BIG IDEAS OF PLC

1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?

- **ALICE FONG YU ALTERNATIVE SCHOOL**

Reading/English Language Arts (R/ELA) – The curriculum is based on Houghton Mifflin and customized based on the needs of students. Students have many opportunities to apply their skills and foster a love of reading. All students are engaged in at least sixty minutes of directed R/ELA instruction every day.
Mathematics – The curriculum is based on Everyday Math and Glencoe, and we supplement these materials by requiring students to engage in problem solving, mental math exercises, and group work to apply their knowledge and skills.
Science – Our curriculum is based on FOSS. Students engage in hands-on activities in the classrooms, compiling data in journals and sharing information with peers. All students visit the school garden, an outdoor education space where students learn about the sciences and experience it with all their senses. The Seventh and Eighth Grades participate in semester-long projects where they apply the scientific method and present their projects at our annual Science Fair.
Social Studies – Our curriculum is based on California State Standards and teachers supplement the core curriculum with customized thematic units. Third Graders take monthly field trips to learn about local communities, and beginning in Fourth Grade, students can participate in the Student Council which includes electing student representatives and raising money for worthy causes.
Visual/Performing Arts – At the lower grade levels, art activities, including painting and ceramics, are incorporated into the classroom curriculum. Students develop an appreciation for music early on through field trips to the San Francisco Symphony. AFY offers a strong music program where students can participate in the orchestra, band or choir. After school, we also offer Chinese dance, percussion, zither and piano classes.
Physical Education (PE)/Health/Nutrition – At AFY, we encourage our students to lead active lifestyles and we teach our students sportsmanship and healthy eating habits. Elementary-school students participate in one hundred minutes of PE every week, and middle-school students participate in fifty minutes of PE every day. AFY advocates monthly "Healthy School" themes such as anti-tobacco. Health and nutrition are also taught in the school garden where students grow and eat their own fruits and vegetables.
Technology – Technology is integrated throughout our curriculum. Many thematic units incorporate the use of computers or other technologies. For example, one of our teachers created a unit that combines literature with technology called "Shakespeare on the Cell Phone: Texting Romance." Students are also exposed to Green technology through our teaching garden, which features a rainwater catchment cistern and various composting systems.

- **ARMA J. SHULL ELEMENTARY SCHOOL**

Reading and language arts – are an emphasis at Shull School. Staff focuses on the California State Content Standards: Reading, Reading Comprehension, Literary Response and Analysis; Writing; Written and Oral Language Conventions, and Listening and Speaking. Houghton Mifflin Reading and Language Arts program is used in grades K-5. The series was adopted in 2003 and due to budgetary cuts, continues to be used along with many supplemental materials.
Saxon Math – is a spiraling, standards-based curriculum used across the grade levels. This program provides the opportunity for students to have hands-on mathematical experiences while moving from concrete to abstract skills. Lessons include direct instruction, guided practice, problem solving, independent practice and intervention, as needed. For differentiation, a variety of supplemental

programs are available for students.
Shull's science adoption – Houghton Mifflin Science, incorporates critical thinking, problem solving and hands-on experiments at all grade levels. Life, earth and physical science topics are covered K-5 with an integration of reading, writing and math. Field trips allow additional opportunities for in-depth exploration of grade level standards. An afterschool Mad Science Program is offered biyearly to students who wish to further explore scientific concepts through hands-on activities.
The Scott Foresman Social Studies program – is incorporated across all grades and often imbedded in reading instruction. Through direct instruction, technology, hands-on projects and presentations, students identify and analyze historical events and historical figures, as well as the responsibilities of citizenship.
Drawing and painting – are explored at every grade level. Formal art instruction is available after school for all students. Each year, students create self-portraits in conjunction with our Young Author's Celebration. These portraits are on display for parents and the community during our Open House. Selected self-portraits are displayed at the San Dimas Historical Society.
Performing Arts – Participation in the **performing arts** is accomplished through both informal and formal opportunities. In the classroom setting, students may participate in choral reading, singing, class plays, poetry reading, playing musical instruments and creative interpretation of content material. Choral and band concerts, as well as dramatic presentations are staged for the enjoyment of students, families and the community.
Physical education – nutrition and health are highly valued at Shull. In addition to meeting the state of California physical education requirements, students participate in the Menendez Foundation Too Good for Drugs program, Jump Rope for Heart, PTA Red Ribbon Week and the school-wide Walk-a-Thon. Fourth and Fifth grades meet regularly in the district mandated physical education program. Shull School piloted a twice weekly healthy salad bar to accompany cafeteria lunch and it has now become a districtwide program with fresh fruits and vegetables being served daily in our cafeteria.
Technology – All core curriculum adoptions contain a technology component. All classes have access to our fully equipped computer lab. Children are provided experiences using such programs as Riverdeep's Destination Success, Renaissance Place, Kid Pix, Mavis Beacon Keyboarding, Microsoft Word, Excel and PowerPoint. A multitude of web-based applications are also used. Classrooms are equipped with projection, sound and amplification systems as well as classroom computers for student use. More recently, several classrooms have piloted individual student responders by Turning Technologies.

- **BALDWIN STOCKER ELEMENTARY SCHOOL**

Language Arts – focuses on developing independent readers and thinkers. Students are expected to implement reading strategies, read a wide range of genre, and develop critical thinking skills. The Six Traits of Writing and Write from the Beginning provide consistent language, instruction, and rubrics for writing. The PTA often sponsors assemblies from authors. One author so engaged with the students in the reading and writing process, that she dedicated her book to the students of Baldwin Stocker.
Mathematics – Problem solving and reasoning skills are heavily emphasized in the math curriculum. In addition to the textbook, instruction is supplemented with manipulatives and technologies available in our new Classrooms of the Future. Differentiated instruction provides the necessary support to ensure student success.
Science – Baldwin Stocker teachers combine many resources to deliver science instruction. Students are expected to be actively involved in experiments and have opportunities to engage at a deeper level through a variety of resources. For instance, using LEGOs to study simple machines in second grade and robotics in fourth grade provides further constructivist hands-on learning. Students also benefit from many science related field trips and assemblies.
Social Studies – One of the primary goals of the social studies curriculum is to make it relevant to our

students'
lives. Students have access to online materials and teachers enrich instruction utilizing multimedia clips. Field trips to historical sites and a chance to role-play on a replica 1830's ship further enhance the curriculum.
Performing Arts – A variety of materials create the visual and performing arts curriculum. Visual arts instruction kits provide teachers ideas and materials needed for quality instruction. Third graders participate in precorder and folk dance instruction. Fourth and fifth graders have the opportunity to enroll in the district on-site sponsored instrumental music program. Students may also join the school chorus and/or participate in the PTA sponsored Reflections art contest.
Physical Education – Students are expected to be actively engaged during physical education and learn recreational sports. The health curriculum reinforces making healthy decisions and equipping students with the tools to make good choices. Students also tend to the school garden, emphasizing healthy eating habits learned in the classroom.
Technology – Baldwin Stocker understands it is important for the 21st century student to be fluent in the use of technology. The Classroom of the Future technology provides ample resources for students to refine these skills. They are able to explore programs such as interactive websites, E-books, blogs, wikis, and other computer-based programs.

- **CLOVER AVENUE ELEMENTARY SCHOOL**

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.
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 writedown 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.
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.
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.
Performing Arts – 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.
Technology – 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.

- **FAIRHAVEN ELEMENTARY SCHOOL**

Different grade levels group students in various configurations based upon ongoing student performance and proficiency levels. These groups are fluid and change regularly depending upon continued progress monitoring using a variety of assessments.

Langauge Arts – Fairhaven hosts a high percentage of English Language Learners. *Hampton Brown's Avenues* is an instructional program designed to accelerate English Language Development. The program's emphasis is on developing students' cognitive skills in listening, speaking, reading, and writing. Sixth grade students also use *Vocabulary Basics* and *Hands-On English* to further literacy skills. Students across all grade levels are grouped homogenously based upon individual performance levels on the California English Language Development Test (CELDT).
Mathematics – Fairhaven's math curriculum has been changing and evolving in the last few years. Fairhaven is in the process of transitioning from *Houghton Mifflin's California Math* series to *Scott Foresman's EnVision Math*. Kindergarten through second grades started using *EnVision Math* this school year and beginning in the 2012—2013 school year, all grades will implement this program. Sixth grade currently uses *Harcourt Brace*. These programs are based on visual relationships, manipulatives, and hands-on activities. Another welcome change is the addition of the computer technology program to grades Kindergarten through fifth: *The Mind Research Institute's Spacial Temporal (ST) Math.*
Science – The science program is based upon hands-on activities and journal writing. *Scott Foresman California Science* books and *Hands-On Foss/STC Science* kits bring California Science Standards to life, allowing all students to connect with content and success. Students develop problem solving and inquiry skills which support all academic areas. Teachers use Guided Language Acquisition Design (GLAD) strategies to help make *Harcourt* and *Glencoe Social Studies* concepts accessible to all.
Health – As part of preparing students to be responsible, productive adults, all students participate in the *Too Good for Drugs Program*. This is an age appropriate, drug, alcohol, and tobacco prevention program designed to give students knowledge, skills, and practice in making positive choices. It includes games, role playing, and team building activities. Students are motivated to set goals for themselves and work to meet them.
Performing Arts – Fairhaven's fine arts programs are grade level specific, involving singing and chanting incorporated daily across multiple subjects. In addition, Fairhaven participates in Art Masters, a program that provides a chance for students to learn about famous artists and create an art piece applying the concepts studied.
Technology – is widely embraced school-wide. Smart Boards have been installed and are in use in all classrooms and learning areas. This technology allows students and teachers to make learning interactive. All students use computers in the lab or from the laptop carts several times a week.

- **J. HALEY DURHAM ELEMENTARY SCHOOL**

Language Arts – our teachers use the Open Court reading series for English Language Arts which has

a very strong phonics strand. Although Open Court has an ELD component, we use Santillana materials for our English Learners levels 1 and 2 who need more oral language activities. To increase reading practice and develop a love for reading, the Accelerated Reader Program is used as a supplement to encourage students to read a variety of genres and move to higher reading levels. Daily reading fluency practice occurs in every classroom. Read Naturally is used to provide intensive and strategic interventions for students with fluency problems. Reading Eggs help younger students practice simpler phonics skills.

Mathematics – is our district adopted math program for grades K-5. Daily teacher directed lessons provide a base of understanding for concepts and standards. The math concepts are cyclical in nature ensuring that no concept is learned and then forgotten. Everyday Math utilizes games and many hands on activities to help further understanding and retention of math concepts. For 6th grade, McDougal Littell Math Course was chosen to align with junior high school algebra curriculum and prepare students for high school. ST Math software provides students with visual models to help concretize mathematical concepts. Math fluency practice also occurs in every classroom.

Social Studies – Our adopted Social Studies curriculum is Scott Foresman for grades K-5 and Holt Rinehart and Winston for sixth grade. The science curriculum is Houghton Mifflin for grades K-5 and Prentice Hall for grade six. Durham's science lab allows hands on experiments directly related to the curriculum. Every grade level is also encouraged to go on at least one field trip a year that supports and enriches some aspect of either the social studies or science standards. These field trips are extremely important since we have a large group of socio-economically disadvantaged students who never experience visiting such places. Examples of previous field trips include the local Tule Ponds, Monterey Bay Aquarium, The Tech Museum of Innovation, and The California History Museum.

Physical Education – is taught in part by a PE specialist with specific emphasis on the state standards for developing appropriate gross motor skills. Fifth grade students are mandated to take the state wide Physical Fitness Test. Each spring we hold an Olympics event where classes participate in three days of athletic competitions. Boys and girls basketball teams compete in a league with other elementary schools. These activities assist with building personal self-esteem as well as cultivating team-building skills.

Performing Arts – Our music curriculum and after-school band program engage different parts of our students' brains for more holistic development.

- **Health –** Drug and alcohol education (Too Good for Drugs curriculum) and Health and Sex Education for 4th -6th grades are also implemented to guarantee good health habits.

- **JOE A. GONSALVES ELEMENTARY SCHOOL**

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

Mathematics – Content area lessons focus on hands-on exploration and problem solving. Math manipulatives and projects provide concrete experiences and applications to make the learning more meaningful.

Science – experiments and demonstrations enrich a strong understanding of content. Fourth graders continue to delve deeper into the curriculum with a visit from the "Sea Lab," while fifth graders travel to the Catalina Island Marine Institute. Sixth graders enjoy a week in the mountains at science camp. There is also an after school, experiment-based science class. Our approach to learning social studies is multifaceted. History comes to life for students on special days like Colonial Day and California Native American Day. Guest speakers in all content areas offer another memorable form of learning.

Technology – an integral part of our overall curriculum. District-developed Technology Benchmarks clearly articulate goals for each grade. Students receive direct instruction from a highly trained computer specialist in our computer lab. The lab is available every afternoon to further enrich studies. Software is used to reinforce basic and higher level thinking skills. Technology is not only used for research and word processing, but to showcase projects, reports, and presentations as well. Classrooms have access to tools to enhance curriculum, such as document cameras, LCD projectors, and California Streaming, an online video-streaming program.
Performing Arts – Gonsalves (ES) students benefit from a strong visual and performing arts curriculum with integration across content areas. Students attend music and project-based art classes which address state standards. In grades 4-6, students can participate in an instrumental music program. After school fine arts classes in drawing and music are also available. Students attend performances, preceded by teachers' professional development workshops. Booster Club sponsors assemblies through the Orange County Performing Arts Center, representing a range of disciplines and cultures.
Health – Teachers are committed to students' overall health and well-being. Both teachers and a physical education specialist lead lessons including development of gross motor skills and participation in team sports. To encourage a healthy start to every day, students walk the track for ten minutes before school. Families are invited to walk with their children, thus promoting an active, healthy lifestyle. In addition to the 200 minutes of PE children receive every two weeks, health and nutrition receive significant attention, including lessons in conflict resolution, dental health, family life, "Safety Bear," and making healthy nutritional choices. Counseling interns are available to work with individuals and small groups on a referral basis.

- **JUDSON & BROWN ELEMENTARY SCHOOL**

English Language Arts – incorporates Houghton Mifflin as the state adopted core curriculum. Accelerated Reader (AR) is an additional component that positively impacts the English Language Arts program. Teachers subscribe to the belief that "Kids Who Read Succeed," making reading a top priority. Students are provided a myriad of opportunities to access individualized reading materials through the AR program. Students can access the program throughout the school day and at home. All students participate in the AR program and work toward individualized reading goals with the support of teachers and parents. Reading comprehension is reinforced through the use of Thinking Maps and online programs, such as Study Island.
Mathematics – Houghton Mifflin is used as the core curriculum for mathematics. Excel Math, Mountain Math, and standards-based online programs such as Study Island and Math Facts in a Flash are used as supplements. Knowing that mastery of basic math facts is a critical foundation to standards mastery, Math Fact Mondays have been implemented as a weekly after-school opportunity for students to get additional support with these skills. The wide variety of math programs and opportunities at Judson & Brown has significantly contributed to success in math.
Social science and history curriculum – taught using the Pearson, Scott Foresman History Social-Science for California series. Students are also engaged in the study of history through individual classroom projects such as student-created topographic salt maps and "state floats" spotlighted in an annual parade. There is also an intentional focus on historical figures through celebrations such as Black History Month, Cesar Chavez Day, and Women's History Month.
McMillian/McGraw-Hill California Science – the adopted science curriculum. Students are challenged, through the science curriculum to investigate, discover, formulate questions, and engage in classroom discourse centering around scientific principles. Teachers promote curious, investigative learning in science through online programs such as Zingy and United Streaming videos. Students foster their investigative inquiries by participating in extended learning opportunities such as field trips to science camp, planetariums, the Living Desert, and the Orange County Marine Institute.
Visual and Performing Arts – a regular part of Judson & Brown's curriculum. Specialized art and

music teachers provide weekly instruction to all students. Intermediate students also have an opportunity to participate in an instrumental music program. In addition, third through fifth graders are invited to participate in chorus. Instrumental music and chorus students regularly perform within the community. Judson & Brown feels a responsibility to foster life-long habits of regular physical activity in all students.

Physical Education – The school promotes health and well being through regular lessons in Physical Education provided by both classroom teachers and physical education enrichment teachers. A weekly Joggers Club offer students an opportunity to earn "jaguar paws" for each mile they run.

- **MILLIKIN BASICS+ ELEMENTARY SCHOOL**

Language Arts and ELD: Houghton Mifflin *Reading California Anthologies and Leveled Readers (2003);* Pearson *Language Central ELD (2008).* Millikin's language arts curriculum incorporates skill building and frequent practice for listening, speaking, reading, and writing. Teachers present a progression of basic decoding/word attack skills needed to learn to read, comprehension skills needed to read to learn, and balance those skills with exposure to a variety of literature that creates interest and a love of reading. Similarly, the basic components for writing are taught with opportunities to write in all genres balanced with an appreciation for good writing. Listening and speaking opportunities occur daily through literature discussions, book reports, subject matter reports, and dramatizations. Teachers use *Language Central ELD* to further support language acquisition and content knowledge.

Mathematics: Scott Foresman/Addison Wesley *en Vision MATH California* (2009). In mathematics, the primary program used is *enVision Math*. Students are instructed through direct whole group instruction emphasizing a program that is rich in application and problem solving. Teachers focus on conceptual development, critical thinking, and basic skills. Students receive a balanced program of skills covering number sense, measurement and geometry, algebraic functions, statistics, and data analysis. Each strand involves hands-on problem solving activities and practice of basic skills.

Science: Delta Education, Inc.'s *Full Option Science System* (FOSS), (2007). The FOSS science curriculum is organized into three strands or units: Life, Earth, and Physical Science. Each strand consists of hands-on problem solving investigations supported by text materials that teach the state science standards and link these scientific concepts to all other curricular areas. The FOSS program is supported by Millikin's dynamic science lab which students at each grade level visit regularly to conduct their experiments and investigations.

History/Social Science: Scott Foresman *History Social Science for California* (2006). The history/social science curriculum at Millikin is closely linked with geography and told as a story over time. Units of study progress from learning about local communities in the primary grades to studying about the development of the states and the organization of government in the upper grades. The adopted Scott Foresman textbook for K-5 is augmented by local history curriculum resources.

Visual Performing Arts: SRA/McGraw-Hill *Art Connections* (1998); McGraw-Hill *Share the Music* (1998). The standards for visual and performing arts are met through classroom art and music lessons taught by the teachers as well as through before-school choir, and after-school drama club. Art, music, and drama are integrated with all other subject areas, state reports include dioramas and mission reports are represented by models. Millikin's Talent Show, School Play, and Multicultural Fair are held annually which showcase music, dance, artwork, and dramatic presentations.

Health: SCUSD, *Growing Healthy* (2003).

Physical Education: Santa Clara County Office of Education SPARK (1995). The health, science, and physical education curriculum areas are closely integrated at Millikin. The California Physical Education Framework and Presidential Fitness guidelines are interwoven with the adopted health curriculum standards. All students participate in a well-defined program of activities to enhance strength, flexibility, coordination, healthy living and wellness, team responsibility, respect for others, cooperation, and leadership.

Technology: SCUSD Technology Plan Millikin Basics+ follows the comprehensive technology plan developed by the Santa Clara Unified School District. Standards are set forth for each grade level from learning keyboarding skills in the primary grades to word processing and using research skills in the upper grades. All students, K-5, visit the computer lab each week where they practice these skills and prepare reports for their classes. Teachers work closely with the computer lab aide to integrate technology with each area of the curriculum.

- **NORTH STAR ACADEMY**

Reading/Language Arts – we use a variety of methods to teach reading and writing. We have a standards based literature circle program that is integrated with social studies. We also use a differentiated independent reading program that is novel based and has 40 novels to choose from. It includes comprehension questions which the children read and answer critical thinking questions. We use a variety of methods for teaching language standards including language and vocabulary warm ups and many writing projects where we use the whole writing process. This allows the teacher to work in a small group with those students struggling to complete the three paragraphs while others are expanding the essay to five paragraphs.
Mathematics – the state adopted curriculum is used everyday in class. Teachers also supplement the math curriculum by using other research-based curriculum such as Marcy Cook Math. Students demonstrate their learning through worksheets, projects, and demonstrations.
Social Studies – In Social Studies, students use the state adopted curriculum which weaves in project based learning. Teachers use problem based learning and simulations to engage students in understanding the historical perspective of cultures and people.
Science – The Science curriculum uses FOSS curriculum that gives students a hands on experience in science. The use of science experiments that are teacher demonstrated or student created are common. We have a full service science lab that teachers rotate through to teach lessons. Our middle school students also use dissection to learn the standards.
Performing Arts – We have a strong visual and performing arts program. Teachers use performance throughout the subject matters. Teachers also direct a Shakespeare play in the Fall and a Winter Musical.
Physical Education – We offer students a comprehensive Physical Education program taught by a teacher credentialed in Physical Education. Students participate in PE twice to four times per week depending on their grade level. The PE teacher teaches all state standards in PE.
Foreign Language – The foreign language class offered at North Star is Spanish. Students in grades 4 and 5 learn Spanish for one hour one day a week. Students in grades 6-8 learn Spanish for one hour twice a week. The Spanish class is taught by a credentialed teacher. She uses textbooks that incorporates foreign language standards in her classroom.
Technology – Our middle school teachers weave project planning, critical thinking, research skills and technology skills into their lesson plans. These skills help students prepare for high school and beyond. Our goal is for North Star students to love learning and to be great thinkers. The technology standards are woven within the core curriculum of Language Arts, Social Studies and Science. Students in middle school learn to keyboard and take a separate keyboarding class. We have a separate computer lab and five student computers in each classroom. We also teach a multimedia enrichment class each trimester.

- **OAK AVENUE ELEMENTARY SCHOOL**

Language Arts – We utilize Houghton Mifflin Medallions, K-5 and Prentice Hall in Grade 6. The faculty feels that these program provide a strong foundation for ELA instruction and then supplement the core curriculum with grade level appropriate novels. Where appropriate, teachers invite authors to visit and/or involve students in an author study. Teachers offer a balanced reading program that includes strategies of direct instruction, phonics, guided reading groups, literature groups, and writing.

At each grade level, The Write Tools and Step up to Writing programs are used to provide common vocabulary and writing instruction for all students. Teachers also use writing prompts of various genres in cross curricular areas that address the language arts standards.

Mathematics – teachers make use of direct and small group instruction as well as manipulative hands-on experiences for concrete skill attainment. In Grades K-5, teachers are using both the enVision and Investigations components of the Scott Foresman program. Beginning in Grade 6, the McDougal Littell textbook is used and continues at the Junior High. In grades, K-5 teachers differentiate in math using small group instruction, but beginning in Grade 6 we regroup students to provide the opportunity to take an accelerated Pre-Algebra course. This year we incorporated the use of Khan Academy which allows students to work at their own pace and receive daily instruction tailored to their specific learning needs. Our FOSS science adoption focuses on critical thinking skills and the inquiry method of learning. Students are taught through a series of hands-on experiences and learning labs. Teachers are able to further enhance science instruction through our Living Classroom/Garden Program. Gardens have been created on campus to support instruction for each grade level. As teachers work with students in the garden, they have the support of Garden Docents. Our garden docents help to prepare and maintain the gardens. To further support the inquiry method in science, all students are encouraged to participate in the annual science fair.

Social Studies – our Grade 6 teachers begin to utilize the "History Alive" curriculum, which is based on experiential learning. Teachers enhance and support the state standards by creating simulations and scheduling special learning opportunities such as "Walk Through the American Revolution." In this simulation, students are assigned a historical character prior to the simulation and must learn about this character. On the day of the walk through, students come dressed as their character and role-play many historical events.

Technology – In our district we have a continuum of technological skills for kindergarten through eighth grade that ensures all students are taught the necessary skills to use technology as a tool throughout their school career. Our school is equipped with an up-to-date computer lab, supported by a part-time lab assistant, primarily utilized by primary grade teachers. Students are exposed to a variety of subject-matter-related websites and keyboarding, and utilize presentation software like PowerPoint and Keynote. In grades 4-6, teachers share a laptop cart at each grade level. Students continue word processing, become proficient with presentation applications like iMovie, perform appropriate web searches, utilize web tools and sites, and are learning to use Google apps, particularly in grade 6. Students and teachers enjoy the collaborative nature of the software, allowing for easy commenting, group projects and grading capabilities. As described elsewhere in this application, 5th and 6th grade students access Khan Academy regularly to support their understanding of our math curriculum.

PE, health and nutrition – integrated into the teacher's core program. Teachers teach students the relevant PE standards with the support of the SPARK PE curriculum. They often work in teams and students rotate through standards-oriented stations. Upper grade PE (Grades4-6) is taught by a credentialed PE teacher for 60 minutes a week. In addition, students enjoy participating in the annual 50-year tradition of our district-wide "Junior Olympics," complete with opening ceremonies and medals for top performers. Health and nutrition are integral components of our science program, and taught by classroom teachers.

Art – All students are taught art via our Art Docent Program. This program utilizes trained parent and community volunteers to teach grade level art lessons. Each grade level has a series of art lessons, where students receive instruction utilizing watercolors, pastels, clay and other art media. Students in grades K-3 participate in a Starting Arts rotational program that exposes students to vocal music, drama and dance. Beginning in fourth grade, formal music instruction begins with classroom vocal music and recorder. In grades 5 and 6, students have the option to begin playing an instrument. Instrumental instruction is then offered twice per week, one small group, instrument-specific lesson and one larger group lesson either in the band or the orchestra. Students who elect not to play an instrument continue with vocal music twice a week. All students are involved in a minimum of two concerts per year where they showcase what they have learned.

- **R. I. MEYERHOLZ ELEMENTARY SCHOOL**

Language Arts – The English language arts adoption used by Meyerholz is Houghton Mifflin Reading. This program closely follows the guidelines set by the California State Standards. The Meyerholz staff also supplements this program by using literature circles, small group instruction, the Step Up to Writing program, phonics, running records, reader's/writer's workshop, and reading comprehension

strategies.
Mathematics – Meyerholz Elementary uses the Houghton Mifflin math adoption to align with state standards. Students solve problems, think analytically, work with variables and equations, and practice skills to work through new math concepts.
Science – The science program used by Meyerholz is Foss by Lawrence Hall of Science. The content and curriculum in this adoption is aligned with the California State Standards. The curriculum is delivered to students in a variety of methods. The Foss experiment kits allow students to investigate, apply, and observe science concepts in action. Field trips that relate to standards like science camp also give students differentiated learning opportunities.
Social Studies – Meyerholz adopted the Scott Foresman Social Studies California edition curriculum by Pearson. This social studies program focuses on chronological and spatial thinking, research, evidence, point of view, and historical interpretation. In addition to the Scott Foresman adoption, hands-on learning and activities help to enhance student learning. Simulation type field trips and activities like Age of Sail, Missions, Ohlone, Deer Hollow Farm, and Colonial Kids Day are a few examples of how students are able to learn the standards in an interactive manner.
Performing Arts – This program has been established over the years to encompass all of the Visual and Performing arts standards set by the state. By having a credentialed teacher for music, Meyerholz is able to provide students with a standards based music program. Parents and community support have resulted in a strong after-school musical program for students to participate in. Parent support and volunteers have allowed for an art program that addresses the standards through various projects and activities. All of this has allowed the Meyerholz visual and performing arts program to focus on artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications.
Physical education/health/nutrition – taught by a credentialed physical education teacher in 4th and 5th grade. In K-3, teachers support the physical education program. The P.E. program is aligned with the five core standards that have been outlined by state standards. The school and district have also implemented wellness programs to support students. Some of the programs include: Project Cornerstone, Fit for Life, Too Good for Drugs, Here's looking at You, and the National Dairy Council's Healthy Choices, Healthy Me program.
Technology – A 21st century focus on instruction has been an ongoing focus at Meyerholz. Professional development through national, state, district, and site resources have built strong communities that encourage and support 21st century learning. Meyerholz has continually been updating hardware to keep students at the forefront of technology. In the past year Meyerholz has purchased a mobile laptop cart, set of ipads, and ipods for use in classrooms. Meyerholz also uses a comprehensive instructional technology plan to fully integrate technology across all curricular areas.

- **STEVENSON RANCH ELEMENTARY SCHOOL**

Language Arts – The reading and writing programs at Stevenson Ranch are integrated to provide a solid foundation in language arts. The cohesive writing program begins at the kindergarten level. Students continue to develop more sophisticated writing skills each year through sixth grade. The following domains are the focus of each grade level: Oral Summary of a Narrative (Kindergarten), Opinion (Kindergarten), Narrative (K-6), Description (Grade 1), Summary of a Narrative (Grades 1-4), Summary of Expository Text (Grades 2-4), Response to Literature (Grades 4-6), and Persuasive (Grades 5-6). We have begun our study of the Common Core Standards, and we are realigning our writing program to include opinion writing in all grades. As we learn more about the Common Core Standards, we will continue making adjustments to our entire curricular program.
Mathematics – Our math program includes the strands of estimation, number sense, computation, problem solving, understanding patterns, algebra, measurement, statistics, geometry, and spatial sense. The district's current math adoption is Macmillan McGraw-Hill. Supplementary materials are used to

target skill deficits, including: *Bellwork: Mathematics, Comprehensive Assessment of Math Strategies, and Mountain Math.* Students are assessed at the outset of each unit and differentiation is provided accordingly. Students who show mastery on the baseline assessment are given enrichment activities that require them to use the skill in a deeper and broader way.
Science – The *Harcourt California Science* series focuses on the application of the scientific method and using investigations during instruction. Predicting, data collecting, hypothesizing, summarizing, inferring, drawing conclusions, mapping, charting, and graphing are skills that are integrated throughout the lessons, both in class and in our science lab. Currently, students in grades 4-6 participate in weekly lab investigations led by a curriculum specialist.
Social Studies – The district-adopted Harcourt *California Reflections* series emphasizes interpreting and drawing meaning from events in history to deepen students' understanding of the world. Assessments are performance based and are rooted in content standards.
Visual Art – The Newhall School District employs one visual arts teacher. He works with students in grades 4-5. In addition, he creates standards-based lessons which he presents to volunteers who help K-3 and 6th grade teachers teach lessons in the art studio. K-3 students also receive music instruction from music teachers. Students in grades 4-6 are given the opportunity to join orchestra or chorus. In addition, classroom plays integrate grade level science or social studies standards with performing arts standards.
Physical Education – The Sports, Play and Active Recreation for Kids (SPARK) program is used by our teachers and three physical education instructors to deliver California fitness standards. Our voluntary Wrangler Runners' Club encourages students to run on our track during recess.
Technology – The district technology plan is supported by two computer labs. Students practice skills in word processing, publishing, presentations, and Internet use. Technology is integrated in the classroom using visual presenters, SMARTboards, CD players, and multimedia workstations. Video cameras and scanners are also available in central locations.

- **STONEYBROOKE CHRISTIAN SCHOOL**

Language Arts – Elementary grades use "SRA Imagine It" for the Language Arts program which is aligned with the California state standards. "SRA Imagine It" has five components: reading, writing, grammar, spelling, and vocabulary. In addition, Write Reflections, the school's writing curriculum, focuses on both expository and narrative writing and offers a consistent process for completing quality paragraphs. The junior high English classes use both Prentice Hall Literature and Sadlier-Oxford Vocabulary which are also aligned with state standards. Students in junior high study vocabulary, short stories, novels, grammar, write several essays and complete a large research paper where students prove a historical thesis statement. An Honors English class is available for recommended students.
Mathematics – The math program at Stoneybrooke uses Harcourt in grades 1-3 which places a strong emphasis on manipulatives. In grades 4-6, ABeka curriculum is used while Prentice Hall math curriculum is used in grades 7-8. All math curricula meet California state standards.
Science – The elementary ABeka science curriculum and the Christian Schools International (CSI) junior high science curriculum meet California state standards and are brought to life through the use of the school's science labs. Students also attend science trips. For example, 5th graders study marine biology on Catalina Island and 6th graders study astronomy in Idyllwild.
Social Studies – The social studies curriculum consists of Bob Jones University Press (BJU Press) in elementary and ABeka in junior high which both meet the California state standards. Social studies courses are enhanced by thematic days such as Gold Rush Day, Native American Day, and Pioneer Day. Each of these special days allows students to participate in a simulated model where they dress in period clothing and participate in activities appropriate to the culture and time period. History is further brought to life through the following three-day trips: 2nd and 3rd graders stay at a working horse ranch, 4th graders visit Sacramento and 8th graders spend a week touring Washington, D.C., Gettysburg, and

New York City. There are also many enrichment courses at Stoneybrooke which include art, music, technology, science lab, library skills, Spanish, and physical education. The music program includes choral training, instruments (violin, guitar, recorder, orph), study of composers, and basic rhythm and note-reading. All elementary students participate in a musical each year, and a Broadway Jr. musical is produced by the junior high students each spring.
Visual Art – Another area of the elementary arts program is the school's Meet the Masters program in which students study and practice various genres of art by famous artists. The physical education program includes participation in the Presidential Physical Fitness Program which allows students the opportunity to meet the national standards for their age level. All students in grades 1-8 also participate in technology instruction in which students meet and exceed the International Society for Technology in Education's (ISTE) national technology standards.
Foreign Language – Spanish is offered to both 7th and 8th grade students as a year-long course which is in explicit compliance with the foreign language requirements as set by CAPE. Additionally, junior high students may choose from a variety of electives including drama, praise band, debate, yearbook, student government, and guitar, as well as a variety of online courses such as art, painting, intro to computer programming and much more.

- **TEACH ELEMENTARY SCHOOL**

Reading/English – Fountas & Pinnell's Comprehensive Literacy Program provides the foundation of our school's reading curriculum and instruction. This systematic program opens with the First 20 Days, using co-constructed charts to establish an independent learning environment, conducive to each student reading at his or her own level. The teacher assesses students using the Benchmark Assessment System, then uses this data to form small guided reading and instruction groups. While the teacher is working with these groups, other students are reading independently at their levels, responding to their reading in their interactive reader's notebooks, or preparing for literature circles. Learners are supported in this endeavor through teacher-led mini-lessons, providing the opportunity for the teacher to guide the learning and support students in making cross-curricular connections. This diverse curriculum is essential to our student population because the higher-level thinking skills of our students are as diverse as the students themselves. Our school implements this inclusive approach to teaching reading skills because it is effective in teaching readers at all instructional levels. Skills are delivered whole-class through teacher-led minilessons, then either implemented independently or practiced in a small-group setting, depending on the need of the learners. The flexible and dynamic nature of the program allows the teacher to reteach fundamental skills when necessary, while challenging other students to make high-level connections and practice literature analysis. Students can move in and out of groups based on their individual needs with specific skill sets.
Mathematics – curriculum and instructional methods are very individualized at Teach. Because we provide an opportunity for our students to access the curriculum of the grade level above them, our teachers administer a formative assessment to every student at the beginning of the year. Staff then collaborate to determine the most appropriate placement for each learner, even allowing sixth graders to access seventh grade curriculum. Because of this commitment to meeting each student at his or her individual instructional level, teachers consistently use a variety of ongoing assessments and groupings throughout the year. Emphasis is placed on problem solving and justifying mathematical thinking as well as solidifying foundational skills.
Science – a particularly exciting area of curriculum due to extensive parent and community involvement. Our district Foss curriculum provides hands-on lab experiences for students. Partnerships with nearby California Polytechnic State University allow students access to hands-on labs and sophisticated tools along with expert guidance at Cal Poly. Professional community leaders frequently visit classrooms to provide support and insights; for example, Dr. Knighton, a local veterinarian, recently supplemented the life science curriculum by performing a dissection of a bovine heart for our

students. This in-depth science instruction enables students to make connections during their science inquiries and apply them to the world around them. Our extended study trip opportunities at each grade level also provide our students with intense immersion in science. Our fourth graders study astronomy and related scientific principles at AstroCamp on a three-day trip. Our fifth graders study nature and ecology at the Yosemite Institute on a five-day adventure. Our sixth grade students explore the fascinating world of marine biology at the Catalina Island Marine Institute on their five-day study trip.
Social Studies – Students immerse themselves in the past during social studies at our school. Fourth graders mine for gold, fifth graders reenact the American Revolution, and sixth graders dress as gods and goddesses from ancient civilizations. Cross-curricular connections are made through extensive research reports combining social studies and writing skills.
Visual and Performing Arts – encompasses band, choir, theater, and visual arts. Every student participates in either band or choir weekly and is given opportunities to perform for the community. Each spring, the sixth grade students work with a local theater company to release a top-notch musical production. Every class at the school also works with a local artist-in-residence during ten weekly sessions, focusing on drawing and ceramics.
Physical Education – Extending our traditional physical education program, students are also provided the opportunity to participate in rugby, hip hop dance, tennis and yoga through our electives program, and classes hike the nearby mountain. Students also perform tasks in the school garden to learn about nutrition and daily health.

- **TEHIYAH DAY SCHOOL**

Language Arts – Curriculum emphasizes reading, comprehension, interpretation, and writing. Students identify literary devices, make inferences, predict outcomes, draw conclusions, and summarize. Students study writing's formal and creative elements, and produce written work in many genres. By graduation, students produce detailed research papers with formal outlines, drafts, and bibliographies.
Mathematics – Tehiyah's program provides a foundation for algebraic thinking and beyond, using a model drawing approach and direct and indirect instruction supplemented with manipulatives and games. Students in lower school develop critical thinking skills needed to progress to understanding algebraic concepts, number theory, probability, statistics, geometry, and algebra. In 2011 Tehiyah purchased an accelerated program for fifth through eighth grade enabling gifted students to move quickly through the material, and hired a remedial math teacher for those having difficulty.
Science – Tehiyah science students are innovators and problem solvers studying earth, life, and physical sciences. Students observe, classify, question, hypothesize, measure, record, and analyze data, make inferences, compare and contrast, predict outcomes, and draw conclusions. Each grade performs fieldwork and hands-on lab-based assignments. Students graduate knowing how to use the scientific method, and to use data to support or refute hypotheses.
Social Studies/History – Lessons focus on students relating to their immediate and larger community, and American and California history. Students study Native American history and culture, settlers, Spanish explorers and missions, westward expansion, the gold rush, and African-American and Chinese-American history. Middle school curriculum spans from prehistoric human life through early civilizations, classical China, medieval Japan and Europe, early Christendom, Renaissance England, and the founding of America.
Visual/Performing Arts – Students study artists and art history, create murals, quilts, sculptures, and paintings, travel to art exhibitions, and arts are integrated into ongoing academic pursuits. Students write stories for performance, drama, and musical showcases, and learn improvisation and video production. The lower and middle school produce yearly plays.
Physical Education – Tehiyah's PE program promotes teamwork, sportsmanship, leadership, respect, selfconfidence, and responsibility for conditioning. Fitness, group participation, and cooperative play are combined to promote healthy lifestyles. Students learn about anatomy and physiology and develop movement skills, coordination, and sports knowledge.
Health and Nutrition – Health and nutrition are paramount: the student-written Middle School Honor Code emphasizes the importance of a healthy lifestyle. This emphasis begins with Tehiyah's preschoolers growing their own organic food, and extends to health and nutrition lessons integrated into other curricula.
Technology – Tehiyah's technology curriculum gives students a foundation for living and working in a digital

economy. Students learn touch typing, word processing, spreadsheet use and data management, coding, website design, digital graphics, movies, animations, songs, and mobile app building.
Foreign Language – Tehiyah Day School is in compliance with the program's foreign language requirements. Every grade focuses on the acquisition of modern Hebrew, building vocabulary, comprehension of text and literature, and proficiency in conversational Hebrew. Lower grades perform plays completely in Hebrew, and all middle school language instruction and discussion is conducted solely in Hebrew. Tehiyah recently added a remedial Hebrew program.
Music – Tehiyah is a musical campus. Every morning begins with the entire school singing together. Students work on harmonies, solos, canons, dance, movement, and theatrics, often using international rhythms and songs. Tehiyah also has choirs, a rock band, and drum circles.
Library Science – Students learn how to find, prioritize, organize, and evaluate information, learn the basics of browsing, and cultivate reference skills for working with print and electronic media. Jewish Studies and Prayer: Students learn Jewish history, laws, customs, prayers, and holidays, and
explore the meaning and origins of prayers.

- **WOODSIDE ELEMENTARY SCHOOL**

Language Arts – The 6th-8th grade reading/English language arts curriculum consists of the state adopted Holt Literature and Language Arts Anthology Collection and Warriner's Handbook (grammar). In addition, students explore thematic connections in reading, writing, word analysis, listening and speaking, as well as various genres of literature, thus ensuring a strong foundation for the future.
Mathematics – The Kindergarten-5th grade mathematics curriculum follows the state adopted Everyday Math program, and the 6th-8th grade mathematics curriculum follows the state adopted Prentice Hall California Grade 6 Math, Prentice Hall Pre-Algebra, and Prentice Hall Algebra texts. In addition, differentiation within the classroom and the use of online resources such as Renzulli, IXL, and our math GATE program help to foster the needs of all students and maintain a rigorous curriculum.
Science – The Kindergarten-5th grade science curriculum encourages hands-on activities that lead to concept development and is based on the California State Framework and the Full Option Science System (FOSS) kits. The 6th-8th grade science curriculum relies heavily upon investigation and experimentation with the CPO programs.
Social Studies – curriculum follows the state adopted Scott Foresman series, while the 6th-8th grades follow the state adopted Teachers' Curriculum Institute. The goal of the social studies program is to increase students' awareness and appreciation of various cultures, ethnicities, and traditions. This fits in well with the school's overall goal of fostering a global, multicultural awareness in each student.
Visual and Performing Arts – centers on the idea that music and art helps to foster a well-rounded and whole person. All K-4th grade students participate in choral music classes that lead to grade-level musicals, while the 5th-8th grade students participate in instrumental music. In addition, all K-8th grade students participate in an art class each week that focuses on the integration of art with the K-8th grade core classes.
Physical Education – Woodside Elementary School uses the Physical Education Model Content Standards for California Public Schools to help guide instruction in the K-8th grades. The ultimate goal of the physical education curriculum is to create an environment where physical participation, mental stimulation, and social facilitation lead to a healthy lifestyle. Interwoven into the curriculum at all grade levels are health related issues such as heart health, nutrition, and body image.
Technology – All 2nd-8th grade classrooms have 1:1 student laptops as well as interactive whiteboards in K-8 classrooms. In addition, a computer lab with 20 computers is used for technology instruction to the Kindergarten and 1st grade students. Integrated technology instruction within each grade level helps to prepare students for the future in High School, College, and beyond.
Foreign studies – The 4th-8th grade Spanish curriculum utilizes the state adopted McDougall-Littell series and focuses on the newly adopted California Foreign Language Standards. With an emphasis on content, communication, cultures, structures, and settings, the Spanish curriculum aims to prepare students for high school and the multicultural world that we live in.

2) How will we know if they have learned? Are we monitoring each student's

learning on a timely basis?

- **ALICE FONG YU ALTERNATIVE SCHOOL**

Teachers at the same grade level share lesson plans and student assignments, and they monitor CST results between classrooms as one metric to verify that the classrooms are indeed horizontally aligned. The vertical alignment process ensures that the curriculum at one grade level leverages what was taught at the previous grade level without unnecessary overlap. As a part of the vertical alignment process, at the beginning of each school year, teachers at a particular grade level review the assessment results from the previous grade level. The teachers use this information to gauge how much time should be spent reviewing curriculum from the previous grade level before proceeding with new curriculum for the current grade level. By leveraging what was taught at the previous grade level while avoiding unnecessary overlap, the teachers can maximize the learning experience for our students.

- **ARMA J. SHULL ELEMENTARY SCHOOL**

A standards-based grade tracking system was put into practice in 2009. This system generated a standards based report card which greatly impacted instruction and learning. Teachers were able to identify specific standards in which students were underperforming. In addition, a management tool, Data Director, was purchased. Teachers were trained in generating and reading reports and analyzing the data. In this analysis, teachers were looking for strength and weakness trends. As the data analysis became more effective, descriptors were provided for students not at benchmark and in need of intensive or strategic interventions. Scores managed in Data Director could also be imported into the grade reporting system. This year, there has been an implementation of a new data monitoring system, Illuminate Education.

- **BALDWIN STOCKER ELEMENTARY SCHOOL**

At the beginning of each school year, staff development time is dedicated to analyzing assessment results on Data Day. The principal and TOSA gather data and present teachers with results of multiple measures of achievement. This data tracks individual students, grade levels, and the whole school both at a single moment in time, and through years of history. At-risk students are identified. Teachers work as individuals, in grade level teams, and as a school to learn from this data and develop personal, grade level, and school-wide goals. The school-wide goals impact programming decisions and are shared with parents Through the school plan at a School Site Council meeting. Assessment data is key to the Core Plus program at Baldwin Stocker. The Core Plus program designates a time for each grade level, from first through fifth grades, to focus on differentiated Language Arts instruction. For 30-45 minutes four days a week all teachers in a given grade level, the TOSA, part-time intervention teachers, and the Resource Specialist Program focus on providing smaller group, individualized instruction at the grade level. Each fall, much time is spent using assessment data to guide the creation of the groups in which students will be placed. Throughout the year student progress is monitored and the groupings remain fluid, based on student needs. Teachers utilize weekly grade level collaboration time on early release days to reevaluate and adjust groupings based on the latest assessment data and observations.

- **CLOVER AVENUE ELEMENTARY SCHOOL**

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.

- **FAIRHAVEN ELEMENTARY SCHOOL**

Teachers at Fairhaven use achievement binders to focus on student performance measures. Included in the achievement binders are the quarterly test chat forms, scaled score ranges by performance level and subject, individual student success charts, STAR goals, an oral reading fluency graph, *Strategic Schooling S*trategies, STAR released questions, academic language by grade-level, state testing blueprint tracking by grade-level, and the DataWorks vocabulary list. Test chats are invaluable to teachers at Fairhaven, as the tool records each student's individual achievement data and future goals. This allows teachers, students, and parents/guardians to monitor whether students are maintaining high achievement, and moving towards proficiency and mastery.

- **J. HALEY DURHAM ELEMENTARY SCHOOL**

Classroom teachers analyze several levels of data on a regular basis with numerous charts and graphs posted on classroom walls. More formally, every 6-8 weeks, formative data from ELA Reading Lions and Everyday Math unit assessments are studied using the OARS data software. Teachers are scheduled for half day release 3-5 times a year for in depth data analysis and planning as grade level teams. Sharing of best practices in differentiation and intervention occur regularly during teacher meetings. The results determine the regrouping of students during ELD/ELA Block as well as referrals made to before/after school intervention classes given by certificated teachers. School wide interventions offered include additional computer lab hours using ST Math software, Read Naturally fluency, and other phonics software. Title I Specialists and Instructional Para Professionals are also hired to provide interventions and/or lower class size.

- **JOE A. GONSALVES ELEMENTARY SCHOOL**

Systematic data analysis is an ongoing process at Gonsalves (ES). Administrators and teachers meet at the beginning of the school year to review the California Standards Test (CST) and the California English Language Development Test (CELDT) scores, regularly at staff meetings throughout the year, and on a weekly basis by grade level. These meetings facilitate analysis of assessment results for lesson planning and curriculum development. In addition, data on how we are achieving academically is shared with the community, parents, and students. Assessment data comes from CST, CELDT, District Benchmark Assessments, curriculum tests, teacher created assessments, and the Scholastic Reading Inventory (SRI). Initially, the staff meets as a team to analyze CST and CELDT data to establish grade-level goals, create flexible groupings, and identify students for differentiated instruction. Throughout the year, data continues to be collected and analyzed as the students grow and change**.**

- **JUDSON & BROWN ELEMENTARY SCHOOL**

To monitor the effectiveness of daily instruction, regular math assessments are administered. The results of all assessments are available to staff within one day of completion, and teachers immediately access them through their use of Data Director, the District's online data analysis program. The staff analyzes these results and immediately meets in Data Teams to discuss individual and grade level student progress. After this thorough analysis, lesson plans are developed to address areas of need and interventions are planned for students who scored below expected levels.

- **MILLIKIN BASICS+ ELEMENTARY SCHOOL**

Long range projects provide significant and varied assessment opportunities. Models of missions, small scale state floats, creative writing, dramatic presentations, charts, graphs, story boards, and other visual

representations provide information on student progress and understanding. Peer review of writing assignments is common in upper grades. Teachers and students maintain evidence folders for language arts, and math. These evidence folders contain baseline samples and samples of progress over time. They are reviewed by the teacher periodically to determine class progress and curricular effectiveness as well as at conference time with parents to analyze individual student work. These evidence folders travel with the students to middle school, providing essential student information to the staff there. Teachers administer district assessments several times a year including individualized literacy assessments (Fountas and Pinnell), performance based writing, and performance based math assessments. State mandated testing includes the STAR CST, Presidential Physical Fitness Testing (at fifth grade), and CELDT (for determining English Language Learners). Each fall, and periodically throughout the year, the Millikin staff completes a comprehensive analysis of all assessment data. Teachers carefully study results including the reading, writing, math, and science strands on the CST, performance based math and writing samples and classroom progress reports. Strengths and weaknesses are identified for each grade level with trends noted and annual standards-based goals set in English Language Arts, Mathematics, Social Studies, and Science. School-wide goals are established by the Millikin staff in collaboration with the School Site Council. The School Site Council, comprised of staff and parents, meets once a month to review the school-wide goals and revise them as needed.

- **NORTH STAR ACADEM**

North Star teachers use District Benchmark assessments, informal and formal formative, summative and performance based assessments. Progression of our API score from 984 in 2008 to 992 in 2011 stems directly from our concerted effort to use data to plan curriculum. Although differentiated instruction comes in many forms there are a few steps that are in place in every classroom to ensure proper implementation. The first step is to pre-assess standards prior to planning a lesson or unit. Teachers use informal and formal pre-assessments, ongoing formative assessments and post assessments to determine how students are mastering the state standards. These can be as simple as a question-answer activity, warm up activity, exit card activity or as complex as paragraph writing, a performance, an experiment or a multiple-choice assessment. Once this information is reviewed and analyzed, teachers determine the best course of action to teach the state standards.

- **OAK AVENUE ELEMENTARY SCHOOL**

In language arts, we use a variety of local assessments to inform our instruction. Writing samples at all grades are given at the beginning of each trimester to drive instruction. Teachers recently adopted the use of “painted rubrics” where a genre-specific rubric is used repeatedly over the course of instruction using different color highlighters to illuminate student growth and continued struggle. In the primary grades, teachers use the Directed Reading Assessment to assess student reading fluency and comprehension. Students whose skills are deficient are given the DIBELS assessment to help teachers group students with similar ability and identify areas of focus for small group, remedial instruction. Oak’s resource staff work closely with teachers to provide support to students formally identified through the Child Study Team process as well as those who do not officially qualify but will benefit from additional support. This year in the upper grades, teachers identified assessments from Houghton Mifflin that provide the most useful data to have the greatest impact on instruction. Students take these assessments throughout the year. Teachers conducted a similar process with the Scott Foresman EnVision Math program. They determined that students take an initial math inventory, periodic “topic tests” and benchmark tests each trimester. In addition, we use two very exciting tools for math: the Data Management Module (“DMM”) supported by the Santa Clara County Office of Education and Khan Academy. The DMM is a web-based tool that allows teachers and administrators to sift through and analyze student data very quickly. Subtest performance is easily analyzed and the data used for student grouping for instruction, if appropriate. Local assessments can be uploaded into the system, and

student performance on regular benchmark tests has been tracked and compared to STAR performance for the past few years. This month, we purchased a scanner for our school to be able to maximize utilization and store more local assessments. DMM is a great tool for communicating with parents, as well. One of the reporting functions provides a great summary of a unique student's performance that can be shared at a child study team meeting or parent teacher conference. Khan Academy is another exciting tool that is new to Oak this year. Students in 5th and 6th grade have accounts on this online site that allows students to work through math modules and get individualized support at their own pace.
Dashboard tools allow teachers to monitor student work and progress AS IT HAPPENS, so in addition to the immediate feedback the system provides students, the system also provides teachers with instant data on student work and progress towards individual goals enabling them to efficiently group students by ability, mitigate learning issues and effectively target their instruction to meet student needs.

- **R. I. MEYERHOLZ ELEMENTARY SCHOOL**

Through benchmark assessments in reading, and by using classroom performance data, student progress is monitored, interventions are documented, and the student's performance is continually updated. If the student does not make progress towards meeting the benchmark goals, a more formalized protocol for information gathering is introduced. This protocol leads the teachers through a data collection procedure that includes background information, report card data, test results, and health information. Previous teachers are also consulted in order to identify strategies that have been tried and the results of those interventions. This process includes ongoing documentation and data collection for classroom interventions that are being implemented.

- **STEVENSON RANCH ELEMENTARY SCHOOL**

As part of ongoing efforts to determine students progress toward short and long term goals, a dedicated database program, Measures Aligned, allows teachers and administrators to load and sort assessment data by student and standard. Data drives the pace of instruction and determines when and how students receive classroom intervention, school academic support, or classroom extension. Before beginning a teaching cycle, teams baseline assess to determine students' background knowledge. Students are flexibly grouped within the classroom according to progress toward standards. Students needing significant, foundational support are placed in supplemental AS. Students at mastery are given extension projects to deepen and broaden their standards application. Annually, Stevenson Ranch updates its Single Plan for Student Achievement (SSP). The plan includes assessment results over time, yearly school improvement goals, and budget information. The plan is reviewed by district level staff, presented to the governing board, and shared with the community. The School Accountability Report Card is available for public view via the Internet and school office. Our Site Council performs a Program Quality Review (PQR) each spring to assess student achievement based on money allocated through site funds. Their report becomes part of their minutes and is posted in the office.

- **STONEYBROOKE CHRISTIAN SCHOOL**

Assessment data results are used systematically at Stoneybrooke to inform parents, students and the community of the students' academic achievement. The SAT-10 assessment scores, for example, are distributed to parents each spring. Teachers hand them in a sealed envelope to each parent with a letter from the school's superintendent explaining how to interpret a child's score report. Assessment scores are also published in the school's annual report, strategic plan, and in community newspaper articles. In addition, the school's SAT-10 assessment data is put onto a spreadsheet comparing the data over a three year period as well as comparing the school's scores with national and private schools' scores. This data

allows families and the community to see the academic trends of the school as well as to compare the scores on a national scale. This data has been especially helpful in conversations with prospective parents since the school's scores are superior on a national level. The school also provides quarterly report cards which are given to each parent to communicate their child's academic achievement. Teacher-parent conferences take place after the 1st and 3rd quarters to discuss student achievement and goals for the next quarter. Another form of assessment that is communicated with parents and students is the Accelerated Reader report that assesses each student's current reading comprehension level and the amount of books a student has read. Parents and students in grades 4-8 have access to School Loop, the school's online grading system. This allows parents and students to have immediate feedback regarding individual assignments and assessments given for each subject. School Loop has proven to be a great motivational tool for many students to help them maintain their academic achievements.

- **TEACH ELEMENTARY SCHOOL**

Through new programs such as independent reading, authored by Fountas & Pinnell, teachers are able to closely monitor student achievement, giving each individual the needed support. This not only shows through daily observation and increased quality of classwork, but is also exposed through student performance on national summative assessments. In reading/language arts, twice a year all Teach teachers administer the Scholastic Reading Inventory (SRI) which gives the teacher a quick assessment to gather basic comprehension and reading levels. Once initial reading levels are established, the program makes suggestions of titles that are appropriate for each student's level. This often opens up a new world of books to read for our students. In addition to the SRI, the students are assessed using the Fountas and Pinnell Benchmark Assessment System (BAS) which can assess the students' independent and instructional reading level. The District Writing Assessment (DWA) is administered twice a year and is one of our most valuable assessments. This assessment enables the teachers to assess the writing skills that each students brings with them to the classroom. The writing sample gives the teacher an avenue to develop improvement goals for each student as the year progresses. It also gives the student and teacher an opportunity to see the growth in their writing skills when they compare the Fall DWA with the Spring DWA. All of these results are shared with parents during parent conferences.

- **TEHIYAH DAY SCHOOL**

Students are evaluated throughout the year by formative assessments and at weekly grade level meetings involving the entire faculty. If any significant change in student performance is noted, parents are contacted. Teachers work closely with parents throughout the year, monitoring progress in specific areas. The school holds two parent-teacher conferences a year, one per semester, to allow for feedback and intervention if necessary. Parents of middle school students also receive mid-semester progress reports. Interim grades are posted online during the semester by middle school teachers, allowing parents to monitor student performance on a daily basis. Teachers communicate regularly with parents regarding each student's performance. Assessments are both formal (including tests, quizzes, class work, homework, and projects) and informal. Classroom participation, ability to work with others, and questioning and critical thinking skills are also part of student assessments. Hands-on projects enable teachers to monitor whether students are seeking information from beyond the texts and information provided in class. Teachers provide opportunities for students to delve more deeply into subjects and develop creative ways to report information (through videos, sculptures, songs, PowerPoint presentations, etc.). These projects are another way to assess whether the curriculum and approach to teaching are instilling the joy of learning and curiosity that Tehiyah strives to impart.

- **WOODSIDE ELEMENTARY SCHOOL**

Frameworks were created to clearly show the development of expected skills based on the California content standards for Kindergarten through fifth grade. These frameworks support communications

regarding a students current performance and the expectations for their grade level and serve as a road map for each student's academic progress. Assessments that are directly linked to the standards were accumulated or developed as necessary. Using the information gathered from administered assessments, individualized color-coded performance charts are created to identify achievement gaps. An instructional plan is then developed that targets the identified achievement gaps and builds capacity for further success. The Special Education and EL team works to foster a "growth mindset" in every student and the School Psychologist often meets with students to discuss unique learning styles and the notion of "the brain as a muscle." By endorsing a growth mindset, or the belief that an ability is incremental as opposed to fixed, students are more likely to exert the effort necessary for accelerated growth. Students are made explicitly aware of both short-term objectives and long-term goals in order to promote self-awareness and selfefficacy. Students at Woodside have a "say" in their education and they experience responsibility and pride.

3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?

- **ALICE FONG YU ALTERNATIVE SCHOOL**

In order to ensure the success of all students, we provide a comprehensive tutoring program before and after school as well as support programs during the school day. As part of our Response to Intervention (RTI) program, we rely on individual CST results along with teacher assessments for identification of students who are not meeting expected performance levels. Teachers and staff members review the test results of each student and identify those who score at or below basic. The students who are identified as not meeting expected levels of performance are referred to our Student Success Team (SST) program. The SST is comprised of the student, the parents, teachers and staff members. Teachers meet with the parents to discuss assessment results and to identify areas for improvement. Teachers and staff members work together with the student and the parents to develop an improvement plan for the student, which may include a variety of supplemental instructional services, such as push-in and pull-out support during the school day as well as before-school and after-school tutoring.

- **ARMA J. SHULL ELEMENTARY SCHOOL**

The implementation of a Response to Intervention (RTI) program in 2010 has supported our data-driven school. For the past two years, Shull Elementary School has been using a three tiered RTI program. For students who greatly excel or struggle in math, teachers use Renaissance STAR Math, a computer based assessment program, to identify skill strengths and weaknesses. Students working below grade level are given math make up lessons and skill work review packets to help eliminate gaps in their knowledge. At-risk students receive small group direct instruction, after school tutoring for 3rd, 4th and 5th grades, and additional practice with another Renaissance computer-based program, Math Facts in a Flash.

- **BALDWIN STOCKER ELEMENTARY SCHOOL**

Baldwin Stocker carefully selects research-based curriculum used to support struggling students through the RtI2 model. Some materials used include Phonics for Reading, REWARDS, Math Facts, and Road to the Code. Our goal is to choose curriculum to meet the needs of individual students, instead of making students fit the needs of the curriculum.

- **J. HALEY DURHAM ELEMENTARY SCHOOL**

Durham parents attend several Family Nights per year to gain knowledge and skills on how to help their children at home in reading, math, and character development.

- **JOE A. GONSALVES ELEMENTARY SCHOOL**

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

- **JUDSON & BROWN ELEMENTARY SCHOOL**

In addition to student interventions, the Principal and Teacher-on-Assignment meet with every student each year to review their individual CST scores from the previous year and help them set personal goals for the current year. Students who reach their personal goal are honored by being presented with a coveted medal at an annual assembly. Finally, teachers share common assessment data with students and honestly talk about proficiency levels and how individual students can improve. They share with students how their common assessment results can guide their progress toward improving their academic achievement and meeting their personal goals. Assessment reports, along with copies of assessments, are shared with families regularly. These reports reveal specific areas of strength and weakness in math and English Language Arts. Teachers share materials, websites, and tools for parents to help support academic growth at home. Corrective Reading/REACH is also implemented in 3rd – 5th grade as an Alternative Core curriculum for students performing below expected levels. Lastly, interventions are provided to students in the general education classroom as well as special intervention classes during the school day, after school, and during Spring Break.

- **MILLIKIN BASICS+ ELEMENTARY SCHOOL**

Teachers and parents together analyze individual student strengths and weaknesses and set goals in all academic areas. Students identified as struggling, "Target Students," receive classroom modifications and support services as needed to assist them. The school principal meets with the teachers each trimester to review the progress of "Target Students." A strong Student Success Team (SST) is in place which provides a collaborative forum for teachers and parents to address the needs of "Target Students." Students may be referred for special education services if appropriate. In that case, assessment is completed and a formal I.E.P. is held with teachers, parents, and special education staff to discuss how to best meet the student's needs.

- **NORTH STAR ACADEMY**

Grade 7 and 8 students who are not performing at the Proficient level receive math mentoring one day a week for 50 minutes provided by math mentors. These small groups consist of no more than 4 to 5 students so that one-on-one instruction is available on an as need basis. Targeted students in math receive support for factoring, adding/subtracting positive and negative integers, word problem analysis, and fractions. Math mentors work closely with general education math teachers so that any student who is showing signs of struggle can be pulled out for one-on-one tutoring. For students, at all grade levels, who are not completing their homework, and as a result, not obtaining optimal grades attend an after school homework club. North Star Academy offers three homework clubs one to three days a week. One of the homework clubs is tailored for 3rd graders whose first language is not English. The teacher works on teaching them academic language and concepts in both Language Arts and Math to help them become successful in school. The second homework club is for grades 3 to 5 students who are struggling in certain topic areas and the third homework club is for grades 6 to 8 students who are struggling in certain topic areas. North Star Academy also provides Language Arts Intervention 5 days a week. There are two intervention classes offered for 50 minutes each day. Students are grouped in grades 3 to 5 and grades 6 to 8. Students focus on improving their reading and writing skills by working on foundational skills, such as, parts of speech and/or how to do draft an outline in order to write a 5-paragraph essay.

- **R. I. MEYERHOLZ ELEMENTARY SCHOOL**

Intervention support for students is provided through the Student Success Process (SSP). The SSP is initiated by the teacher, based on student performance data. Students considered at-risk are identified though STAR testing, benchmark assessments, and classroom performance. At the beginning of the year, STAR data from the previous year is collected and analyzed. Third, fourth and fifth graders who scored in the Basic, Below Basic, and Far Below Basic categories are identified. These students, as well as all students in kindergarten through second grade, are assessed using formalized, criterion-referenced testing, including running records and classroom assessments to determine their basic reading and writing skill levels. This data is used to develop a Student Success Plan. The classroom teacher meets with the parents of at-risk students to set goals and identify classroom and home interventions that will support the student in meeting these goals. For students that are still not meeting benchmark achievement goals, the next step is collaboration with the special education team through the Intervention Strategy Team. The collaboration between special education and general education is a key part of the intervention process at Meyerholz. This collaboration capitalizes on the experience of the special education staff in gathering and analyzing data, and access to intervention resources and strategies that the special education team can provide. Intervention Strategy Team (IST) is the most formalized part of the general education/ special education collaboration. In this meeting, general education teachers meet with the special education staff to discuss students' progress, analyze data, and plan and implement. Strategies and supports are developed to help the teacher target the student's needs and differentiate instruction. Through reversed mainstreaming, the special day class staff can support students in the 3rd, 4th, and 5th grade. Accommodations and modifications are designed by the special education staff to be used, as appropriate, by all students.

- **TEHIYAH DAY SCHOOL**

If students are not performing up to potential as reflected by the multiple measures of assessment, the student study team, comprised of parents, faculty, and learning specialists, is convened. This group identifies specific areas of weakness, makes suggestions for remediation, and regularly reassesses students' progress. Curriculum can also be adjusted if assessment results show an area of particular concern. While Tehiyah makes a point of not "teaching to the test," the information gleaned from both individual and class results is valued and depended on as one of many indicators of achievement.

- **WOODSIDE ELEMENTARY SCHOOL**

First grade students that qualify for help participate in Reading Recovery while Kindergarten and second grade students work in a modified version of Reading Recovery. First grade students receive daily focused reading instruction with our credentialed and Reading Recovery trained teacher. Students in Reading Recovery receive approximately six lessons before being discontinued from the program. Students are assessed at a 16 in the Developmental Reading Assessment upon exit. Student performance results are compelling. At the end of the 2010-2011 school year all first grade students scored a 16 (grade level appropriate) on the DRA assessment except 2. Both students were referred for special education support. Students in 3-6 grade receive additional support in reading with a reading specialist who also support our English learners. 22, 3-6 grade students received reading support. All students were assessed at grade level at the end of the year. During the 2009-2010 school year, the Special Education Team began closely examining every student's needs and learning style and focused on the "I" in IEP. Individualized and rigorous standards-based achievement outcomes became the central focus. Dynamic and collaborative assessment, one on one strategy sessions with students, and a flexible approach to instructional materials became a foundation to allow students to thrive regardless of their individual learning style.

4) What will we do if they already know it?

- **ALICE FONG YU ALTERNATIVE SCHOOL**

our many students performing above grade level have opportunities to pursue their interests through reading fiction and non-fiction materials in all subject areas. They can also help younger students in the peer tutoring program. Reading to younger students and helping them with English homework is an excellent way to develop student leadership skills at the same time. AFY is also one of the schools that are utilizing Educational Program for Gifted Youth (EPGY) as an intervention program to differentiate instruction. EPGY is an online program in which students can work at their assessed level, accessing the program both in and out of school. Teachers provide differentiated instruction to GATE students via small group projects, acceleration, and a rigorous accountability standard.

- **ARMA J. SHULL ELEMENTARY SCHOOL**

Assessments, such as DIBELS Next, help identify weak reading skills. Based on results, students participate in intervention programs with targeted instruction. Shull utilizes retired teachers and NCLB qualified tutors to teach the intervention programs. For students who greatly excel or struggle in math, teachers use Renaissance STAR Math, a computer based assessment program, to identify skill strengths and weaknesses. Students who are working well above grade level are then provided independent math lessons. When warranted by assessment results, students are moved up a grade level to work in higher math curriculum. Additionally, some advanced math students in combo classes are encouraged to work above grade level. each year, advanced math students in 4th and 5th grade are assessed and placed in cooperative teams to participate in the school, district, and county Math Olympiad competitions.

- **BALDWIN STOCKER ELEMENTARY SCHOOL**

All students are monitored using DIBELS. This includes implementation of the Daze reading comprehension screening in grades three through five. Further assessment in reading comprehension is implemented in grades two through five using the Scholastic Reading Inventory. District math and writing assessments are given and are currently being reevaluated and updated. The goals of administering these assessments are to inform and guide effective instruction. The assessments listed above are a cornerstone of Baldwin Stocker’s Response to Instruction and Intervention model. The district employs a Teacher on Special Assignment to work at each school site, and in collaboration with each other, to develop and implement an RtI2 model.

- **JOE A. GONSALVES ELEMENTARY SCHOOL**

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

- **MILLIKIN BASICS+ ELEMENTARY**

For students needing more challenging work in math, enrichment clubs such as "Math Olympiad" and "Chess Club" are available. School-wide events such as the "Family Math Night," "Science Fair," and "Bake-off Contest" embrace students' interest in math.

- **NORTH STAR ACADEMY**

- Students who understand the basic knowledge of a standard work in small groups with a classroom volunteer or the teacher. Students who have mastered a concept are grouped together. These students work on problem solving skills within the current standard on an independent basis that can be derived by student choice. Some project topics chosen by students have been: fashion of the American Revolution time period in history, dissection of frogs and extraction of strawberry DNA in science, the design of a backyard to scale in math, and the creation of original lyrics with music in Language Arts. Groups are fluid and change frequently by standard or groups of standards. We avoid repetition by teaching mastery to students based on the levels they have accomplished on pre-assessment data. We offer project and problem based learning to students to add variety, creativity, and complexity to units.

- **OAK AVENUE ELEMENTARY SCHOOL**

Beginning in Grade 6, we have a leveled math program and have an additional teacher on campus to teach an advanced pre-algebra class. Over the years, we have developed a strong criteria for placement of students to ensure the math placements are appropriate. Leveling math at Grade 6 allows us to provide a more challenging curriculum to those students that are excelling, but also helps to lower class sizes for the accelerated Grade 6 and grade-level classes.

- **STONEYBROOKE CHRISTIAN SCHOOL**

Teachers also use the assessment to inform parents when enrichment or remediation is needed, and students' scores are used to place them in math enrichment (offered in 4th and 5th grade), advanced math classes (prealgebra in 6th grade, algebra in 7th grade, geometry in 8th grade) or advanced English class (in 8th grade).

5). Professional Development

- **ALICE FONG YU ELEMENTARY**

Professional development at AFY is based on the formal and informal data of student achievement, the content and performance standards of the curriculum, and the reflections of the staff. The purpose of professional development activities is to provide opportunities for teachers and staff to come together and share ideas, brainstorm possible strategies for challenging situations, and discuss lesson designs. The agendas focus on activities that stimulate dialogue and thinking among the teachers. The topics range from analyzing student writing samples, to reading relevant articles, to planning with grade-level team members.

- **ARMA J. SHULL ELEMENTARY**

The backbone of Shull teachers' professional development is three full "student free" days of training time provided by the district each year. Collaboration on new standards-based curriculum adoptions or new research-based programs occurs on these days. In the last three years, the emphasis has been on the Saxon Math adoption, RISE lesson planning, RTI programs, and Step Up to Writing. One of the most effective professional development training programs has been RISE. Trainers from this program provided professional development on the design and delivery of effective standards-based direct instruction lessons.

- **BALDWIN STOECKER ELEMENTARY SCHOOL**

Primary teachers are trained in Write from the Beginning (WFTB), a developmental writing program, which builds upon Thinking Maps. Fourth and fifth grade teachers will receive WFTB training within the next two years. Staff has received training in reciprocal teaching, comprehension strategies, differentiation, and Bloom's Taxonomy. These in-services have provided teachers shared tactics and

afford students cumulative skills. Ongoing technology trainings allow teachers to become increasingly competent in using the technology available to them. Teachers at Baldwin Stocker meet on a weekly basis to collaborate with grade level colleagues, schoolwide specialists, and support staff. They take their learning, apply it to their instruction and then work with peers to discuss their challenges and successes, look at student work, share ideas, and further increase student achievement.

- **FAIRHAVEN ELEMENTARY SCHOOL**

Staff at Fairhaven participate in a modified Wednesday schedule, setting aside weekly time to collaborate and develop as professionals. This time is highly protected, and staff appreciates the opportunity to work with others to improve practice. The purpose of professional development at Fairhaven is to educate teachers in the latest research and technologies in the field of education to help ensure that all students have access to good first instruction. The goal of our highly trained teachers is for all students to become proficient or advanced. To support this goal, the school-wide focus is on literacy. *Strategic Schooling* Strategies changed the way Fairhaven teachers design their lessons. The direction of teaching has become more data driven, with a laser-like focus on monitoring standards and making sure each student has mastered every standard. Additional research-based professional development has been provided in GLAD, *Thinking Maps*, Academic Vocabulary Development, Data Director Data Management System, and many others. These multiple strategies and trainings provided information on graphic organizers, sentence patterning charts, chants, songs, self-made dictionaries, drawings, and team building to bring core content alive to all learners.

- **J. HALEY DURHAM ELEMENTARY SCHOOL**

Durham school begins with 2- 3 days of professional development before the first day of school. The yearlong calendar is created to include a monthly staff meeting after school and early dismissal every Wednesday. Thus, teachers have 5 hours for teacher collaboration every month either as a whole staff or as grade level teams. Teachers also have 4-6 half days throughout the year to ensure that they revisit their cycles of inquiry, analyze student data, and plan for powerful interventions for students. This constant monitoring of student progress made the most impact for our students. Teachers are experts at using the district OARS assessment software to analyze student performance to the level of item analysis. Through collaborative work, they share their expertise with one another and raise their knowledge and skills as a group.

- **JOE A. GONSALVES ELEMENTARY SCHOOL**

All of the district's and school's professional development activities support student learning and are aligned with academic standards. The district provided 5 days of ELA and 3 days of English Language Development training from Action Learning Systems. The focus was to use the adopted curriculum as a tool to teach the standards. The training included an overview of the district-adopted instructional material, its alignment with grade-level standards, and practice with research-based instructional strategies that support student achievement. Teachers also attended Data Analysis training looking at data from benchmark assessments that are mapped to California content standards. The data was used to assess student mastery of focus standards, and direct curriculum and instruction towards meeting student needs, asking the questions, "Where are the students in the process of mastering the standards?" and "How effective was the instruction?" Teachers are attending a 3-day writing training facilitating the transition to Common Core State Standards. This training focuses on analyzing the essential features of the writing standards, investigating the research supporting the writing process, and developing a standards-based writing sequence for implementation in the classroom.

- **JUDSON & BROWN ELEMENTARY SCHOOL**

In 2009, intensive teacher training in Direct Instruction was added to Judson & Brown's repertoire of strategies for growth. This boosted the effectiveness of initial instruction, minimizing the need for intervention. Data Teams have kept continual growth on track by reviewing student performance data planning interventions, and anticipating needs in upcoming units of study. Judson & Brown has received in-depth training in several research-based programs. Intensive training has been provided in the use of Thinking Maps, Direct Instruction, Write From the Beginning, Student Engagement Strategies, and Data Teams. Also, all 3rd through 5th grade teachers have received GATE training and certification which enables them to meet the needs of high-achieving students. The implementation model for staff development has been particularly effective for the Judson & Brown staff members. Professional development is provided at the school site during release days. Following training, the Teacher-on-Assignment (TOA) begins working intensively with teachers, both in grade level groups and individually, to ensure training is fully implemented schoolwide. The TOA demonstrates lessons for teachers, coaches them in their own classrooms during their instruction, and assists them in writing effective lessons that incorporate the methods and strategies learned during professional development. The TOA provides ongoing and regular constructive feedback to staff members regarding their progress in implementation. This model makes it possible for teachers to take risks with new strategies and also ensures that training isn't lost in the typical day-to-day classroom routine. Teachers are not fearful of implementing new strategies garnered from trainings because they know that their endeavors will be fully supported by the TOA, the principal, and their colleagues. There are opportunities to discuss their challenges and successes with implementation during grade level meetings and staff meetings held during professional development days.

- **MILLIKIN BASICS+ ELEMENTARY SCHOOL**

Much of the training that teachers have received in the last four to five years has revolved around the curriculum adoptions. Over the last four years, there have been four adoptions in a row: history, science, math, and language arts. These important adoptions contain research based methodology and materials that teach the state content standards in a meaningful way. The district has provided initial staff development and follow-up training sessions in order for the teachers to completely understand and utilize the materials. Time is set aside each week for grade level collaboration to further study the curriculum, analyze student work, and plan effective lessons. Teacher curriculum leaders share information ("noticings" and best practices) on a regular basis at staff meetings.

- **NORTH STAR ACADEMY**

In order for teachers to continue to work on Differentiated Instruction, the school provides a minimum day each week to allow for teacher meetings. One afternoon per month is used for grade level meetings. If gaps in student progress are found, teachers have conversations to determine how to adjust instruction to bridge the gaps. This can result in instructional strategies, resources, or lesson planning. Teachers work together to build a foundation of measurement for students. During our staff development meetings once a month, the staff brainstorms instructional strategies, the use of pre-assessments, classroom management techniques, proper ways to communicate results to families, and obstacles teachers need to address. Last year we were "differentiating our staff development" by holding a variety of staff development workshops that teachers choose to attend so they may achieve their own professional goals of staff development using Differentiated Instruction. These topics include: Assessments, Tiering Assignments, Classroom Management in a Differentiated Classroom, Differentiated Instruction Strategies in Language Arts, Differentiated Instruction Strategies in Math, and Differentiated Instruction Strategies in Science. Teachers from all over the district are invited to attend these workshops as well. This school year, teachers are participating in Vertical Teaming. Vertical Teaming allows teachers across the grade levels to meet and discuss trends and examine standards that student excel and struggle with learning. Teachers also discussed enrichment

opportunities for students and ways teachers incorporate critical thinking activities.

- **OAK AVENUE ELEMENTARY SCHOOL**

This school year, all will continue to be focused on professional development around Kagan's Cooperative Learning skills, as they are applied to the state standards taught in any subject area. We are laying the groundwork for thinking differently about teaching and learning in order to prepare for the implementation of the Common Core Standards in 2014. LASD provides a new teacher mentor and a mini-mentor program for teachers new to the district or grade level, as well as grade-level specific content overviews. Retired teachers work as consultants in ongoing mentoring, coaching and staff development roles. Teachers are provided opportunities to attend seminars and conferences and collaborate with colleagues on implementation of best practices. Teachers meet bi-weekly in grade levels for curricular planning and coordination and to identify and address individual student needs and interventions. Collaboration meetings vary to include grade level team members, the Resource Specialist, Psychologist, and Speech Therapists.

- **R. I. MEYERHOLZ ELEMENTARY SCHOOL**

During the past two years, the Meyerholz staff has focused on using formative assessment to drive instruction. Teachers start off the school year by looking at individual STAR results and the grade level strand analysis. As a school, the staff creates a database of all students scoring basic or below in English Language Arts and Math. Teachers develop an intervention plan for students not meeting benchmarks. Meyerholz School established "Examining Student Work" meetings last year. Each grade level chooses either a formative or summative assessment in preparation for the meeting. Teachers bring examples of student work and the grade level has discussions around the learning needs of the students who are not showing proficiency. Teachers also talk about grade level trends and next steps for instruction. Another district focus is transitioning from the CA state curricular standards to the Common Core State Standards. Cupertino has a partnership with the Santa Clara County Office. The county resource teachers work with Cupertino's Instruction department to create on-going professional development. Topics have included building background knowledge, focusing on non-fiction reading and expository writing, and exploring the math "habits on mind." Meyerholz has three teacher leaders who attend these trainings. Following the trainings, these teachers meet with the principal and leadership team to brainstorm the most effective way to present the information to the staff. Each school in the district has a leadership team. The Meyerholz leadership team has five effective primary and upper grade teachers who meet on a monthly basis. The leadership team's role is to develop a strong professional development plan. The team plans agendas for Tuesday staff development meetings and learning days. In a time when the California State Budget has faced uncertain financial times, leadership team members are experts amongst themselves. Leadership capacity is built at the school site through Meyerholz teachers planning and presenting the school-wide staff development.

- **STEVENSON RANCH ELEMENTARY SCHOOL**

District trainers on-site have provided staff trainings on summarizing expository text, responding to literature, narrative writing, and persuasive writing. Additionally, staff was trained to identify text structures in expository text and use that information to determine the author's purpose and the main idea of the piece. Our writing trainers continue to provide staff development for other schools inside and outside of the district.Many teachers have also attended Guided Language Acquisition and Development (GLAD) trainings provided by the district. This technique integrates listening, speaking, reading, and writing activities across the curriculum to develop high level academic language and literacy skills

- **STONEYBROOKE CHRISTIAN SCHOOL**

Through regular weekly faculty meetings, which are planned by the director of curriculum and instruction. The schedule works on a three-week rotation that includes grade-level meetings, all faculty meetings and technology/school safety meetings. Grade-level meetings include the planning, pacing and strategies of upcoming lessons and curriculum, the updating of curriculum guides, and participation in vertical planning with other grade levels. All-faculty meetings are an opportunity to discuss school-wide topics and invite guest speakers to share such things as teaching strategies and curriculum ideas.

- **TEHIYAH DAY SCHOOL**

Teachers take specialized classes in the summer, and arrive on campus one week prior to the school year for school-wide development activities. For the 2011-12 school year, Tehiyah added two additional Teacher Training days, the most recent of which included a presentation on "Understanding by Design," a framework for improving student achievement. Previous seminars have focused on differentiation, gifted education, diversity, students with special needs, Bloom's taxonomy, methods to interpret and use CTP-4 results, and classroom management skills. Faculty and staff meet every Wednesday to continue their ongoing professional development, and guest specialists regularly work with faculty. In 2009, the elementary teachers took six math workshops led by an education consultant to deepen their understanding of particular mathematical topics, instruction suitable for gifted students, and to help them integrate their knowledge into classroom instruction. Teachers are surveyed at the end of each school year to determine their needs and desires for professional development for the following year. All faculty and staff are expected to undertake professional development, and money has been earmarked to ensure that everyone is enabled to attend outside conferences and seminars. On their return, teachers are expected to present what they have learned to the rest of the faculty. The Head of School and Heads of General Studies and Judaic Studies have each attended the Harvard Graduate School of Education's 2011 summer institute, "Improving Schools: The Art of Leadership," an intensive training seminar that has greatly benefited the administrative team. In addition to conferences and seminars, guest speakers regularly address the faculty. Last year a Math Specialist presented an eight-session workshop with Tehiyah's math teachers to broaden and deepen their knowledge of the Singapore Math Program, providing guidance to improve teaching methodologies and help students develop higher level math thinking skills.

- **WOODSIDE ELEMENTARY SCHOOL**

Like most districts in California, Woodside School has six professional teacher development days embedded into the academic calendar. Full day teacher development is focused on school wide initiatives such as Social and Emotional Learning, GATE strategies and tools, Math and Reading intervention. In addition to these full days we have professional development time built into our weekly schedule on Wednesday afternoons. We use our Wednesday afternoons on a rotation to include individual curriculum development, cross grade level or content area articulation, school wide training and staff meetings. When necessary we use release time to send teachers to high quality training opportunities such as our local Silicon Valley Initiative and Teachers College Readers/Writers Workshop Institutes. The 2011-2012 school year has focused on training in Math, and SEL. With a leadership change this summer an assessment was made that these initiatives were compelling and needed attention this school year. Math training has been provided to better utilize our existing Every Day Math program, explore performance assessments and address parent confusion around homework help. Social and Emotional Literacy was a hot topic over the summer and the Woodside staff immediately enlisted the support of a renowned consultant from Nueva School to help us provide K-5 and 6-8 curriculum training, come to whole school agreements about school climate issues and

provide parent education around SEL topics such as adolescence and parenting tools. We are establishing a maintenance system for general Math and ELA training needs. Reading and writing using workshop model is a high priority for Woodside. We want to continue to provide intensive, high quality training in this area. All K-5 teachers have the opportunity to attend one week of training at teachers college at Columbia. In addition we provided two sessions of training on how to better utilize our Developmental Reading Assessment to inform our leveled reading/workshop program. Now that basic training has been provided for Everyday Math ongoing maintenance will focus on differentiated instruction and using data to inform instruction.