U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12CA2

School Type (Public Schools):
(Check all that apply, if any)

☐	☐	☐	☑
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Dan Block

Official School Name: Teach Elementary School

School Mailing Address: 451 Jaycee Drive

San Luis Obispo, CA 93405-1245

County: San Luis Obispo   State School Code Number*: 40688096043301

Telephone: (805) 596-4030 E-mail: dblock@slcusd.org

Fax: (805) 544-9308   Web site/URL: http://te.slcusd.org/pages

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Eric Prater Ed.D.   Superintendent e-mail: eprater@slcusd.org

District Name: San Luis Coastal Unified   District Phone: (805) 549-1334

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Chris Ungar

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

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

Non-Public Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

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

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   10 Elementary schools (includes K-8)
   (per district designation):   2 Middle/Junior high schools
          3 High schools
          0 K-12 schools
        15 Total schools in district

2. District per-pupil expenditure: 10622

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	25	22	47
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	28	29	57		11	0	0	0
5	24	27	51		12	0	0	0
					Total in Applying School:			155

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
11 %	Asian
3 %	Black or African American
7 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
79 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: _____ 13%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	11
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2010	115
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: _____ 2%

Total number of ELL students in the school: _____ 3

Number of non-English languages represented: _____ 3

Specify non-English languages:

Russian, Mandarin, and Gujarati

9. Percent of students eligible for free/reduced-priced meals: _____15%_____

   Total number of students who qualify: _____24_____

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: _____4%_____

   Total number of students served: _____6_____

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	3	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	0	1
Classroom teachers	5	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	0	6
Paraprofessionals	0	2
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	0	5
Total number	5	14

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: _____31:1_____

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	96%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

    Graduating class size:

    Enrolled in a 4-year college or university   %
    Enrolled in a community college   %
    Enrolled in vocational training   %
    Found employment   %
    Military service   %
    Other   %
    Total   **0**%

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

    ☐ No

    ☉ Yes

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

PART III - SUMMARY

Located in the beautiful, historic city of San Luis Obispo, Charles E. Teach Elementary School offers an accelerated learning environment to students in grades four, five and six. As a school of choice, Teach School is sought out as an educational alternative by district parents because of its long history of excellence. Teach School receives its students through the open enrollment process which is in place in San Luis Coastal Unified School District. Parents of students who will be entering fourth, fifth, or sixth grade complete an Open Enrollment Transfer Request. Any parent who believes their child will benefit from the Teach program may transfer their child into the Teach program.

With a 2011 API score of 987 on the California ranking, and meeting all of the criteria for AYP, it is understandable why Teach School is a school of choice for many district families and that is reflected in our school's mission statement. The mission of the Teach School program is to provide an alternative choice for parents and students in the San Luis Coastal Unified School District. It is designed for students whose special needs include a challenging curriculum, the opportunity for acceleration and enrichment, an outlet for creativity and individuality, and an atmosphere that promotes independence. The staff is committed to providing high quality instruction in a positive, challenging learning environment. The students respond to these challenges with energy and excitement every day.

Our staff is committed to providing a rich and varied school environment which utilizes innovative Multiple Intelligences teaching strategies and supports excellence. Teach School gives all students an opportunity to explore different ways of acquiring and applying new knowledge readily. Examples of the high value that Teach School places on experiential learning include: study trips to places such as Catalina Island Marine Institute, Yosemite Institute, and AstroCamp; specialized mathematics classes; instruction in digital media arts; elective classes; enrichment assemblies; an emphasis on the visual and performing arts; and community action projects. These rich and varied additions to our accelerated curriculum are provided for our students throughout the school year.

Teach staff has established high expectations for student achievement. Our curriculum is in large part project-based and provides many opportunities for hands-on learning experiences that integrate multiple content standards in a variety of learning environments.

A strong home/school partnership is the basis for the collaborative atmosphere at Teach School. Parents are an integral part of our school, providing considerable volunteer and financial support. Parents are involved in our Booster Club, School Site Council, San Luis Coastal Unified School District committees, and day-to-day campus and classroom activities. Numerous activities, field trips, and overnight excursions would not be possible without parent support.

Teach School was originally simply known as the Alternative School Program and opened in September of 1981 with 122 students and 4 teachers. In its early years, the program was moved from site to site until it found a home at the campus of Charles E. Teach Elementary School (formerly a neighborhood elementary school). The program adopted the name of the campus, and took it along when it was moved to the campus of Bishop's Peak Elementary in 2001. The campus' name was changed to Bishop's Peak/Teach, and now is the home for both Charles E. Teach Elementary School and Bishop's Peak Elementary School. The schools share administrative and clerical staff.

In 2007, with the support and guidance from Cal Poly State University College of Education, Teach School began a focus on the digital media arts. The ability to not only access and view digital media but to create it will be a key skill when our students enter the workplace. At Teach School, students work in groups to create digital media projects that align with their grade-level curricula. Since our focus on

Digital Media Arts, our students have won awards at the San Luis Obispo International Film Festival. Our students study film creation and editing, web design, claymation and stop-motion animation.

Teach is an active place where instruction takes many forms and students exhibit a real excitement for learning. Students are regularly given the opportunity to solve problems, show their knowledge in a variety of ways, and use higher level thinking skills (analysis, evaluation, and synthesis). Our goal is to teach students to become productive life-long learners who love to learn.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Teach Elementary School students take the STAR tests (Standardized Testing and Reporting) annually in April. These California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-Language Arts and mathematics in grades 2 through 11. Student scores are reported as performance levels. The levels are scaled as follows: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state while a statewide rank of 10 means that the school has an API score in the highest 10% of all school in the state. Another measurement is the Federal No Child Left Behind Act that requires all schools and districts to meet Adequate Yearly Progress (AYP) criteria.

In 2010-2011 Teach had 100% of the students achieve at the proficient or advanced level in English-Language Arts compared with the district average of 67% and state average of 54%. 94% of Teach students scored proficient or advanced in math compared with the district average of 57% and state average of 50%. Over the last five years, Teach Elementary School has exceeded the district and state average API scores with an API of 984 for 2010-11 and a statewide API rank of 10. AYP annual goals have consistently been met.

In 2009-2010 Teach students achieved similar score of 100% advanced or proficient in English-Language Arts and 98% in math. In 2008-2009 Teach students scored 100% advanced or proficient in English-language arts and 94% in math. Over the past five year the enrollment at Teach School has more than doubled and student performance has still continued to highly surpass district and state scores.

B. The largest trend that we see in our STAR results is the increase in our student population.   Even with this number doubling over the last four years, our results for proficient and advanced students have remained at a level that ranks Teach as one of the top schools in the state. Although our school attracts motivated students and families that desire an accelerated curriculum, any student within the attendance boundaries of our district are eligible to attend. Teach is a school for everyone who is ready to commit to an exciting, rigorous program.

As a small school we only had one subgroup (Socio-Economically Disadvantaged-4th grade in 2011) that first reached a number large enough to report. Last year 100% of our 46 fourth grade students were proficient and advanced on the English-Language Arts assessment with 89% of the students scoring at the advanced level. These scores included the 12 students that met California's Socio-Economically Disadvantaged criteria. In math, 98% of our 46 fourth graders were proficient and advanced on the math assessment, with 100% of our Socio-Economically Disadvantaged students reaching proficient and advanced.

Although this is the only significant sub-group there are unreported small subgroups that are thriving, as reflected in our overall scores. A review of the ELA and math scores shows that these individual students are performing at or above the levels of the entire school population.   Our overall school and grade level trends have been strong, considering that nearly twice as many students took the test in 2011 compared to 2007. Some dips are reflective of results we see within our district and state, but the staff has been reflective of their practices as well. In 2012 we will test 33 more students than a year ago. With these growing numbers, we have added staff two years in a row. These new teachers have been given support and direction to adjust to the rigors of teaching at a school with high expectations and energy.

Our greatest discrepancy school wide are the differences between our ELA and math scores. As a school our ELA scores are higher than our math scores. This school year we have shifted a greater percentage of our site focus to math staff development. We have worked with Cal Poly professors and we are currently working with teachers from across the district to improve our math instruction. During our weekly Professional Learning Committee meetings, math has been and will be a focus area for our team.

The staff at Teach is proud of the accomplishments of our students, and we will continue to provide a rich curriculum that continues to motivate our learners.

2. Using Assessment Results:

Timely use of assessment results are a key to the success of the students at Teach Elementary. Formative and summative assessments are both used to strengthen the students' academic skills. STAR testing in San Luis Coastal Unified School District is comprised of the California Standards Test (CST) and is used to assess 2nd-11th grade students in the district annually. At a meeting just prior to the start of school every year, our Principal provides every teacher with a report containing the previous year's STAR test results for each of their new students. During this meeting we analyze the data to discover any curricular areas that a cluster of students may not understand or not have been taught so that we can target any gaps incoming students may have. We also have the opportunity to review results of our own students from the previous year to see areas that may need additional targeting and areas that were extremely successful. The assessment data gathering instrument that is used in our district is called Data Director, and it allows each teacher to analyze student test results in many useful ways. This data is used to improve the educational programs at all levels. These summative test assessment results are very useful to plan for the current year and build skills with a very focused approach. Many results of STAR testing are printed in our local newspaper for the community to view. The complete results are posted on the official state website.

With every new school year begins a new wave of assessments. Every year students take an initial assessment in math. At Teach we allow students to skip a grade in math and join the next grade level if they demonstrate sufficient proficiency on the initial assessment. The math curriculum allows teachers to design assessments that follow teaching and allow teachers great flexibility to develop effective math programs.

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.

Some of the most effective assessment that are used by Teach teachers are the formative assessments used in the classroom on a daily basis. The questions asked by teachers during lessons in class allow the teacher to assess students and adjust teaching and learning while the lesson is taking place. This immediate feedback style of teaching enables our students to clarify a concept when timely adjustments in their understanding can be made. Other formative techniques used in classrooms include Turn-To-Your-Partner, group problem solving, summary discussion, reading circles, cold call and other assessments that check for learning. As teachers monitor the students, the teacher is also assessing and evaluating student performance levels. This reinforcement enables our students to solidify concepts and also gives the

teacher the opportunity to teach at a more in-depth level once the students have proven their ability to proceed and build on a learned concept. These best practices prepare students for the evaluative-type summative tests.

Teach teachers understand that using assessment results is a key to the success of our program and provides the teachers with the building blocks to create a program that builds not only schoolwide high achieving levels but also provides the students with the confidence and effectiveness on an individual basis to become great students.

3. Sharing Lessons Learned:

San Luis Coastal Unified School District gives its teachers several opportunities throughout the school year to collaborate and share strategies that are working in teacher's classrooms as well as chances for teachers to refine programs that are already in place. Staff Development meetings are scheduled several times a year and give each grade level, kindergarten through 6th grade, a platform to discuss teaching strategies with their fellow grade-level teachers. These meetings are extremely useful due to the fact that most classroom teachers are eager to collaborate on lesson plans rather than to develop curriculum in isolation. Language Arts was the topic of our most recent in-service and Teach teachers were able to share our methods of using literature circles and to share how we use Guided Process Reading within our classrooms. We were able to share strategies such as "ear to ear reading" that are important components in the success of our reading programs. In the area of math, two of our teachers are on the District Math Advisory Committee and have had the opportunity to share ideas of how other schools can develop a program similar to the Teach math program which enables our students to advance to a higher grade level and even have the chance to be taught 7th grade math while in 6th grade.

Sharing our knowledge of teaching is very important to help develop the best teachers for the future. Several Teach teachers have served as master teachers in the past few years. Taking on the responsibilities of guiding both student teachers and teaching interns is a job that we do not take lightly. Being able to share not only teaching strategies but teaching methods and the essence of being a teacher are skills that we recognize are essential to becoming great teachers ourselves.

Many of our teachers are on other district committees that share and explore new avenues in teaching. One of our teachers is on a newly formed Teacher Evaluation Committee and has had the opportunity to share the teaching methods used at Teach School to teach students at an in-depth and accelerated pace. One of our teachers is on the Curriculum Council Committee and shares methods and ideas that are used at Teach as part of a round table discussion of ideas and strategies. Creating a community of sharers and learners is a key component to effective teaching.

4. Engaging Families and Communities:

Teach is a school that attracts students from all over the school district. Teach School is a small school, and actively fosters a feeling of family between its students, parents, and staff. Parent involvement is fundamental to the nature and success of the school, which emphasizes hands-on, experiential learning. With parents' help, learning opportunities are greatly broadened and enhanced.

Because the involvement of parents is so essential to the success of the Teach School program, many strategies are used to engage parents in every aspect of the school. At the start of the school year, volunteer opportunities are explained and parents sign up to help. Throughout the year, teachers and parents recruit, schedule and organize parent involvement not only in the classroom and on the many field trips, but also with direct instruction and community-based activities.

Here are some examples of parent involvement at Teach:

- Parents teach "Electives", which are 5-week courses students can take. This year we were able to offer 17 different electives to students, such as robotics, cooking, computer programming, dance, engineering, architecture, tennis, rugby, theater, and yoga.

- Parents create an International Day experience for students, creating a passport of events to teach students about the clothing, traditions, locations, and foods of many countries. This event reflects the multi-cultural heritage of Teach families.

- Parents and local Cal Poly professors assist with our Science Fair. In special after-school sessions and classroom presentations, they help students understand scientific method, choose experiments, develop their thesis, and generate ideas for their display.

- Parents chaperone many field trips and overnight study trips.

- Parents help set up and teach hands-on science and technology lessons.

- Parents organize and execute a number of fundraising activities, without which most of the school's enrichment activities would not be financially possible.

Teach teachers sponsor school-wide community events which provide opportunities for our whole community of students, parents and staff to give back to our community and to make a difference, and in the process to strengthen our own family. Some examples:

- We adopted our local firemen at the Foothill Fire Station. Each month a class bakes some cupcakes or writes letters and a variety of other thoughtful things that show our appreciation to them.

- We host the annual celebration for the Big Brothers and Big Sisters of San Luis Obispo County, providing many games and activities for the "Bigs" and their "Littles" to enjoy. This year the celebration was attended by over 200 "Bigs" and "Littles". Over 75 volunteer parents and communities members made it possible.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

San Luis Coastal Unified School district has an active Curriculum Council comprised of district leaders, teachers and community members that reviews all curriculum to ensure it meets state standards and recommends all core curricular materials for adoption. These approved texts form the foundation of the curricular materials used at Teach School.

The components of comprehensive literacy, enrichment and deep comprehension, are core values at Teach School. Our accelerated program structure focuses on learning through hands-on, experiential learning opportunities in all subject areas. As a result of our students' success and excitement for learning, they are able to synthesize new understandings and develop critical thinking through the diverse experiences offered at our school, including stimulating study trips and projects.

Core subjects, such as language arts and math, are at the center of our school's curricular plan. As outlined in sections two and three below, these subjects are taught through numerous systematic programs that allow for both intervention and enrichment. This ensures that every student is met and challenged at his or her current academic level.

Science is 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.

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.

Our visual and performing arts program 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.

Our technology curriculum is progressive. More details regarding our digital media program are included in Section 4: Additional Curriculum Area below.

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.

It is no surprise that our student population has doubled in the last five years. With a major university nearby, our school is a natural choice for those who value a meaningful, rich and diverse education for their children.

2. 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 mini-lessons, 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.

In order to provide opportunities to connect with reading on a higher level, our school emphasizes responding to literature through writing. Students are constantly responding to their reading in a thoughtful manner via their interactive reading response notebooks. These notebooks encourage students to expand their thinking by communicating with their teacher on a weekly basis. For example, one of our fifth graders posed the following question regarding the author of *Olive's Ocean* in her reader's notebook: "Why did he name it *Olive's Ocean*, not *Martha's Ocean*?" In response, her teacher challenged her to think deeper and find textual evidence for her inquiry. It's one-on-one interactions like this that enable teachers to provide individualized support to create more thoughtful readers.

By using this research-based, multi-faceted curriculum, teachers are able to construct a responsive and flexible reading program. The school adopted this approach because it ensures learning opportunities for every reader at his or her level.

3. Mathematics:

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.

Once our students are appropriately placed, we individualize our math program through direct instruction, guided discovery, collaborative learning groups, and problem solving discussions. Through the use of these techniques, we are able to meet each of our learners at their current instructional level and support them to make connections and extend mathematical skills. Students cooperate with each other to gather and create understandings as teachers pull small groups for extension or reteaching. Our instruction in constantly changing, not only in response to student needs, but also as a result of daily collaboration among teachers and new information about best practices.

The staff is very skilled at engaging students in mathematical extensions that deconstruct their preconceived notions about math. Our sixth and seventh graders create a new number system and defend their reasoning, challenging their understanding of the traditional base-ten system. Our fourth graders participate in the Mini-Mall Challenge, which calls on their prior knowledge to help them form connections between the decimal curriculum and the real world.

Our individualized mathematics program provides many opportunities for reteaching and revisiting previous learning. This spiraling format includes interventions for students who are struggling to master mathematical concepts. Teachers teach to mastery by pulling small groups to reteach concepts in class and offering review sessions before and after school.

Our mathematics program is infused with new perspectives and opportunities for deep comprehension. Ongoing professional development provides our staff with the resources to support a dynamic and student-centered mathematical environment. Students are consistently excited about new discoveries, bolstering their self-confidence as mathematicians ad re-igniting their love of math.

4. Additional Curriculum Area:

History comes alive at Teach Elementary School all year long. You never know if you're going to run into Cleopatra, Jackie Robinson, or a California gold miner during the school year. At Teach, teachers engage students in the social studies lessons being taught, and often the students become immersed, bringing the history of California, United States, or the world to life. In 4th grade, students become a Spaniard from the 1700's or a California Native American and have a debate about if the Spaniards coming to California was a good thing or bad for the Native Americans population. Our 5th graders dress up as a favorite person in American history and have debates about the Civil War. 6th graders become a Greek or Roman God and track the path of Hammurabi as he led 14 elephants through the Alps.

Social studies provides an opportunity for Teach students to research current events as well as to explore the history of our world. Social studies also enables our teachers to teach across the curriculum by developing projects that include math, science, language, technology, and/or art. Studying a topic (like the path that Hammurabi took in 1792) allows some students to research the route and challenges faced as other students debate the methods of Hammurabi's conquest of the world. Grouping the students together and allowing them to creatively tell a story is a method of teaching that allows the students to learn at a deeper level of understanding.

Social studies is taught using best practices across the curriculum. Engaging the students in social studies makes learning fun and exciting. "My back hurts," was a recent comment from a 4th grader who was panning for gold in our school's simulated gold mining pond. The teacher responded, "You have only been panning for 3 minutes. How do you think your back would feel after 10 hours of panning like a Californian gold miner from 1849?" When students are actively engaged in the activities of their historical counterparts, history comes alive. This hands-on approach to learning is a unique aspect of Teach School that allows us to differentiate and expand learning opportunities.

5. Instructional Methods:

Our staff is committed to the belief that the best way to ensure high levels of student learning and achievement is to adjust instructional methods and curriculum based on ever-changing student need. Teachers use a myriad of different methods dictated by student need, learning topic, or research-based best practices. Direct instruction, cooperative learning experiences, guided-discovery opportunities, and whole-class discussions are key instructional methods at Teach School. Student-responsive teachers create lessons that often incorporate more than one of these techniques in order to best reach each individual learner. For example, our sixth graders recently learned to divide fractions by multiplying the reciprocal. This multi-lesson discovery began with direct instruction on the procedure of inverting and multiplying. When that was mastered, the teacher initiated a whole-class discussion on the concept behind the procedure. This morphed into student-directed discoveries and ended as a cooperative learning opportunity with students sharing learning amongst themselves.

We have a small subgroup of students who require special attention due to the challenges presented by our accelerated pace. We modify our instruction to reach the varied abilities of our students across subject levels, providing supplementary instruction for those who need the extra support, and instructional extension for those who need the challenge. Frequently, the students who need support in one academic area need extension in another. Because the teachers know their students so well, they are able to anticipate these varied academic needs and adjust their instruction accordingly.

The use of technology is pervasive in every staff member's daily instruction. It allows us to convey instruction through multiple modalities. The document cameras provide visual support to supplement auditory input: for example, fourth graders are able to look at a map of California as the teacher provides direct instruction. The visual provides additional information that allows students to draw their own conclusions. They will see the proximity of a tribe's home to water and infer why canoes played such an essential role in tribal life. Students also utilize technology as they participate in WebQuests, engage in Internet research, and experience historical speeches via video and audio clips.

This commitment to student-centered learning, and a staff dedicated to utilizing differentiated instructional methods align with our school's educational plan. The high level of engagement in our classrooms demands varied instructional delivery to keep students motivated and interested in pushing themselves to higher levels of content comprehension.

6. Professional Development:

Powerful professional development has a direct impact on student achievement. Our school's staff and leadership actively seek opportunities to keep ourselves at the forefront of educational practices. Realizing that newfound skills must be implemented and reflected upon immediately, teachers often attend seminars in grade-level teams, so we can hold each other accountable for applying our new learning. This collaborative and experimental process allows for synergy among teachers and creates a supportive and stimulating working environment.

Our Principal believes the most powerful way to reach students is by investing in high-quality classroom teachers. His forward thinking and vision leads him to advocate for professional development opportunities for his staff. He frequently attends seminars himself, showing solidarity and support of his teachers. He returned from our Guided Math pilot session enthused and eager to see the ideas presented in action.

We are lucky that this level of enthusiasm for continued education reaches beyond our school site to the district level. Leaders in both arenas show support by providing materials needed for new programs. Our Principal eagerly hunts down books for guided reading groups and math manipulatives for hands-on learning. The district opened up positions for Teachers on Special Assignment (TOSA) to help create and

lead professional development sessions and provide follow-up in the classroom. Both our principal and these TOSAs collaborate with teachers piloting new math and language arts programs by evaluating implementation of new learning and brainstorming additional ideas.

With our district's sights set on upcoming core curriculum standards, the district has created professional development centered on math and language arts. We analyze curriculum changes and co-create common assessments. This prepares both teachers and students for success now and post-2014, when common core standards are implemented.

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.

Due to administrative and staff commitment to continued education, our students have access to well-informed teachers using cutting edge techniques and best practices. In the words of our Principal, to invest in quality student learning, you must invest in quality teachers.

7. School Leadership:

The leadership philosophy at Teach Elementary School is founded on the principal's belief that quality time with quality teachers is the best way for students to achieve success. He demonstrates this commitment by investing in good teachers and advocating for their continued growth as educators.

The principal hires student-centered staff members who are willing to take risks and creatively problem-solve in order to ensure what's best for every learner. Not only is this good for students, but it promotes a professional environment that fosters collaboration, support, and accountability.

Our principal's primary role is to ensure every student is engaged in high-level learning opportunities every day. He shows his commitment and dedication to this goal by creating empowering and meaningful working relationships with his staff. This, in turn, allows staff members to cooperate in innovative and mutually beneficial exchanges. These relationships are powerful because they are established for the benefit of the children.

Because our principal is so empowering, many of our staff members actively seek out leadership roles within both the school and the district. Teachers sit on the district's EdTech Steering Committee, participate in piloting the district's new Guided Math program, form Language Arts assessments that align with the Common Core, and share ideas with the Assistant Superintendent about the creation of magnet schools in our district. One of our staff members recently joined a committee to create a new teacher evaluation system for our district. Because representatives of Teach School are present at so many forums and on committees, we are at the forefront of district innovation, strengthening the educational program for our students.

Having strong leaders in varied positions fortifies our principal's philosophy of quality time with quality teachers leading to high levels of student learning and achievement. Due to his support, we are able to commit our time and energy to professional growth. This makes us dynamic and involved educators utilizing best practices for the benefit of our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: STAR California Standards Test

Edition/Publication Year: Published year of test Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	98	100	100	100	94
% Advanced	87	89	100	96	88
Number of students tested	46	35	18	27	17
Percent of total students tested	100	100	100	100	89
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	100				
% Advanced					
Number of students tested	12	0	1	4	1
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	0	0	1
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	2	0
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	1	0	0
6. Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	4	3	5	0
NOTES:					
Star results are not reported for groups smaller than ten.					

12CA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: STAR California Standards Test

Edition/Publication Year: Published year of test Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	96	84
% Advanced	89	89	94	89	79
Number of students tested	46	35	18	27	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	100				
% Advanced					
Number of students tested	12	0	1	4	1
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	0	0	1
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	2	0
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	1	0	0
6. Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	4	3	5	0
NOTES:					
STAR does not report scores for subgroups smaller than ten.					

12CA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: STAR California Standards Test

Edition/Publication Year: Published year of test Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	85	94	87	86	100
% Advanced	39	45	43	46	77
Number of students tested	41	31	30	22	26
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5	2	4	3	3
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	2	1	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	1	0	0	1
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	0	2
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	1	0	1
6. Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	3	6	1	4
NOTES:					

STAR results are not reported for groups smaller than ten.

12CA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: STAR California Standards Test

Edition/Publication Year: Published year of test Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	91	100
% Advanced	73	90	90	77	77
Number of students tested	41	31	30	22	26
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5	2	4	3	3
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	2	1	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	1	0	0	1
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	0	2
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	1	0	1
6. Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	3	6	1	4
NOTES:					
Results are not reported for groups smaller than ten.					

12CA2

21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6 Test: STAR California Standards Test

Edition/Publication Year: Published year of test Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	68	46	76	59	71
Number of students tested	34	28	21	27	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5	0	3	4	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	1	2
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	0	0	1
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	5	0	1	2
6. Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	5	2	5	2
NOTES:					
STAR results for subgroups smaller than ten are not reported.					

12CA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6 Test: STAR California Standards Test

Edition/Publication Year: Published year of test Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	85	89	100	82	81
Number of students tested	34	28	21	27	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5	0	3	4	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	1	2
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	0	0	1
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	5	0	1	2
6. Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	5	2	5	2
NOTES:					
STAR results are not reported for groups smaller than ten.					

12CA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	94	98	94	95	98
% Advanced	65	61	67	68	77
Number of students tested	121	94	69	76	64
Percent of total students tested	99	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	94			0	
% Advanced	0			0	
Number of students tested	22	2	8	11	4
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	2	1	1
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	4	0	1	4
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	2	2	2	3
5. English Language Learner Students					
% Proficient plus % Advanced		0			
% Advanced		0			
Number of students tested	5	10	2	1	3
6.					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	15	12	11	11	6
NOTES:					

12CA2

STATE CRITERION-REFERENCED TESTS
Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	95	95
% Advanced	82	89	94	83	78
Number of students tested	121	94	69	76	66
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	100			0	
% Advanced	0			0	
Number of students tested	22	2	8	11	4
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	2	1	1
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	4	0	1	4
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	2	2	2	3
5. English Language Learner Students					
% Proficient plus % Advanced		0			
% Advanced		0			
Number of students tested	5	10	2	1	3
6.					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	15	12	11	11	6
NOTES:					

12CA2