



# PART I - ELIGIBILITY CERTIFICATION

---

12CA20

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

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 441 Elementary schools (includes K-8)  
 (per district designation): 76 Middle/Junior high schools  
68 High schools  
15 K-12 schools  
600 Total schools in district
2. District per-pupil expenditure: 5639

## 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: 7
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	34	24	58		<b>6</b>	0	0	0
K	66	59	125		<b>7</b>	0	0	0
1	57	54	111		<b>8</b>	0	0	0
2	49	50	99		<b>9</b>	0	0	0
3	41	61	102		<b>10</b>	0	0	0
4	41	41	82		<b>11</b>	0	0	0
5	35	29	64		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								641

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
38 % Asian  
7 % Black or African American  
17 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
34 % White  
2 % 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: 15%  
 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.	33
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	49
(3)	Total of all transferred students [sum of rows (1) and (2)].	82
(4)	Total number of students in the school as of October 1, 2010	564
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 22%  
 Total number of ELL students in the school: 140  
 Number of non-English languages represented: 24  
 Specify non-English languages:

Bengali, Cantonese, Farsi, French, Gujarati, Hebrew, Hindi, Indonesian, Japanese, Korean, Mandarin, Nepali, Other Chinese Language, Pilipino, Portuguese, Pungabi, Russian, Serbian, Spanish, Swedish, Thai, Turkish, Urdu, and Other not listed.

9. Percent of students eligible for free/reduced-priced meals: 20%

Total number of students who qualify: 125

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: 50

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>13</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>17</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>26</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>11</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>0</u>
Total number	<u>45</u>	<u>11</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: 27:1

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	97%	96%	96%	97%	97%
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?

Clover Avenue Elementary School opened its doors in 1954. Clover is located in a small, quiet residential neighborhood in West Los Angeles. Our proximity to the UCLA campus and UCLA Family housing provides our school with a student body, rich in a diversity of cultures, that share the common goal of creating an environment for high achievement in an education-oriented community. We are an international family where our children have the opportunity to learn, grow and socialize with children from all over the world. Not only has this promoted true cultural understanding and appreciation, it has given our students real life practice in working within the global society of tomorrow's world today. Our mission states that, "Clover Avenue Elementary School strives to meet the academic, social and emotional needs of each and every student to prepare him or her for success in a rapidly changing world. The school, parents and community work in partnership to develop in each student academic excellence, social responsibility and personal integrity." The question we pose to our staff is, "Is this a school where you would send your own child?" The answer is overwhelmingly, "Yes, and we do!"

Clover has reached many milestones over the years. We were honored to receive the 2008 HP Technology for Teaching K-12 Award, the Growing Great Grant providing classroom nutrition and school garden education, the 2006 and 2008 Wonder of Reading General Literacy Grant, and the 2011 Bronze Award for The Healthier US School Challenge (HUSSC). In addition, Clover is an ARTS Program School . Elementary Arts Teachers provide direct instruction to students and strategically support classroom teachers in growing their capacity to teach foundational skills in all arts disciplines. We are also a School for Advanced Studies. The Schools for Advanced Studies (SAS) are programs designed throughout the District which have been implemented to improve educational options and increase professional training to support the development of gifted and talented youth. Our success story is demonstrated by the continuous increase in our Academic Performance Index (API) scores, from 877 in 2001, to 955 in 2011. Clover has been repeatedly recognized as a school of academic excellence by the Los Angeles Unified School District.

Clover is steeped with many traditions that bring the students, staff, parents, and community together. We celebrate the rich and ethnic diversity of our students at our annual International Night. This event provides us with an opportunity to share and appreciate each other's cultural traditions through music, dance, and food. We praise our students' academic and social success at Student Awards Assemblies and Monday Morning Assemblies. Students learn the spirit of giving through our Annual Red Bucket Campaign which provide food for needy families in the community. Our Annual Run-a-Rama teaches students the importance of physical exercise. We partner with Civil Engineers who volunteer to teach our students about design, construction, and maintenance of physical environments. We honor our volunteers at a Volunteer Ceremony and Tea and our teachers and staff at a Staff Appreciation Luncheon. Our Halloween Hurrah, Book Fairs, New Student Roundup, Spring Dance, Staff Auction and end of the year Multicultural Dance Festival, are all part of the spirit of Clover Elementary.

Clover has a rich diversity of students mirroring the urban Los Angeles community represented by Hispanic, White, Black, Asian, Filipino, and other ethnic groups. Clover is truly an international school with students from around the world: six continents and more than thirty languages represented. Of the population, 22% are English Learners, 14% are identified Gifted, 8% are Special Education Students, and 20% of students are eligible for free/reduced-priced meals. All students are respected and we believe that all children can reach their highest potential with the support of our school, their parents, and the community.

We strongly believe that our success is a reflection of the collaboration of all Stakeholders. Our teachers and administrator collaborate weekly in grade level and professional development meetings. We plan

strategic instructional lessons, analyze student data, and refine our strategies and practices to meet the needs of every child.

Parent and community involvement is evident throughout the campus. Dedicated volunteers enthusiastically help in the classrooms and at all school events, such as Valet Drop Off Program, Fundraising, Recycling Program, after school Garden Club, and School Beautification Projects. Our parents, community, teachers, and administrator participate in decision making in our School Site Council and English Learner Advisory Council.

We have created a learning community that values each stakeholder's contributions to Clover Avenue Elementary. We empower staff, parents, and students to become a vital part of the decision making process, resulting in our extraordinary feeling of school-wide ownership and cooperation. This collegial family environment ensures the academic, physical, and social-emotional success for all our students and staff as they continue to reach for the stars.

## 1. Assessment Results:

Clover Avenue Elementary School participates in the California Standards Test, a criterion-referenced test, which assesses students in second through fifth grades in Language Arts and Mathematics, and Grade 5 Science. In addition, fourth grade students take the California Writing Standards Test. The California Standards Test (CST) is aligned with both the California State Standards and Los Angeles Unified District's curriculum.

The Academic Performance Index (API) is a numeric index or scale ranging from 200 to 1000 points that relates to a school's performance on the above -mentioned test. The target score for California State Schools is 800 API. We are proud that our 2011 API is 955, reflecting a significant and continued growth since 2006 of 36 points! Over the last 10 years, we have seen a 78 point gain from 877 API, to our current score of 955.

The CST directly reflects the California State Adopted Standards in Reading and Math. Results are divided into five bands: Far Below Basic, Below Basic, Basic, Proficient, and Advanced levels. According to No Child Left Behind, Annual Measurable Objectives (AMO), the goal for the 2010-2011 school year for English Language Arts Proficiency and Advanced levels is 67.6 %; Clover's was 87.2%, which is 19.6% above the AMO. The Annual Measurable objective for 2010-2011 in Mathematics was 68.5%; Clover's was 94.4%, which is 25.9% above AMO.

All grades have shown marked growth in English Language Arts (ELA) and Mathematics. Over the past six years, from 2006 until 2011, our second through fifth grades have made the following increases in ELA: second grade increased 6%, third grade increased 14%, fourth grade increased 2%, and fifth grade increased 12%. All grades continue to show growth in mathematics, with grades four and five showing dramatic improvement over the past six years. From 2006 to 2011 on the CST in Mathematics, the following are the increased scores per grade level: second grade increased 3%, third grade increased 4%, fourth grade increased 12%, and finally fifth grade increased 14%.

In analyzing all of our data, each subgroup increased in percentage of students scoring proficient and above on the CST in Language Arts and Mathematics over the past five year span from 2007 to 2011. African-Americans increased 3.3% in ELA and 16.6% in Math, Hispanics increased 14.2% in ELA and 6.6% in Math, White students increased 4.4% in ELA and 5.9% in Math, Socio-economically Disadvantaged students increased by 0.3% in ELA and 12.7% in Math, English Learners increased 12.1% in ELA and 7.1% in Math, and Students with Disabilities increased 3% in ELA and 7.0% in Math.

In addition to the CST, we use district periodic assessments in Reading, Writing Mathematics, and Science. Our English Language Learners are tested annually on the California English Language Development Test (CELDT) to monitor progress in the acquisition of English Language skills. Our reclassification rate for our English Learners in 2011 was 31.4%, an increase of 14.9% from the previous year.

The California State Assessment data is available at [www.cde.ca.gov](http://www.cde.ca.gov).

## 2. Using Assessment Results:

Clover has seen the powerful effect of using assessment data to ascertain what students are learning and the extent to which students are making progress toward goals. We use data systematically to ask questions and obtain insight about student progress in order to monitor continuous improvement and

tailor instruction to the needs of each student. After a thorough analysis of the data, teachers can make instructional changes aimed at improving student achievement, such as: prioritizing instructional time, targeting additional individual instruction for students who are struggling with particular topics, identifying individual students' strengths and instructional intervention that can help students continue to progress, gauging the instructional effectiveness of classroom lessons, refining instructional methods, and examining school-wide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.

Our School Site Council meets regularly to review, disaggregate and monitor assessment data; set global school, grade level, and individual student goals; and plan professional development, design intervention programs targeted to students' needs, and to align resources accordingly.

Teachers and administrator meet on a weekly basis in both grade level teams and professional development meetings to systematically analyze periodic assessment data, progress monitoring results, review student successes and challenges, plan instructional lessons based on assessment data, collectively grade writing and math constructed response questions to establish consensus and consistency, reflect and share successful strategies.

Monitoring of academic progress is a continuous cycle beginning with an in-depth analysis of the CST and continuing with the periodic assessments in Language Arts, Writing, Mathematics, Science, and the CELDT for English Learners. Teachers are able to analyze the successes and challenges, growth of their previous class and present class, as well as target groups of students with similar skill deficits for immediate intervention. The collaboration and focus on our summative and periodic assessment data has had a successful impact on student achievement as evidenced by our continuous growth on our assessment data.

Clover parents, students, and community members are regularly informed about student performance and assessment data. They are informed through The School Report Card, The School Accountability Report Card, District and School Handbooks, Grade Level Brochures on the California State Standards, Back to School Night Teacher Presentations, Monthly Newsletter, Parent/Teacher Conferences, CST Individual Reports to Families, Periodic Assessment Results to Students/Parents, 6 Week Below Benchmark Reports, Report Cards, Open House, School Site Council, and English Learner Advisory Council meetings. During conferences, teachers discuss with students and parents the meaning of the standardized test scores, report cards, and communicate individual student academic and social progress. Our Parent Conferences are highly attended with over a 95% attendance rate. Regular communication with parents is maintained through a computerized phone message system, teacher websites, weekly teacher emails, and the monthly school newsletter. Parents, students, and community members can access information about Clover Avenue Elementary through our website, [www.cloveraveschool.org](http://www.cloveraveschool.org), Los Angeles Unified School District's Website, [www.lausd.net](http://www.lausd.net), or the California Department of Education's website, [www.cde.ca.gov](http://www.cde.ca.gov).

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

In our journey toward excellence, we at Clover Avenue Elementary have learned many lessons regarding best practices, philosophies, and methods to foster successful learning. We feel that it is our responsibility to share these lessons with the educational community both locally and internationally. As Clover is known for serving a culturally and socio-economically diverse population, we are recognized by other educators as an example of a community that has achieved success for all learners. As a result, we have hosted many schools, educators, and principals. Our doors are always open to members of the educational community who would like to observe our continuous growth and improvement.

We have been proud to be instrumental in affecting other schools, districts, and teachers to elevate their practices. LAUSD chose Clover to host principals to visit our school, learn about our instructional practices, tour our classrooms, and discuss application to their own schools. Teachers from other schools

have visited Clover to learn from our instructional strategies, implementation, resources, and collaborate with our teachers.

Clover is a preferred site for student teachers from Pepperdine University, University of Southern California, and California State University Dominguez Hills. Over the past 7 years we have mentored dozens of teachers in training.

We are proud to have five National Board Certified teachers on staff who facilitate discussion and learning groups that are available to all district teachers, which focus on ideas, strategies, and techniques useful to the delivery of our newly adopted Language Arts program.

Many teachers across grade levels have and continue to participate in an ongoing art institute at The Getty Museum. Clover teachers presented lessons learned from the institute regarding integration of the arts across the curriculum to teachers throughout Southern California. They continue to share their lessons and ideas online through the Getty website.

During the 2009-2010 school year, Clover participated in the Fulbright International Educational Exchange Program between our school and the Severn Primary in Cardiff, Wales. Through this partnership, our two school communities developed a mutual understanding of each others' instructional strategies, teaching methodologies, and cultural traditions.

We have been honored to host several education delegations from China, organized by the Yancheng Municipal Government of Jiangsu Province. These visiting dignitaries have come to compare education systems and exchange ideas in the area of school leadership.

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

To fulfill our mission, we are committed to a quality education program that values parent and community involvement. At Clover we recognize that parents and community play an important role in their students' education and in the overall academic success of the school. Throughout the years, the school has implemented several strategies to increase parent and community engagement that has supported the academic success of the school. We encourage parental involvement by recruiting and organizing volunteers. Parents and community members are surveyed to identify their talents, time availability, and areas of interest. Some of these opportunities include room parents, field trip chaperones, special event coordinators, and safety and campus beautification projects.

Clover supports parents through parent trainings or workshops on a variety of topics, such as homework help, subject area knowledge, and understanding the Master Plan program.

Strong communication is a top priority. Through the implementation of school and teacher websites, school wide email system, computerized telephone message system, and monthly newsletters we have effectively strengthened the school-to-home and home-to-school communication.

Our parents and community are involved in the decision making process through their active participation in School Site Council, English Learner Advisory Committee, Local District English Learner Advisory Committee, and Local District Parent Community Advisory Council.

We connect parents and students with available community resources and services to strengthen school programs and student learning. The school provides information to all stakeholders on community-based health, cultural, recreational and social support programs and services.

## 1. Curriculum:

Clover Avenue Elementary School has a comprehensive, challenging, standards based curriculum and instruction founded upon the core skills of reading and writing, mathematics, science, and social studies. California State Standards and Adopted Los Angeles Unified School District State Approved Curriculum guide instruction and assessment. Our teachers regularly plan standardized based lessons within and across grade levels. Additionally, the school has a Single Plan for Student Achievement written with the participation of the school's community stakeholders. The Plan establishes high expectations for all students and goes above and beyond State and District goals. As a result Clover continues to exceed Adequate Yearly Progress (AYP) and Academic Performance Index (API) measures each year, showing continuous upward trends on the California Standards Tests (CST) while still meeting requirements for all Subgroups.

Our language arts program – California Treasures, is a systematic, research based program offering a balance of phonics, comprehension skills and strategies, vocabulary, spelling, grammar, and writing. Grade level teams collaborate and backwards plan all instruction. Grade level teams also meet weekly to analyze successes and challenges. Student achievement levels are increased through expert pacing and delivery; a combination of direct, guided, and independent instruction; and the use of small group, paired, and individual work.

In mathematics, mastery of skills, strategies, and problem solving are based on California State Standards. The State adopted text is used in conjunction with a standards based alignment that incorporates a concrete hands-on approach, manipulatives, math journals, and interactive work with pairs and groups. Teachers also provide supplemental materials from renowned mathematicians such as Marcy Cook Tiles, VersaTiles, and Hands On Equations to solidify hands- on learning. Students use math journals to write down mathematical patterns, definitions of concepts, formulas, teacher-modeled examples, and mathematical reasoning and to demonstrate their reasoning process. Quarterly Math Assessments, Publisher's Tests, and Teacher Made Tests guide and inform instruction.

Science instruction based on the California State Standards provides a focus on physical, life, and earth sciences. All grade levels utilize Foss Kits for hands-on lessons. Instruction also involves student exploration, observation, group work, journal writing, accountable peer discussions, and presentations to support a challenging learning environment.

The social studies curriculum follows the California Frameworks and State Standards. Instruction provides foundational concepts of community, city, state, and country, from kindergarten through fifth grade. Students also learn historic significance over time, their place in the world, intellectual reasoning, research, and reflection in conjunction with the history/social studies curriculum.

Through strategic planning, teachers are able to integrate other subjects into the core curriculum. Additional offerings such as physical education, arts, and health give students a comprehensive program of study. Our Physical Education (PE) builds on the California State Standards to increase student's physical fitness, health, and well being. As well as PE lessons delivered by teachers, we have four PE coaches who work with each grade level one hour a week. Clover is also an ARTS Program School with specialized dance, music, drama and visual art teachers. These teachers include English and Math curriculum in lessons to address students' varied learning styles, interests, and abilities and the school has seen test scores rise as a result. Good health habits are fostered through our "Growing Great" Program, which offers garden and nutritional education for grades 1-3. Our standard-based, comprehensive garden and nutrition curriculum supports state nutrition requirements and federal wellness policy.

The use and integration of technology is an important component of the curriculum at Clover. Today's students are growing up in the information age and need computer skills to survive. National technology standards are taught to prepare students for the 21st Century. Teachers use laptops, iPads, and cameras on a daily basis to give students hands on experience with technology. Technology-based activities can enhance and supplement lessons as children learn more when they are engaged. All students K-5 attend computer lab 1-hour a week and all classrooms have wireless internet access. The Clover community supports the technology program and contributes to fund technology instruction.

We constantly reflect on our curriculum and instruction, always setting new milestones to reach higher levels of success for the school. As a School for Advanced Studies we believe that whatever is the best for the top students is also best for ALL students. We maintain a vigilant belief in challenging our entire student body to achieve their absolute highest potential. Our teachers design lessons utilizing both core and supplemental materials in order to deliver classroom experiences that require high level thinking.

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

Clover utilizes California Treasures as its core reading program to support the goal of proficiency for all students. CA Treasures is a comprehensive, research based Reading /Language Arts program for grades K-5. The program is the adopted reading program for Los Angeles Unified School District elementary schools and is aligned with both the California State Standards and the Common Core State Standards.

Our school-wide goal is for students to have a love of reading and literature throughout their lives. CA Treasures incorporates successful instructional strategies throughout the curriculum and provides the fundamental components of a successful Reading Language Arts program. Daily instruction includes Reading, Writing, Listening and Speaking as well as the foundational skills of Print Concepts, Phonemic Awareness, Phonics, Word Recognition and Fluency.

Successful implementation of CA Treasures consists of differentiating instruction for students who are reading below grade level standards by pre-teaching, re-teaching, and front loading vocabulary and concepts. To accomplish this we use graphic organizers which provide visual supports and offer one-on-one support as needed. To challenge our gifted and high-achieving students we offer tiered assignments and open-ended projects. Teachers use high level questioning strategies to engage and foster critical thinking. Extending the core curriculum by adding depth and complexity adds rigor to our Language Arts Program.

Teachers have multiple opportunities to attend professional development to ensure the ongoing delivery of high quality, effective instruction. The staff also collaboratively plans instruction, analyzes students' assessment data, and delivers professional development to continually meet student achievement benchmark goals. Best practices include the use of Thinking Maps and other graphic organizers to deepen comprehension. Whole group and small group instruction is utilized so students at all levels can access curriculum. Fluency is addressed daily through choral, paired, and independent reading. Comprehension is specifically taught through skills and strategies so students can transfer knowledge to independent reading.

Clover further enriches students' love of literature by providing the following: publishing student books, literature circles, weekly read-alouds with the librarian, daily read-alouds of quality literature in the classrooms, buddy reading, book reports and other project based literature activities. Other activities include the use of core literature supplements to enhance curriculum genres, readers' theater, an annual spelling bee, community volunteer readers who mentor at-risk readers school presentations from professional authors, biannual book fairs, a Dr. Seuss/Read Across America Week, and a state-of-the-art library. The coupling of high quality literature with explicit instruction and ample practice ensures that our students will grow to be life-long readers and writers.

### **3. Mathematics:**

As indicated in the mission statement, Clover strives to prepare each and every student for his or her success in a rapidly changing world. Preparing our students to be critical thinkers and problem solvers is the number one responsibility of all stakeholders of our school. Our strong and effective mathematics program is designed to develop 21<sup>st</sup> Century skills and close the achievement gap amongst all subgroups.

Teachers at Clover use California State Standards based mathematics curriculum to give students access to content and reasoning standards. Teachers understand the importance of building a foundation based on essential skills and knowledge as students progress through the grades. Teachers regularly discuss in grade level and vertical teams how to offer students the best mathematics instruction. Teachers analyze data from district assessments, publisher made tests, and teacher tests to plan for instruction and intervention.

The school utilizes the Los Angeles Unified School District Adopted Program. Also employed is the use of targeted supplemental research based instructional materials to solidify learning for all students. Some examples include Marcy Cook Tiles, VersaTiles, Hands On Equations, and Math For Today. Math learning begins with concrete understanding using manipulatives, directed instruction, guided instruction, charts, thinking maps, visuals, math journals, pair and group interaction, accountable talk, and technology integration. Abstract learning and mastery is achieved through practice, reflection, discussion, observations, pre-teaching and re-teaching.

Teachers help students transfer and apply math concepts and skills to real life experiences to make learning meaningful. Fifth grade students have the opportunity to work with a professional architect to create blue prints and models of buildings, which combines a variety of math skills such as geometry, measurement, and computation, with real world experiences.

As a result, our students have reached 94% Proficient/Advanced level for their combined second through fifth grades on the California Standardized Tests in 2011, with an increase of 5% from 2007 to 2011.

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

At Clover we believe that a substantive and sequential, standards-based curriculum in the arts is the inherent right of every student. The arts play a vital role in cognition: through exploration, inquiry, and reflection, they literally teach children how to learn. A successful arts program offers students a way to access their own history and culture, as well as that of others.

Arts instruction has proven valuable in introducing new concepts, connecting students to their prior learning, and to their own life experience. Learning through the arts is an effective way to deepen understanding of complexity and nuance in content across the curriculum. Through the problem solving processes of arts-project learning, the arts offer self-discovery, values clarification, critical thinking, collaboration and organizational skills.

The arts help students find meaning in all learning endeavors. They play an integral part in instruction by supporting reading, writing, oral language, and math. For example, while students are learning to read and write with comprehension and clarity, they need to tell their own stories and explore literature through creative play. While students are studying science, they learn visual thinking strategies and observe and record the natural world through the visual arts. While students are studying mathematics, they explore space, patterns and rhythms in music and dance.

The school's Arts Program, which is in alignment with the Los Angeles Unified School District English Language Arts and Math curriculum, embraces the concept that children achieve literacy and numeracy

skills through multiple modalities. The school's arts teachers have identified strategies that simultaneously support standards-based learning in the arts and in reading/language arts and mathematics.

The Arts program opens new avenues to understanding content across the school's curriculum and fosters empathy in the life-long pleasure in learning. The arts may also be used in assessment, giving students the opportunity to "show what they know," and student's art is displayed twice yearly in their classroom museums during open house nights. The school also has its own kiln and all grades complete projects. Inclusion of arts in the school's curriculum is an integral part of a multi-tiered approach to instruction.

## **5. Instructional Methods:**

Clover differentiates instruction to the various student subgroups in response to data from state, district, and curriculum-based assessments. We disaggregate data from the California Standardized Test to provide a school wide perspective of each subgroup in order to determine goals. Based on analysis conducted at the start of the school year in September, teachers group students by targeted skill areas for early intervention. Then to provide ongoing progress monitoring of all students we use information and data from DIBELS (Dynamic Indicators of Basic Early Literacy Skills), literacy periodic assessments, district math assessments, and curriculum-based assessments.

Clover sets clear and high expectations for student achievement that meet and exceed state standards. Our staff uses a variety of instructional methods and learning, including: multi-tiered instruction (universal access/whole group lessons, targeted small group instruction, and intensive small group remediation), graphic organizers, cooperative learning, academic vocabulary development, instructional conversations, and culturally relevant and responsive education. Technology is integrated throughout the curriculum. The use of iPads, laptops, Smart Boards, and a variety of software programs such as SuccessMaker, enrich student access to content areas.

As a School for Advanced Studies (SAS), we believe in the continual process of enhancing a student's ability to think, create, and communicate. The academic component provides differentiated instruction in cluster-grouped classrooms. Teachers extend the core curriculum by adding depth and complexity, and accelerate instruction by altering the pacing for advanced learners. Teachers also use discussions, simulations, and independent study to meet the individual needs of advanced/gifted learners.

Our English learners have daily instruction targeted to English language development levels. Specially Designed Academic Instruction English (SDAIE) strategies include graphic organizers, realia, Think-Pair-Share, vocalized reading, backward build-up, academic language development across the content areas, and scaffolding.

Our staff is devoted to the success of students with special needs. These students are included and supported in the core curriculum through accommodations and strategies such as visual supports, small group instruction, re-teaching, co-teaching, cooperative learning, extended time, multi-modal instruction, and prompting. We also use technology devices, such as desktop computers and iPads, to provide visual aids, extended guided practice, and immediate feedback to students with exceptional needs.

We prioritize needs and use a multi-tiered approach to provide Title I socio-economically disadvantaged students with appropriate interventions. Students who score below grade level benchmarks are given in-class small group interventions and after school intervention classes. These after school classes are offered in both Language Arts and Math.

## **6. Professional Development:**

High quality professional development is a vital part of school success at Clover. We have focused on access strategies, which include the use of graphic organizers, academic language, instructional conversations, and cooperative and communal learning environments. With the implementation of our new state adopted Language Arts Program, Clover teachers have spent time collaboratively developing their expertise in teaching reading and writing effectively. After attending learning institutes for California Treasures, our teachers have continued to explore and expand their practice towards successful delivery.

Another one of our focal points for professional development has been integrating technology across the curriculum. Training of methods, uses, and the curricular integration has occurred during this time. Each classroom has a laptop/iPad, and document reader/projector to enhance lessons and learning opportunities. We are able to provide equal access to the Internet, student work, and other references.

As a result, many teachers have integrated the use of iPads, iPods, Smart Boards, laptop and desktop computers in order to keep students engaged, as well as to enrich the curriculum. These tools make concepts more concrete and accessible to English Language Learners and Special Education students. Teachers align National Technology Standards with the student learning goals. Clover teachers have successfully integrated technology into the curriculum to create new portals for learning for all students. In addition, every teacher has created a classroom website to inform and keep an open dialogue with parents and the community.

Clover teachers feel passionately that the arts are an integral piece of a child's education. Our professional developments have also focused on the implementation of arts throughout the curriculum. All disciplines of the arts (visual arts, dance, music and theater) are incorporated into lessons.

## **7. School Leadership:**

A leadership culture has been embraced at Clover that relies on collaboration in order to facilitate the highest academic achievement in all students. The Principal is the overall guiding facilitator and disseminator of district and school policies and professional development priorities. She works with teachers, staff, parents, and community members to share leadership and encourages all stakeholders to contribute to the development of the School Vision, Mission, and Single Plan for School Achievement. The Principal leads stakeholders in achieving our collective vision by working with each group to gain consensus on important decisions that affect student learning. She has excellent rapport with all stakeholders.

The Principal is passionately involved in all aspects of the school, from increasing student achievement to creating a safe, clean, and caring school environment. The Principal reaches out to the entire community by hosting teachers, principals, and school visitations to Clover; writing and presenting professional developments; and attending professional development classes as a lifetime learner. The Principal visits classrooms; monitors, analyzes and disaggregates state and periodic assessment data; and presents data to teachers, paraprofessionals, parents, and Councils. She designs and implements intervention classes and new programs to meet the needs of all students. The Principal also actively pursues and has successfully written grants such as the HP Technology in the Classroom Grant, the Community Beautification Grant, and the Wonder of Reading Literacy Grant, and is currently seeking technology grant funding through the Intel Schools of Distinction Program and the Lenovo Dream To Do Contest.

As the leader, the Principal sets professional development priorities and meets monthly with a Leadership Team to develop specific instructional goals, analyze state and periodic assessment data, and plan professional development. Monthly meetings of shared decision making are also held with the School Site and Advisory Councils to develop and monitor student success and make decisions related to budget, programs, and resources.

The Assistant Principal Elementary Instructional Specialist works with special education children, teachers, and parents to ensure effective implementation of students' Individualized Education Programs.

Teachers take an active role in leadership as Grade level Chairpersons, members of the Councils, members of Committees, Coordinators, Literacy, Math and Science Lead Teachers, and serve as Mentors for Student Teachers. Elected representatives in Student Council take leadership roles as they create new ideas to improve the school community. Parents are responsible for volunteering in classrooms and fundraising to support school programming.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: California Standards Test

Edition/Publication Year: 2010 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient & Advanced	95	94	90	84	92
Advanced	80	82	76	68	75
Number of students tested	80	67	100	68	84
Percent of total students tested	96	98	98	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 & Advanced	89	83		59	83
Advanced	67	67		35	72
Number of students tested	18	12	19	17	18
<b>2. African American Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	10	7	10	5	5
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced			76	77	95
Advanced			57	31	74
Number of students tested	11	8	21	13	19
<b>4. Special Education Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	6	3	10	6	8
<b>5. English Language Learner Students</b>					
Proficient & Advanced	94				
Advanced	78				
Number of students tested	18	12	21	12	14
<b>6. White-Non Hispanic</b>					
Proficient & Advanced	100	100	96	94	96
Advanced	87	86	96	75	68
Number of students tested	30	21	26	16	25
<b>NOTES:</b>					

12CA20

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2010 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient & Advanced	84	79	77	68	79
Advanced	50	48	53	34	39
Number of students tested	81	67	100	68	84
Percent of total students tested	97	98	98	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 & Advanced	68	68		53	72
Advanced	26	42		12	17
Number of students tested	19	12	19	17	18
<b>2. African American Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	10	7	10	5	5
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced			57	54	58
Advanced			33	8	21
Number of students tested	11	8	21	13	19
<b>4. Special Education Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	6	3	10	6	8
<b>5. English Language Learner Students</b>					
Proficient & Advanced	83				
Advanced	33				
Number of students tested	18	12	21	12	14
<b>6. White-Non Hispanic</b>					
Proficient & Advanced	97	86	92	69	80
Advanced	53	57	69	31	36
Number of students tested	30	21	26	16	25
<b>NOTES:</b>					

12CA20

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: California Standards Test

Edition/Publication Year: 2010 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient & Advanced	100	85	91	91	90
Advanced	85	68	71	75	74
Number of students tested	65	95	69	81	76
Percent of total students tested	98	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 & Advanced	100	78		93	90
Advanced	73	57		67	58
Number of students tested	15	23	17	15	19
<b>2. African American Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	6	12	6	3	7
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced			85	89	71
Advanced			46	61	47
Number of students tested	8	21	13	18	17
<b>4. Special Education Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	6	8	5	7	12
<b>5. English Language Learner Students</b>					
Proficient & Advanced	100				
Advanced	79				
Number of students tested	19	23	11	16	22
<b>6. White-Non Hispanic</b>					
Proficient & Advanced	100	100	94	92	91
Advanced	80	81	77	72	77
Number of students tested	25	31	17	25	22
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2010 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient & Advanced	89	86	83	89	87
Advanced	74	68	64	62	61
Number of students tested	65	95	69	81	76
Percent of total students tested	98	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 & Advanced	73	74		80	84
Advanced	60	52		40	42
Number of students tested	15	23	17	15	19
<b>2. African American Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	6	12	6	3	7
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced			85	78	82
Advanced			62	39	29
Number of students tested	8	21	13	18	17
<b>4. Special Education Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	6	8	5	7	12
<b>5. English Language Learner Students</b>					
Proficient & Advanced	74				
Advanced	63				
Number of students tested	19	23	11	16	22
<b>6. White-Non Hispanic</b>					
Proficient & Advanced	92	97	82	92	87
Advanced	76	84	56	56	68
Number of students tested	25	31	17	25	22
<b>NOTES:</b>					

12CA20

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: California Standards Test

Edition/Publication Year: 2010 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient & Advanced	96	85	83	79	81
Advanced	73	57	56	51	62
Number of students tested	88	61	78	72	73
Percent of total students tested	100	98	100	98	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 & Advanced	95	78		67	75
Advanced	55	44		39	50
Number of students tested	20	18	13	18	16
<b>2. African American Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	11	7	4	4	4
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced			65	53	64
Advanced			35	26	36
Number of students tested	20	13	17	19	14
<b>4. Special Education Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	7	7	3	7	3
<b>5. English Language Learner Students</b>					
Proficient & Advanced	100				
Advanced	81				
Number of students tested	16	9	9	21	16
<b>6. White-Non Hispanic</b>					
Proficient & Advanced	100	96	92	80	84
Advanced	77	60	46	50	64
Number of students tested	30	25	24	20	25
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 5 Test: California Standards Test

Edition/Publication Year: 2010 Publisher: Educational Testing Service

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient & Advanced	87	84	81	79	81
Advanced	66	46	58	46	45
Number of students tested	87	61	78	72	73
Percent of total students tested	98	98	100	98	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 & Advanced	79	78		67	69
Advanced	42	33		39	25
Number of students tested	19	18	13	18	16
<b>2. African American Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	11	7	4	4	4
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced			65	68	57
Advanced			41	37	14
Number of students tested	20	13	17	19	14
<b>4. Special Education Students</b>					
Proficient & Advanced					
Advanced					
Number of students tested	7	7	3	7	3
<b>5. English Language Learner Students</b>					
Proficient & Advanced	81				
Advanced	63				
Number of students tested	16	9	9	21	16
<b>6. White-Non Hispanic</b>					
Proficient & Advanced	97	84	88	85	96
Advanced	80	44	54	55	48
Number of students tested	30	25	24	20	25
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient & Advanced	96	87	88	84	87
Advanced	78	69	68	65	70
Number of students tested	233	223	247	221	233
Percent of total students tested	98	98	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	94	79	0	72	83
Advanced	64	54	0	46	60
Number of students tested	53	53	49	50	53
<b>2. African American Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	27	26	20	12	16
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	0	0	74	72	78
Advanced	0	0	46	39	54
Number of students tested	39	42	51	50	50
<b>4. Special Education Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	19	18	18	20	23
<b>5. English Language Learner Students</b>					
Proficient & Advanced	97	0	0	0	0
Advanced	79	0	0	0	0
Number of students tested	53	44	41	49	52
<b>6. White-Non Hispanic</b>					
Proficient & Advanced	100	98	94	88	90
Advanced	81	75	73	65	69
Number of students tested	85	77	67	61	72
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient & Advanced	86	83	79	79	82
Advanced	62	55	57	48	48
Number of students tested	233	223	247	221	233
Percent of total students tested	97	98	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient & Advanced	73	74	0	66	75
Advanced	41	43	0	30	28
Number of students tested	53	53	49	50	53
<b>2. African American Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	27	26	20	12	16
<b>3. Hispanic or Latino Students</b>					
Proficient & Advanced	0	0	66	67	65
Advanced	0	0	43	30	21
Number of students tested	39	42	51	50	50
<b>4. Special Education Students</b>					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	19	18	18	20	23
<b>5. English Language Learner Students</b>					
Proficient & Advanced	79	0	0	0	0
Advanced	52	0	0	0	0
Number of students tested	53	44	41	49	52
<b>6. White-Non Hispanic</b>					
Proficient & Advanced	95	89	88	83	87
Advanced	69	63	60	49	49
Number of students tested	85	77	67	61	72
<b>NOTES:</b>					