

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary ___ Middle ___ High ___ K-12 ___ Charter

Name of Principal Mr. Charles Holland
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Victoriano Elementary School
(As it should appear in the official records)

School Mailing Address 25650 Los Cabos Drive
(If address is P.O. Box, also include street address)

Moreno Valley, CA 92551
City State Zip Code+4 (9 digits total)

County Riverside State School Code Number* 33-75242-6108047

Telephone (951) 485-6245 Fax (951) 490-0395

Website/URL valverde.edu E-mail cholland@valverde.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. C. Fred Workman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Val Verde Unified Tel. (951) 940-6100

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. D. "Shelly" Yarbrough
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____

REVISED 3-13-06

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 12 Elementary schools
 3 Middle schools
 _____ Junior high schools
 3 High schools
 2 Other

 20 TOTAL
2. District Per Pupil Expenditure: \$6,939

 Average State Per Pupil Expenditure: \$7,525

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4.5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|--------------|------------|--------------|-------------|
| PreK | (10) | (13) | (23) | 7 | | | |
| K | 41 | 41 | 82 | 8 | | | |
| 1 | 36 | 54 | 90 | 9 | | | |
| 2 | 32 | 39 | 71 | 10 | | | |
| 3 | 47 | 50 | 97 | 11 | | | |
| 4 | 55 | 41 | 96 | 12 | | | |
| 5 | 55 | 45 | 100 | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 536* |

*Based on CBEDS data 10/5/06

REVISED 3-13-06

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: 12 % White
29 % Black or African American
50 % Hispanic or Latino
8 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total* *Based on CBEDS data 10/5/05

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 28 %* *Oct. 2004-June 2005

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

| | | |
|-----|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 120 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 89 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 209 |
| (4) | Total number of students in the school as of October 1 | 748 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .279 |
| (6) | Amount in row (5) multiplied by 100 | 28 |

8. Limited English Proficient students in the school: 25%
132Total Number Limited English Proficient
Number of languages represented: 7
Specify languages: Spanish, Vietnamese, Arabic, Filipino (Tagalog), German, Samoan, and all Other*

*Based on Language Census, Spring 2005

9. Students eligible for free/reduced-priced meals: 57%

Total number students who qualify: 306* *Based on State Report 10/31/05

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 federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

REVISED 3-13-06

10. Students receiving special education services: 9%
48 Total Number of Students Served

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> </u> Autism | <u> 1 </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 1 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>28</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff*

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u> 1 </u> | <u> </u> |
| Classroom teachers | <u> 21 </u> | <u> </u> |
| Special resource teachers/specialists | <u> 2 </u> | <u> 2 </u> |
| Paraprofessionals | <u> 2 </u> | <u> 6 </u> |
| Support staff | <u> 6 </u> | <u> 9 </u> |
| Total number | <u> 32 </u> | <u> 17 </u> |

*Based on CBEDS data 10/5/05

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 26

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 95% | 93% | 92% | 92% |
| Daily teacher attendance | 93% | 94% | 95% | N/A | N/A |
| Teacher turnover rate | *24% | *50% | 11% | N/A | N/A |
| Student dropout rate (middle/high) | N/A | N/A | N/A | N/A | N/A |
| Student drop-off rate (high school) | N/A | N/A | N/A | N/A | N/A |

* We are a rapidly growing district and our high turnover rate is due mainly to boundary changes.

PART III - SUMMARY

Victoriano Elementary School's vision is the continual enrichment of our collaborative learning community, using a data-driven, standards-based approach, to ensure ongoing success for all students and staff. Our mission is to provide a safe and disciplined learning environment where our students learn to read with comprehension, write with clarity, and compute with accuracy.

We are a K-5 elementary school located in the suburbs of Moreno Valley near Riverside, California. We are in a residential area where the majority of our students walk to school. We opened in 1989 with approximately 500 students, grew to over 1,000, and currently serve 534 students who speak 11 different languages. We are also home to 40 Head Start and State Preschool students. We have exceptionally high expectations for all of our students and we are extremely proud of their success; success that is a testament to the collaborative nature of the Victoriano staff and the entire community.

In 2001-02, we had an API of 674 and entered our first year of being a Program Improvement School. Over the next two years we exited Program Improvement, raised our API 68 points, far exceeding our API and AYP targets. Last year we raised our API to 780 and received our first Title I Academic Achievement Award. This year we will repeat that accomplishment and we qualified to apply for California Distinguished School.

Our success is the product of the extraordinary efforts of all the stakeholders in the Victoriano community. We are a standards-based, data-driven school working as an interdependent collaborative team on a mission of continuous improvement. We are aided and supported by a PTA, ELAC, and SSC that expects no less and continuously contributes to that end. Our PTA is extremely active and provides our students with assemblies, bussing for field trips, and books for our library through a wide range of community partnerships.

All decisions made at Victoriano are based on the needs of the students as determined by the data. We expect all students to attain proficiency and provide them multiple avenues and opportunities to achieve that. We pride ourselves on the use of technology but have not lost sight of the power of the pencil as we focus on the importance of teaching our students to write with clarity and compute with accuracy. All of our students, regardless of their home language, are provided each and every support necessary for them to acquire the language of learning. We provide an extensive intervention program before, during, and after school that involves almost 200 students. Our teachers employ a wide range of researched-based instructional strategies to meet the academic and language needs of all learners. All staff members participate in ongoing staff development to ensure they maintain the highest level of expertise and collaborate on the most effective implementation of that knowledge for the benefit of all students.

We provide all students with a comprehensive support system to identify and address the needs of the whole child, including students with disabilities, health issues, and emotional needs. We provide an excellent Student Success Team, Special Education, and access to community resources. To help ensure that our students are connected to both the school and the community, we offer a wide range of extracurricular activities including softball, basketball, track, soccer, chess club, band, percussion, music, and choir.

We continually strive to improve, never resting on our laurels or settling for yesterday's successes. We know that if we lose focus for a second, that is where our students will finish. We build tomorrow as we focus on today, always clear on why we're here—the children. Our incredible staff sees challenges as opportunities and is totally committed to the success of all children. It is not just what we do at Victoriano, it is who we are.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Victoriano Elementary School is implementing the district curriculum. The curriculum is the content standards the district has adopted, which are the same as the state adopted content standards in Reading Language Arts and Mathematics. Our school's assessment results are directly aligned to the content standards. Our school participates in the State Testing and Reporting Program (STAR) and the results are used to monitor students' progress toward meeting grade level proficiency. Our school also uses district assessments that are aligned to the standards by grade. The results of assessments are used to monitor our students' progress and to identify areas for improvement in both instructional programs and instructional strategies.

The results of our assessments are also used to monitor disparities that may exist among subgroups of students at the school. A close examination of the percent of our students who are proficient in each of the subgroups indicates that the disparities among our subgroups are closing. Victoriano has not only met all state and federal accountability requirements, we have shown considerable increases in the percent of students school wide who are scoring proficient or advanced over the past four years in both math (from a base score in 2002 of 35% to 62% proficient in 2005) and ELA (from a base score in 2002 of 19% proficient to 45% proficient in 2005).

Overall, our school's assessment results are an indicator that our students are making excellent progress towards meeting all of the requirements of the No Child Left Behind Act. Children at each level of proficiency (advanced, proficient, basic, below basic, and far below basic) are mastering the skills that are essential to move up into the next performance band and ultimately reach our goal of all students attaining proficiency.

In the state of California, all students in grades 2-11 are expected to take the California Standards Test (CST) in math and English language arts during the spring of each school year (on approximately the 153rd day of instruction). The CSTs are standards-based assessments aligned to the California Content Standards. Each student receives a scaled score ranging from 150 to 600. These scaled scores are used to determine the proficiency level of each student. For example, a student with a scaled score of 190 would be considered far below basic, whereas a student with a scaled score of 550 would be considered advanced. There are a total of five proficiency levels, sometimes referred to as performance bands (advanced, proficient, basic, below basic, and far below basic). Students scoring proficient or advanced are considered to have met the state's standard, or are at or above grade level. Scaled scores between 300 and 349 indicate a student is in the basic band, and scaled scores above 350 are proficient. The cut points for the other proficiency levels vary by test. For more information on California's assessment system, see <http://star.cde.ca.gov/star2004/AboutSTAR.asp>. Results from all of the state's assessments are combined to create an Academic Performance index (API) for each school and subgroups within a school. The API is a growth model and all schools are expected to have an increase in their API each year.

Our API scores show the same trend of increasing performance across the last several years overall and by subgroup. While our underprivileged subgroups tend to score lower than their counterparts, we have seen a considerable reduction in this achievement gap. When looking at API scores over the past three years, for example, our achievement gap decreased an average of 25 points (from 114 to 89). We expect this gap to continue to decline until we have no achievement gap.

2. **Using Assessment Results:** Our assessment system is consistent within and across grade levels and allows our staff to regularly analyze data. We measure student progress towards proficiency, identify at-risk students, inform and improve instruction, and share best teaching practices.

The foundation of our assessment system is our Multiple Measures Database Systems assessments, which measure the effectiveness of our core curriculum and disaggregates data by domain, strand, substrand, and standard, revealing proficiency levels. Teachers assess students using a battery of diagnostic formative and summative assessments at regular intervals during each trimester.

We also use INSPECT, an innovative test bank composed of items written to specifically assess

REVISED 3-13-06

California Content Standards and include clear rationale for why a student would pick each wrong answer. By using wrong answers that are most likely cognitive disconnects, the distribution of wrong answers yield considerable information needed to correct any standard mastery deficiencies and improve student's metacognition. Results are disaggregated by item, standard, and student response to individual questions. We create graphs of each standard to show growth and weaknesses.

The third component is our Educator's Assessment Data Management System (EADMS). EADMS provides access to INSPECT data and State test scores for the last seven years. Our staff has access to a wide range of reports based on test scores, performance levels, student profiles, and grade level results. With EADMS, we are able to disaggregate California Standards Test data in a variety of ways, including by program participation, home language, mobility, gender, and many others. A data profile gives a detailed summary of test results from the previous year's test, including results on content clusters/strands by grade level, performance band details for all subgroups (e.g., ethnicity, economically disadvantaged, special education, and English-learner status), grade levels, cohorts, and 5th grade science. These reports allow us to pinpoint strands of weakness by grade level so that modifications to instructional strategies can be made.

3. Communicating Assessment Results: We pride ourselves on communication and continually provide our community with vital information regarding their student's progress and achievement. Parents regularly receive progress reports, weekly updates, phone calls, postcards, and emails to keep them current on their child's progress. Victoriano is a neighborhood school, so literally dozens of personal mini-conferences take place as parents pick up their kids each day.

We provide our parents with a user-friendly, standards-based report card with grading conventions for letter grades and proficiency levels by number. It addresses effort in physical education, the arts, and the characteristics of a successful student. We also provide them with their child's Multiple Measures Standards Report.

Standards, expectancies, progress reports, and report cards are explained at Back-to-School Night. Parents also receive their grade level Academic Expectancies booklets at this time, which details all of the standards that need to be mastered for proficiency. All information is provided in Spanish and translators are available for conferences, Back-to-School Night, and daily on an informal basis.

We send all school-wide information home in both English and Spanish to support our Hispanic community's acquisition of English. Our PTA president is our SSC representative for our ELAC, giving us a bilingual flow of information to and from our community leaders.

The progress of our students and the academic standing of our school are communicated to our community in a variety of ways to ensure we reach all of our stakeholders. We have a monthly newsletter, *The Victoriano Voice*, an automated telephone system, our School Accountability Report Card (SARC), and our Student-Parent Handbook. We have two school web sites (one sponsored by our PTA), a marquee, a PTA newsletter, progress reports, grade level academic expectancy booklets, standards-based reports cards, and a Parent Information Center located in our front office.

4. Sharing Success: Our four year journey from Program Improvement status to National Blue Ribbon nominee has taught us a great deal and we take every opportunity to share what we believe has enabled us to be successful. We have had teams of teachers from schools within our district come and talk with our teachers and observe their instructional strategies first hand. Schools have sent their Literacy Coordinators to meet with ours to discuss practices and look at materials we use and our Literacy Coordinator travels all over the district doing model lessons and staff development.

We also share our success with the schools in our district through the collaborative relationship that is enjoyed by the district's school administrators. Administrators meet on a regular basis and share ideas, successes and failures, and instructional and program data. We realize that we all have different strengths and try and share our expertise with each other for the benefit of all of the students in the district. Meetings are held at the DO and various school sites. Our elementary schools are geographically divided into cluster groups and we actively participate in the shared information process. There is a

continuous give and take of information and strategies that all schools benefit from.

We also support schools outside of our district. We were recently contacted by an assistant principal at Corona School in the Ontario-Montclair School District who was trying to figure out how to improve their ELD program. She wanted to know what local successful schools were doing so we could share best practices. She had seen our results and wanted to find out what we were doing that was working so well. I connected her with our bilingual facilitator so that we could help her and perhaps serve as a model for them.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Our emphasis is on a well balanced and rigorous core curriculum based upon the California State Content Standards. We utilize several State approved textbook adoptions to deliver the core curriculum. The core curriculum is rich with content based on a large number of comprehensive standards. For example, in grades K-5 there are 280 standards in reading/language arts and 222 standards in mathematics. These standards are mastery standards, meaning that students should master them or be proficient in the knowledge, skills, and strategies specified, at least by the end of the appropriate year.

Our curriculum in reading/language arts is comprised of several components. The standards for Word Analysis, Fluency, and Systematic Vocabulary are a key part of the primary grades. Reading Comprehension is strategic as we focus on having all children become readers by the end of third grade. The third component of our curriculum is Literary Response and Analysis. As students master the fine art of reading, our curriculum moves into Writing Strategies and Applications and Written and Oral English-language Conventions. Intertwined throughout reading and writing are the Listening and Speaking Strategies and speaking Applications which round out our well balanced reading/language arts curriculum.

Our mathematics curriculum provides students a balanced instructional program. It enables students to become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept at problem solving. Our curriculum addresses the following domains of the California Content Standards: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, and Probability, and Mathematical Reasoning. Our curriculum not only teaches mathematics, it trains the mind to be analytic, providing the foundation for intelligent and precise thinking in all areas of the curriculum.

Our history-social science curriculum is comprised of standards that reflect California's commitment to that curricular area. Those standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. The standards in the curriculum require students not only to acquire core knowledge in history and social science, but also to develop the critical thinking skills necessary to study the past and its relationship to the present. The goal of the curriculum is to have all students learn to distinguish the historically important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

The standards which comprise our science curriculum include the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century. Our curriculum helps provide the foundational skills and knowledge for students to learn the core concepts, principals, and theories of science that will prepare them for middle school and beyond. Our science curriculum combines direct instruction, reading textbooks and supplemental materials, solving standards-based problems and laboratory investigations and experiments.

Our visual and performing arts curriculum helps students think and understand in ways that are not learned in the more traditional subject areas. It provides students the opportunity to imagine,

REVISED 3-13-06

envision, and determine a method to reach a goal and try it out. We integrate art whenever possible with a focus on enrichment opportunities such as the national Reflections Program sponsored by the Parent Teachers Association. Our music program is extensive and provides students introductory experiences and training that will give them the musical knowledge and expertise to prepare them for opportunities at middle school.

The ultimate goal of our curriculum and instruction is for all students to achieve proficiency. Proficiency is not an innate characteristic and it is only achieved with exceptional effort, tireless persistence, and regular practice on the part of the students in combination with an effective and rigorous instructional program.

2a. (Elementary Schools) Reading: The California English-Language Arts Content Standards is our reading curriculum. They are divided into domains, strands, substrands and standards. In the word analysis, fluency, and systematic vocabulary development strand, kindergarten through second grade focuses on decoding, phonemic awareness, fluency, and vocabulary development. In the reading comprehension strand, the focus is on how to predict what will happen next, compare information between sources, and answer essential questions. In addition, the curriculum stresses analysis and synthesis, retelling, summarizing, and acting on information, such as placing events in sequential order. In the literary response and analysis strand, the focus is the ability to analyze literature and distinguish between the structural features of narrative text and the various forms of narrative, the commonalities in narrative text and develop a schema or map for stories.

In grades four through six, the primary focus is having students learn words and concepts, the origins, derivations, and use of words over time and in different types of text. Students learn to use vocabulary knowledge and skill in more sophisticated ways, such as analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases and understand historical influences on the meaning of English words. This helps ensure that students are able to read aloud narrative and expository text fluently and accurately.

The core materials we use to deliver the curriculum is Houghton Mifflin Reading which is grounded in scientific research and proven effective. The program provides comprehensive, step-by-step instruction in the five strands of reading. One of the most powerful aspects of Houghton Mifflin Reading is Universal Access. It is comprised of four separate Handbooks which enhance access to the core curriculum for all ability levels. There is an extensive array of built-in resources to differentiate instruction to help support every student and it is all incorporated in a collection of authentic, motivational literature.

3. Mathematics, Science, Art, Etc.: The California Mathematics Content Standards is our math curriculum. The standards identify what all students should know and be able to do at each grade level and emphasize computational and procedural skills, conceptual understanding, and problem solving.

By the end of Kindergarten, students understand small numbers, quantities, and simple shapes. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

By the end of grade one, students understand and use the concept of ones and tens in the place value system. Students add and subtract small numbers, measure with simple units, and locate objects in space. They describe data and they analyze and solve simple problems.

By the end of grade two, students understand place value and number relationships in addition and subtraction and use simple concepts of multiplication. Students measure quantities with appropriate units, classify shapes, and see relationships among them based on their geometric attributes. Students collect and analyze data and verify their answers.

By the end of grade three, students deepen their understanding of place value and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. Students represent number relationships and conduct simple probability experiments.

REVISED 3-13-06

By the end of grade four, students understand the four basic arithmetic operations applied to large numbers. Students describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. Students collect, represent, and analyze data to answer questions.

By the end of fifth grade, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

4. Instructional Methods: We continually monitor our instructional practices by examining our assessment data, making sure that our scientifically-based instructional strategies are maintaining their effectiveness. Extensive collaborative discussions take place within and across grade levels regarding the most effective implementation of instructional practices.

Engagement is fundamental to all learning and our instructional methods focus on raising and maintaining high engagement levels. Individual student white boards, additional students repeating the previous student's answer, and non-volunteer questioning are some of the strategies utilized to promote engagement.

Graphic organizers are used extensively to help students acquire the ability to compare and contrast, classify, and conceptualize metaphors and analogies. These processes are deeply analytic in nature and establish a context in which students can think about content at a higher level. Bloom's Taxonomy is another tool used to raise the cognitive level in the classroom. Instructional materials are presented using all levels of Bloom's allowing every learner to participate and expand their ability to think. Asking higher-level thinking questions encourages critical thinking and problem solving, leading to higher proficiency levels.

Question Answer Relationships (QAR) and Reciprocal Teaching are two reading comprehension strategies we use extensively. Reciprocal teaching involves teachers and students in a dialogue about text material, during which four comprehension strategies, questioning, summarizing, clarifying, and predicting are actively employed. QAR helps the students determine where they can find the answers to questions. It has two major categories, "in the book" and "in my head."

Wrong answer analysis and asking "Why?" are perhaps our most effective instructional tools. We believe that it is as valuable to know why wrong answers are wrong as it is to know why the right answer is right. As students explain their rationale for answer selection and defend their choice, they improve their metacognition. We understand the value of a student being able to explain an answer and defend their thinking, so we are always asking, "Why?"

5. Professional Development: Our goal at Victoriano Elementary is to ensure that the instructional staff is empowered to assist all students in reaching proficient and advanced levels of performance. Over the past three years, our increase in the percentage of students reaching proficient and above on our AYP has been almost 50% in ELA and over 30% in math, indicating we are making excellent progress towards our goal.

To ensure the most effective and engaging instruction, our teachers are provided extensive and ongoing professional development from the school site and the district, which has a Professional Development Team that provides staff development on core materials and instructional best practices.

As a Professional Learning Community, much of our site staff development takes place in the form of collaborative conversations and collegial sharing. Our staff regularly shares their most effective instructional strategies with their grade level and the entire staff. We tap into the collective knowledge and experience of a staff that averages 10.9 years of teaching experience and combine that with the most current instructional practices brought to us by our new teachers. We look at student data and collectively discuss the best instructional strategies to ensure students achieve proficiency.

When a staff member attends an outside conference, they return and share their new found

REVISED 3-13-06

expertise with the staff. We send teachers to the Training of Trainers conferences so that we continue to empower our own and have expertise to draw from within our ranks as our collective expertise grows. We have a Literacy Coordinator who is available to do classroom demonstration lessons and to cover for teachers when they observe other teachers doing model lessons. We continue to support each other as we grow professionally through horizontal and vertical articulation. We provide the staff at least one minimum day, Meeting-Free Wednesday per month, for them to spend time working together at grade level as interdependent collaborative teams.

REVISED 3-13-06

Table 1
No Child Left Behind – Blue Ribbon School
Grade 2 English Language Arts

California Standards Test
Edition/Publication Year Yearly **Publisher** ETS (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 50% | 32% | 33% |
| % At Exceeds State Standards (Advanced) | 14% | 11% | 9% |
| Number Tested | 125 | 151 | 155 |
| Percent of Total Students | 99% | 100% | 99% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| | | | |
| SUBGROUP SCORES | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 39% | 31% | 30% |
| % At Exceeds State Standards (Advanced) | 14% | 18% | 5% |
| Number Tested | 44 | 39 | 38 |
| Percent Tested | 98% | 100% | 95% |
| | | | |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 51% | 26% | 22% |
| % At Exceeds State Standards (Advanced) | 8% | 5% | 4% |
| Number Tested | 49 | 77 | 78 |
| Percent Tested | 100% | 100% | 100% |
| | | | |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 56% | 48% | 60% |
| % At Exceeds State Standards (Advanced) | 17% | 15% | 28% |
| Number Tested | 18 | 27 | 25 |
| Percent Tested | 100% | 100% | 100% |
| | | | |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 39% | 24% | 24% |
| % At Exceeds State Standards (Advanced) | 7% | 7% | 6% |
| Number Tested | 69 | 86 | 107 |
| Percent Tested | 99% | 100% | 100% |

REVISED 3-13-06

Table 2
No Child Left Behind – Blue Ribbon School
Grade 2 Mathematics

California Standards Test
Edition/Publication Year Yearly **Publisher** ETS (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 65% | 52% | 55% |
| % At Exceeds State Standards (Advanced) | 29% | 22% | 23% |
| Number Tested | 125 | 151 | 155 |
| Percent of Total Students | 99% | 100% | 99% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 50% | 62% | 53% |
| % At Exceeds State Standards (Advanced) | 23% | 26% | 16% |
| Number Tested | 44 | 39 | 38 |
| Percent Tested | 98% | 100% | 95% |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 71% | 42% | 46% |
| % At Exceeds State Standards (Advanced) | 27% | 13% | 18% |
| Number Tested | 49 | 77 | 78 |
| Percent Tested | 100% | 100% | 100% |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 67% | 63% | 76% |
| % At Exceeds State Standards (Advanced) | 28% | 41% | 36% |
| Number Tested | 18 | 27 | 25 |
| Percent Tested | 100% | 100% | 100% |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 43% | 47% | 47% |
| % At Exceeds State Standards (Advanced) | 19% | 15% | 20% |
| Number Tested | 69 | 86 | 107 |
| Percent Tested | 99% | 100% | 100% |

REVISED 3-13-06

Table 3
No Child Left Behind – Blue Ribbon School
Grade 3 English Language Arts

California Standards Test
Edition/Publication Year Yearly **Publisher** ETC (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 26% | 37% | 23% |
| % At Exceeds State Standards (Advanced) | 7% | 5% | 2% |
| Number Tested | 139 | 122 | 171 |
| Percent of Total Students | 99% | 100% | 99% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| | | | |
| SUBGROUP SCORES | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 28% | 19% | 15% |
| % At Exceeds State Standards (Advanced) | 10% | 3% | 0% |
| Number Tested | 39 | 32 | 53 |
| Percent Tested | 100% | 100% | 98% |
| | | | |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 22% | 22% | 24% |
| % At Exceeds State Standards (Advanced) | 2% | 3% | 0% |
| Number Tested | 65 | 59 | 79 |
| Percent Tested | 98% | 100% | 100% |
| | | | |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 33% | 65% | 38% |
| % At Exceeds State Standards (Advanced) | 13% | 15% | 9% |
| Number Tested | 24 | 20 | 22 |
| Percent Tested | 100% | 100% | 100% |
| | | | |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 20% | 27% | 17% |
| % At Exceeds State Standards (Advanced) | 4% | 3% | 2% |
| Number Tested | 70 | 74 | 121 |
| Percent Tested | 99% | 100% | 98% |

REVISED 3-13-06

Table 4
No Child Left Behind – Blue Ribbon School
Grade 3 Mathematics

California Standards Test
Edition/Publication Year Yearly **Publisher** ETS (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 55% | 50% | 45% |
| % At Exceeds State Standards (Advanced) | 18% | 25% | 16% |
| Number Tested | 139 | 122 | 170 |
| Percent of Total Students | 99% | 100% | 99% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| | | | |
| SUBGROUP SCORES | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 56% | 28% | 26% |
| % At Exceeds State Standards (Advanced) | 18% | 6% | 9% |
| Number Tested | 39 | 32 | 53 |
| Percent Tested | 100% | 100% | 98% |
| | | | |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 55% | 53% | 52% |
| % At Exceeds State Standards (Advanced) | 14% | 22% | 19% |
| Number Tested | 65 | 59 | 79 |
| Percent Tested | 98% | 100% | 100% |
| | | | |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 42% | 70% | 62% |
| % At Exceeds State Standards (Advanced) | 21% | 50% | 17% |
| Number Tested | 24 | 20 | 21 |
| Percent Tested | 100% | 100% | 91% |
| | | | |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 51% | 51% | 45% |
| % At Exceeds State Standards (Advanced) | 19% | 23% | 15% |
| Number Tested | 70 | 74 | 121 |
| Percent Tested | 99% | 100% | 98% |

Table 5
No Child Left Behind – Blue Ribbon School
Grade 4 English Language Arts

California Standards Test
Edition/Publication Year Yearly **Publisher** ETS (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 49% | 36% | 30% |
| % At Exceeds State Standards (Advanced) | 18% | 9% | 7% |
| Number Tested | 139 | 160 | 168 |
| Percent of Total Students | 100% | 100% | 101% |
| | | | |
| SUBGROUP SCORES | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 53% | 35% | 28% |
| % At Exceeds State Standards (Advanced) | 19% | 2% | 7% |
| Number Tested | 43 | 48 | 57 |
| Percent Tested | 100% | 100% | 98% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| | | | |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 38% | 29% | 23% |
| % At Exceeds State Standards (Advanced) | 11% | 5% | 4% |
| Number Tested | 56 | 78 | 77 |
| Percent Tested | 100% | 100% | 100% |
| | | | |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 63% | 47% | 50% |
| % At Exceeds State Standards (Advanced) | 44% | 16% | 13% |
| Number Tested | 16 | 19 | 16 |
| Percent Tested | 100% | 100% | 100% |
| | | | |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 50% | 28% | 22% |
| % At Exceeds State Standards (Advanced) | 15% | 7% | 4% |
| Number Tested | 72 | 105 | 107 |
| Percent Tested | 100% | 100% | 100% |

REVISED 3-13-06

Table 6
No Child Left Behind – Blue Ribbon School
Grade 4 Mathematics

California Standards Test
Edition/Publication Year Yearly **Publisher** ETS (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 61% | 52% | 40% |
| % At Exceeds State Standards (Advanced) | 38% | 19% | 10% |
| Number Tested | 128 | 160 | 168 |
| Percent of Total Students | 100% | 100% | 101% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 51% | 38% | 40% |
| % At Exceeds State Standards (Advanced) | 35% | 17% | 12% |
| Number Tested | 43 | 48 | 57 |
| Percent Tested | 100% | 100% | 98% |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 61% | 53% | 35% |
| % At Exceeds State Standards (Advanced) | 34% | 18% | 6% |
| Number Tested | 56 | 78 | 77 |
| Percent Tested | 100% | 100% | 100% |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 81% | 63% | 44% |
| % At Exceeds State Standards (Advanced) | 44% | 21% | 19% |
| Number Tested | 16 | 19 | 16 |
| Percent Tested | 100% | 100% | 100% |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 63% | 48% | 34% |
| % At Exceeds State Standards (Advanced) | 35% | 13% | 6% |
| Number Tested | 72 | 105 | 107 |
| Percent Tested | 100% | 100% | 100% |

REVISED 3-13-06

Table 7
No Child Left Behind – Blue Ribbon School
Grade 5 English Language Arts

California Standards Test
Edition/Publication Year Yearly **Publisher** ETS (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 50% | 40% | 30% |
| % At Exceeds State Standards (Advanced) | 17% | 10% | 2% |
| Number Tested | 135 | 134 | 165 |
| Percent of Total Students | 99% | 99% | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| | | | |
| SUBGROUP SCORES | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 49% | 45% | 24% |
| % At Exceeds State Standards (Advanced) | 19% | 13% | 2% |
| Number Tested | 43 | 53 | 46 |
| Percent Tested | 100% | 100% | 100% |
| | | | |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 49% | 29% | 31% |
| % At Exceeds State Standards (Advanced) | 12% | 6% | 0% |
| Number Tested | 68 | 52 | 74 |
| Percent Tested | 99% | 98% | 100% |
| | | | |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 50% | 63% | 39% |
| % At Exceeds State Standards (Advanced) | 25% | 19% | 6% |
| Number Tested | 16 | 16 | 31 |
| Percent Tested | 100% | 100% | 100% |
| | | | |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 38% | 34% | 23% |
| % At Exceeds State Standards (Advanced) | 10% | 6% | 0% |
| Number Tested | 78 | 80 | 100 |
| Percent Tested | 99% | 99% | 100% |

REVISED 3-13-06

Table 8
No Child Left Behind – Blue Ribbon School
Grade 5 Mathematics

California Standards Test
Edition/Publication Year Yearly **Publisher** ETS (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 68% | 51% | 45% |
| % At Exceeds State Standards (Advanced) | 30% | 14% | 12% |
| Number Tested | 135 | 134 | 165 |
| Percent of Total Students | 99% | 99% | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| SUBGROUP SCORES | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 51% | 45% | 39% |
| % At Exceeds State Standards (Advanced) | 19% | 40% | 9% |
| Number Tested | 43 | 53 | 46 |
| Percent Tested | 100% | 100% | 100% |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 72% | 48% | 42% |
| % At Exceeds State Standards (Advanced) | 32% | 15% | 9% |
| Number Tested | 68 | 52 | 74 |
| Percent Tested | 99% | 98% | 100% |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 88% | 69% | 48% |
| % At Exceeds State Standards (Advanced) | 38% | 31% | 16% |
| Number Tested | 16 | 16 | 31 |
| Percent Tested | 100% | 100% | 100% |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 60% | 46% | 37% |
| % At Exceeds State Standards (Advanced) | 28% | 9% | 8% |
| Number Tested | 78 | 80 | 100 |
| Percent Tested | 99% | 99% | 100% |

Table 9
No Child Left Behind – Blue Ribbon School
School-Wide English Language Arts

California Standards Test
Edition/Publication Year Yearly **Publisher** ETS (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 44% | 35% | 29% |
| % At Exceeds State Standards (Advanced) | 14% | 9% | 5% |
| Number Tested | 527 | 567 | 659 |
| Percent of Total Students | 99% | 100% | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| | | | |
| SUBGROUPS | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 43% | 34% | 24% |
| % At Exceeds State Standards (Advanced) | 15% | 9% | 4% |
| Number Tested | 169 | 172 | 194 |
| Percent Tested | 99% | 100% | 98% |
| | | | |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 39% | 27% | 25% |
| % At Exceeds State Standards (Advanced) | 8% | 5% | 2% |
| Number Tested | 238 | 266 | 308 |
| Percent Tested | 99% | 100% | 100% |
| | | | |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 49% | 55% | 46% |
| % At Exceeds State Standards (Advanced) | 23% | 16% | 14% |
| Number Tested | 74 | 82 | 94 |
| Percent Tested | 100% | 100% | 99% |
| | | | |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 37% | 28% | 22% |
| % At Exceeds State Standards (Advanced) | 9% | 6% | 3% |
| Number Tested | 289 | 345 | 435 |
| Percent Tested | 99% | 100% | 100% |

REVISED 3-13-06

**Table 10
No Child Left Behind – Blue Ribbon School
School-Wide Mathematics**

California Standards Test
Edition/Publication Year Yearly Publisher ETS (Educational Testing Services)

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing Month | April/May | April/May | April/May |
| SCHOOL SCORES | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 62% | 51% | 46% |
| % At Exceeds State Standards (Advanced) | 28% | 20% | 15% |
| Number Tested | 527 | 567 | 658 |
| Percent of Total Students | 99% | 100% | 100% |
| Number of students alternatively assessed | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 |
| | | | |
| SUBGROUP SCORES | | | |
| African American | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 52% | 44% | 39% |
| % At Exceeds State Standards (Advanced) | 24% | 12% | 11% |
| Number Tested | 169 | 172 | 194 |
| Percent Tested | 99% | 100% | 98% |
| | | | |
| Hispanic | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 65% | 48% | 44% |
| % At Exceeds State Standards (Advanced) | 26% | 17% | 13% |
| Number Tested | 238 | 266 | 308 |
| Percent Tested | 99% | 100% | 100% |
| | | | |
| White | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 66% | 66% | 58% |
| % At Exceeds State Standards (Advanced) | 31% | 37% | 23% |
| Number Tested | 74 | 82 | 93 |
| Percent Tested | 100% | 100% | 98% |
| | | | |
| SocioEconomically Disadvantaged | | | |
| % At or Above Meets State Standards (Proficient or Advanced) | 58% | 48% | 41% |
| % At Exceeds State Standards (Advanced) | 25% | 15% | 12% |
| Number Tested | 289 | 345 | 435 |
| Percent Tested | 99% | 100% | 100% |