power. The three strongest influences in a student's life, home, school, and community, are in sync.

## 1. Curriculum:

All students are exposed to a rigorous curriculum driven by the California state standards, district goals, and school objectives from our Single School Plan. We are currently transitioning to the Common Core State Standards. District-adopted curriculum material provides the foundation for teaching all subjects.

Supplemental materials are used to enhance learning. Emphasis across all content areas is placed on critical thinking and problem solving. Teachers use Bloom's taxonomy and leveled questioning cards to ensure students develop a deep understanding of content.

The following instructional materials are used: grades K-5 use Houghton Mifflin for language arts and math, MacMillan/McGraw-Hill for science, and Scott Foresman for social studies. To prepare students for middle school, grade six uses McDougal Littell for language arts and social studies, and Prentice Hall in math and science.

The language arts program integrates reading, writing, listening, and speaking. Primary grades incorporate phonics, phonemic awareness, vocabulary, fluency, and comprehension skills. Upper grades build on this strong foundation, emphasizing comprehension strategies, deeper critical thinking, and literary analysis through core literature. All grade levels emphasize the writing process, developing students' identities as writers while improving skills.

Content area lessons focus on hands-on exploration and problem solving. Math manipulatives and projects provide concrete experiences and applications to make the learning more meaningful. Science experiments and demonstrations enrich a strong understanding of content. Fourth graders continue to delve deeper into the curriculum with a visit from the "Sea Lab," while fifth graders travel to the Catalina Island Marine Institute. Sixth graders enjoy a week in the mountains at science camp. There is also an after school, experiment-based science class. Our approach to learning social studies is multi-faceted. History comes to life for students on special days like Colonial Day and California Native American Day. Guest speakers in all content areas offer another memorable form of learning.

Technology is an integral part of our overall curriculum. District-developed Technology Benchmarks clearly articulate goals for each grade. Students receive direct instruction from a highly trained computer specialist in our computer lab. The lab is available every afternoon to further enrich studies. Software is used to reinforce basic and higher level thinking skills. Technology is not only used for research and word processing, but to showcase projects, reports, and presentations as well. Classrooms have access to tools to enhance curriculum, such as document cameras, LCD projectors, and California Streaming, an online video-streaming program.

Gonsalves (ES) students benefit from a strong visual and performing arts curriculum with integration across content areas. Students attend music and project-based art classes which address state standards. In grades 4-6, students can participate in an instrumental music program. After school fine arts classes in drawing and music are also available. We have a close relationship with nearby Cerritos Center for the Performing Arts. Students attend performances, preceded by teachers' professional development workshops. Booster Club sponsors assemblies through the Orange County Performing Arts Center, representing a range of disciplines and cultures.

Teachers are committed to students' overall health and well-being. Both teachers and a physical education specialist lead lessons including development of gross motor skills and participation in team sports. To encourage a healthy start to every day, students walk the track for ten minutes before school. Families are invited to walk with their children, thus promoting an active, healthy lifestyle. In addition to

the 200 minutes of PE children receive every two weeks, health and nutrition receive significant attention, including lessons in conflict resolution, dental health, family life, “Safety Bear,” and making healthy nutritional choices. Counseling interns are available to work with individuals and small groups on a referral basis.

## **2. Reading/English:**

Reading instruction at Gonsalves (ES) is framed by the California state standards. District-adopted curriculums include Houghton Mifflin Language Arts Series K-5, and McDougal Littell grade 6. Our instructional approach is systematic and structured, using the standards as our guide and the curriculum as a tool. Reading is an essential skill that transcends all content areas. At Gonsalves (ES), students learn to read analytically and insightfully. This leads to the development of thinking, writing, and speaking concisely, critically, and with clarity of thought and expression.

In the primary grades, teachers provide explicit structured phonics instruction and teach word attack and comprehension skills. To emphasize the importance of reading, students are saturated with literature through regular visits to the school library, read-alouds, independent reading, and reading with parents and siblings. Classrooms are print-rich with word walls and labels. Songs, poems, and rhymes are incorporated in daily routines. Children have many opportunities to interact with print: participating in shared reading experiences, retelling stories through drama, and reading and writing poetry. Children leave the primary grades with the confidence that they are readers.

While primary grade students focus on learning to read, upper graders are reading to learn. Students are just beginning to understand the power of words. Reading a variety of literature and non-fiction texts, they learn to extract meaning using comprehension skills and strategies. Students practice applying these skills and strategies during their reading of stories in the anthology, core literature, and independent reading. Student vocabulary is further developed through exposure to various genres. Upper graders examine figurative language and literary elements such as tone, mood, and theme.

It is our goal to empower all children as readers. To guarantee student success, assessments, such as District benchmarks, individual reading inventories, core curriculum tests, and the Scholastic Reading Inventory, are used to differentiate instruction. Teachers deconstruct standards to pinpoint and focus their lessons. Using Bloom’s taxonomy, they formulate questions designed to take students’ understanding to the next level. Flexible groupings allow teachers to focus instruction on the needs of particular student groups. Students needing strategic intervention benefit from the Response To Intervention model, including additional in-school small-group instruction using research-based materials. To challenge students to use higher level thinking skills, teachers take them through the inquiry process while reading literature from the anthology, core novels, and *Junior Great Books*. This allows our above grade-level students to explore literature with more depth and complexity.

## **3. Mathematics:**

On the 2011 California Standards Test in math, 93% of Gonsalves (ES) students scored proficient or advanced, reflecting the rigorous standards upheld for all students. Mathematics instruction is framed by California content standards. It is taught using district-adopted math programs, Houghton Mifflin California Mathematics for K-5, and Prentice Hall for grade six. Teachers use a variety of materials and strategies to make the core curriculum accessible to all. To ensure that student success is optimized, teachers collaborate to discuss best practices and strategies. Students receive direct instruction, differentiated through pacing and flexible groupings.

Teachers utilize a variety of methods, including spiral review and scaffolding. Graphic organizers, manipulatives, and hands-on activities make abstract concepts more concrete. Students actively participate in lessons through the use of individual whiteboards, cooperative learning groups, and

structured student interaction. By writing, drawing, and discussing ways to solve problems, students have opportunities to use academic vocabulary. Integrated projects and experiences infuse mathematical skills into other curricular areas, thereby bringing relevance to student learning. For example, students use addition of multiple addends in their daily lunch count, balance checkbooks as part of a classroom management system, and skip-count during PE warm-up routines. Weekly timed tests ensure mastery of facts. To motivate and celebrate successes, students are invited to *Lunch Bunch* with the principal after reaching goals.

Student needs are identified through assessments, including District Benchmarks, chapter tests, quizzes, and teacher observations. Data analysis drives instruction. Grade level teams meet to reflect on the effectiveness of their lessons and discuss how to best meet the needs of individual students.

Interventions are provided during and after school for students who need math concepts reviewed and are not yet meeting grade-level standards. In classrooms, students are also taught to reference math resources, thus enabling them to play an active role in their learning. Teachers revisit concepts through skills-based small groups and one-on-one instruction. For after school intervention, teachers use *Measuring Up* and other supplemental standards-based resources.

Students performing above grade level are also identified for differentiated instruction and placed into flexible learning groups. Teachers use challenge and enrichment resources provided by the curriculum. Investigation projects, critical thinking activities, creating their own word problems, and explaining the thought process behind mathematical solutions enable children to explore, extend, and connect mathematical ideas. These activities provide advanced learners with consistent exposure to higher-level thinking situations while providing all students with mathematical enrichment.

#### **4. Additional Curriculum Area:**

Gonsalves (ES) students attend school in one of the most diverse cities in America. They are immersed in a rich course of study which guides them towards developing a keen sense of historical awareness, and the implications of this awareness for themselves and their community. At Gonsalves we use the term “community” as it pertains to school community; local, state, and national community; as well as cultural community.

Our academic program is guided by the California State Standards for Social Studies. The purpose of our teaching is three-fold: content, analysis, and application. Our students practice reading comprehension skills and strategies while reading textbook-based historical narratives in order to learn the historical content delineated by state standards. However, our program is not limited to textbooks. Student learning is enhanced through the use of models and maps; timelines and graphic organizers; music, and dance; guest speakers, primary source documents, and artifacts; poetry, art, and read-alouds. Students participate in grade-level specific “days” such as California Native American Day, Colonial Day, and Greek Mythology Day which serve to help students connect to the people and concepts they study.

Students learn to think critically and analyze trends, patterns, relationships, and ethical issues that arise as they pursue the study of a particular historical period, geographic concept, or civic responsibility. In the primary grades, where students are beginning to understand their place in the world, learning about the voting process, for example, permits them a forum through which they can inform and express their opinions. Upper grade students participate first hand in the democratic process through our bi-annual Student Council elections where they listen to campaign speeches, form an opinion, and vote. Classroom exchanges of ideas across grade levels facilitate students’ exposure to multiple perspectives on a given topic, and empower students to cooperate, negotiate, and form their thoughts.

Social studies at Gonsalves (ES) take students beyond the book and helps them hone the skills needed to function successfully and effectively in the global community. Whether it be a kindergartener absorbing

their first experience at a farm, a first grader exploring their first map, a fourth grader transported back in time on their first visit to a mission, or a sixth grader reading about “Lucy the Australopithecine” as humanity leaves its first footprint, students learn about the story of the past and their place in the story yet to come.

## **5. Instructional Methods:**

As a school, we believe differentiated instruction is vital to ensure each student is challenged with rigorous academic content. Teachers employ a wide range of instructional methods to meet the needs of all learners. In classrooms, students are seen working independently, in pairs, and in flexible heterogeneous and homogeneous groups, which are formed using assessment data.

We utilize the Response to Intervention Model to ensure success for all. Students are provided with Tier 1 differentiation in the classroom. Students identified as needing additional support are placed in a Tier 2 strategic intervention pull-out program. These students work with Horizons Learning to Read K-2, and Corrective Reading 3-6 to strengthen their reading and comprehension skills. In addition, upper grade students are placed in an after school math and reading intervention class. At the Tier 3 level, intensive intervention is provided as identified in Student Success Team meetings.

Gifted and Talented Education (GATE) students, as well as high achievers, are provided opportunities to delve deeper into subject matter. Teachers in grades 3-6 receive GATE training and certification through the District. Teachers employ strategies that allow students to think about the core curriculum with depth and complexity. Primary teachers, whose students are focusing on learning to read, have access to a library of leveled books to support their instruction. In upper grades, supplemental materials, such as *Junior Great Books*, provide higher level thinking through a challenging and motivating curriculum.

Teachers received extensive three-day English Language Development (ELD) training at the beginning of the 2011-2012 school year. Through this training, teachers received a wealth of research-based instructional strategies, as well as materials to assist in implementation in the classroom. In addition to English Learners receiving ELD lessons, all teachers regularly employ good teaching methods, along with SDAIE techniques, such as front-loading vocabulary, building background knowledge, and structuring student interaction.

This carefully designed model and the variety of instructional methods and differentiation are possible because of access to and incorporation of technology. Teachers regularly create PowerPoint presentations and graphic organizers, and use educational games and videos to enhance student learning of the core curriculum. Our on-line data analysis program allows teachers to carefully analyze student performance and progress towards grade level standards. This informs instruction and allows identification of students in need of various levels of intervention support. Through teamwork and dedication, Gonsalves (ES) is proud to be a school where every child can succeed.

## **6. Professional Development:**

Our professional development is centered upon the Single School Plan for Student Achievement and district goals, which are based on student performance. Each year, student data is analyzed at the school and district-level to determine professional development needs. The district and school work together in the implementation of the plan.

All of the district’s and school’s professional development activities support student learning and are aligned with academic standards. The district provided 5 days of ELA and 3 days of English Language Development training from Action Learning Systems. The focus was to use the adopted curriculum as a tool to teach the standards. The training included an overview of the district-adopted instructional

material, its alignment with grade-level standards, and practice with research-based instructional strategies that support student achievement.

Teachers also attended Data Analysis training looking at data from benchmark assessments that are mapped to California content standards. The data was used to assess student mastery of focus standards, and direct curriculum and instruction towards meeting student needs, asking the questions, “Where are the students in the process of mastering the standards?” and “How effective was the instruction?”

Teachers are attending a 3-day writing training facilitating the transition to Common Core State Standards. This training focuses on analyzing the essential features of the writing standards, investigating the research supporting the writing process, and developing a standards-based writing sequence for implementation in the classroom.

Our special education team, working with children with autism, has attended Crisis Prevention Intervention training for the management of students in behavioral crisis with displays of physical aggression. They have also attended Behavior Intervention training for the development of increased awareness of the function of overt behaviors, and the most effective methods of de-escalating and re-directing behaviors to be more appropriately communicative and receptive to learning.

At the school level, staff meetings are a collaborative endeavor dedicated to furthering professional development. After each district training, time is spent debriefing and sharing effective strategies in small cross grade-level groups and as a whole staff. Grade level teams then create action plans to increase student success. These topics are revisited throughout the year. Staff meetings are also utilized as a vehicle for addressing additional school-specific professional development needs outlined in our Single School Plan. The impact of our professional development on student achievement is evidenced by our API score growth from 940 in 2006 to 971 in 2011.

## **7. School Leadership:**

The leadership philosophy at Gonsalves (ES) is that parents, school, and community work as partners in guiding the school toward academic success. This partnership leads to a culture of collaboration promoting inclusion, involvement, and communication. Our site-based shared leadership model allows us to work together as a team to develop our Single Plan for Student Achievement.

The Single Plan is reviewed and updated annually with shared input from administrators, district and school staff, and parent groups. These groups include committees that give input into the decision-making process and include the school leadership team; our School Site Council composed of staff members and parents; and our English Language Advisory Committee. Once the Single Plan is developed, funds are allocated to support the goals and objectives in the document. The Single Plan is directly related to the district’s Local Educational Agency Plan and its Strategic Plan, which are aligned with state programs and policies. They ensure that guidelines are followed and research-based practices are implemented to improve student achievement.

Our leadership structure includes the leadership team, cross grade-level teams, and the staff as a whole. The leadership team, composed of the principal and representatives from general and special education, K-6, begins discussions on addressing the school goals and objectives in the Single Plan. It also acts as a forum for open communication. The leadership representatives then meet in cross-grade level teams (K-3 and 4-6). Here, ideas and strategies to improve student achievement are further discussed and refined. Staff meetings bring everyone together to finalize plans and begin the implementation process. Additionally, the principal meets monthly with classified staff and noon aides, and daily with office staff. This structure allows all staff members to play a part in guiding the direction of the school.

The principal leads all groups through the action plan process. The principal collaborates and communicates with staff and school community to identify school goals and develop improvement and monitoring strategies aimed at accomplishing those objectives. The principal also ensures that staff development is aligned with school goals and that it provides appropriate professional learning opportunities.

Beyond leading these groups, the principal creates a supportive atmosphere that values parent input and celebrates student achievement. The principal attends Booster Club and parent group meetings, has lunch with “S.T.A.R.” students, reads to children in classrooms, attends Student Council meetings, and is regularly seen around campus interacting with staff, students, and parents.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: California Standards Test

Edition/Publication Year: 2011 Publisher: Educational Testing Services

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	92	86	99	92	88
Advanced	77	75	91	82	68
Number of students tested	77	83	85	77	84
Percent of total students tested	98	100	100	96	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	94	92	100	100	
Advanced	86	85	97	86	
Number of students tested	36	26	29	14	
<b>6. Asian American</b>					
Proficient plus Advanced	100	87	100	96	93
Advanced	91	83	97	92	76
Number of students tested	44	52	61	49	55
<b>NOTES:</b>					

12CA17

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2011 Publisher: Educational Testing Services

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	78	75	89	79	82
Advanced	48	47	55	56	43
Number of students tested	77	83	85	77	84
Percent of total students tested	98	100	100	96	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	91	85	90	71	
Advanced	55	46	57	43	
Number of students tested	44	26	29	14	
<b>6. Asian American</b>					
Proficient plus Advanced	86	81	92	82	89
Advanced	47	52	57	57	49
Number of students tested	36	52	61	49	55
<b>NOTES:</b>					

12CA17

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: California Standards Test

Edition/Publication Year: 2011 Publisher: Educational Testing Services

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	92	97	94	84	83
Advanced	80	86	85	65	62
Number of students tested	91	94	86	99	93
Percent of total students tested	100	100	97	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	90	100	100	79	
Advanced	83	90	89	63	
Number of students tested	30	31	18	24	
<b>6. Asian American</b>					
Proficient plus Advanced	93	100	98	92	88
Advanced	87	91	93	79	77
Number of students tested	54	68	59	63	56
<b>NOTES:</b>					

12CA17

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2011 Publisher: Educational Testing Services

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	93	95	90	80	82
Advanced	73	83	74	66	55
Number of students tested	91	94	86	99	93
Percent of total students tested	100	100	97	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	87	90	89	83	
Advanced	63	80	61	58	
Number of students tested	30	31	18	24	
<b>6. Asian American</b>					
Proficient plus Advanced	93	96	93	91	84
Advanced	78	87	83	81	64
Number of students tested	54	68	59	63	56
<b>NOTES:</b>					

12CA17

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: California Standards Test

Edition/Publication Year: 2011 Publisher: Educational Testing Services

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	98	90	89	72	87
Advanced	91	80	66	54	72
Number of students tested	98	94	100	100	92
Percent of total students tested	100	100	98	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	100	94	91	94	
Advanced	90	88	65	59	
Number of students tested	30	16	23	17	
<b>6. Asian American</b>					
Proficient plus Advanced	100	92	94	83	92
Advanced	96	86	76	68	80
Number of students tested	69	62	63	59	66
<b>NOTES:</b>					

12CA17

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2011 Publisher: Educational Testing Services

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	96	87	88	74	85
Advanced	80	61	65	52	63
Number of students tested	98	94	100	100	92
Percent of total students tested	100	100	98	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	100	94	87	82	
Advanced	77	56	65	53	
Number of students tested	30	16	23	17	
<b>6. Asian American</b>					
Proficient plus Advanced	100	90	95	81	91
Advanced	87	71	75	61	74
Number of students tested	69	62	63	59	66
<b>NOTES:</b>					

12CA17

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: California Standards Test

Edition/Publication Year: 2011 Publisher: California Department of Education/Education Services

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	92	90	80	84	86
Advanced	69	73	63	72	66
Number of students tested	98	99	100	95	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced		82	100	83	
Advanced		73	67	72	
Number of students tested	9	11	15	18	
<b>6. Asian American</b>					
Proficient plus Advanced	98	97	90	92	95
Advanced	83	85	78	82	78
Number of students tested	63	65	60	66	64
<b>NOTES:</b>					

12CA17

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2011 Publisher: Educational Testing Services

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	88	93	82	87	84
Advanced	74	69	57	69	58
Number of students tested	98	99	100	94	95
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced		91	80	78	
Advanced		36	53	44	
Number of students tested	9	11	15	18	
<b>6. Asian American</b>					
Proficient plus Advanced	97	97	85	92	92
Advanced	86	77	65	79	70
Number of students tested	63	65	60	65	64
<b>NOTES:</b>					

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