

**REVISED 3/21/05**

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

Name of Principal Mrs. Beverly Tom

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

Official School Name Alamo Elementary School

(As it should appear in the official records)

School Mailing Address 100 Wilson Road

(If address is P.O. Box, also include street address)

Alamo

California

94507-1253

City

State

Zip Code+4 (9 digits total)

County Contra Costa School Code Number\* 07-618046005060

Telephone (925)938-0448

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Website/URL [aes@srvusd.k12.ca.us](mailto:aes@srvusd.k12.ca.us)

E-mail [btom@srvusd.k12.ca.us](mailto:btom@srvusd.k12.ca.us)

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Robert Kessler

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Ramon Valley Unified Tel (925)552-5500

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mrs. Joan Buchanan

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

- Number of schools in the district:
  - 18 Elementary schools
  - 6 Middle schools
  - 0 Junior high schools
  - 3 High schools
  - 2 Other
  - 29 TOTAL
- District Per Pupil Expenditure: \$ 6,469.00  
 Average State Per Pupil Expenditure: \$ 6,542.21

**SCHOOL** (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	29	22	51	8			
1	24	31	55	9			
2	44	36	80	10			
3	43	37	80	11			
4	35	27	62	12			
5	27	33	60	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>388</b>

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

6. Racial/ethnic composition of the students in the school: 84 % White  
1 % Black or African American  
3 % Hispanic or Latino  
12 % Asian/Pacific Islander  
0 % American Indian/Alaskan Native  
**100% Total**

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

7. Student turnover, or mobility rate, during the past year 6 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>16</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>9</b>
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>25</b>
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	<b>388</b>
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	<b>.0645</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>6.45</b>

8. Limited English Proficient students in the school: 2 %  
7 Total Number Limited English Proficient

Number of languages represented: 4  
Specify languages: Japanese, Mandarin, Spanish, Korean

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 3

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12%  
45 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>6</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>30</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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

**Number of Staff (03-04)**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>13</u>	<u>8</u>
Special resource teachers/specialists	<u>0</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>24</u>
Support staff	<u>3</u>	<u>12</u>
Total number	<u>17</u>	<u>48</u>

12. Average school student-“classroom teacher” ratio: 22
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	96%	96%
Daily teacher attendance	94%	93%	95%	99%	98%
Teacher turnover rate	16%	25%	20%	17%	18%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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*Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.*

Alamo Elementary School's mission is to foster academic excellence in an atmosphere that promotes leadership, respect for democratic values, and a desire to achieve one's greatest potential. It is a suburban K-5 school located thirty-five miles east of San Francisco in the San Ramon Valley Unified School District, serving a student population of 388. Over the past 25 years the community has changed from rural to suburban with most parents employed in professional and management positions. Expectations for student achievement are high, and the community is both supportive and involved. Alamo ranks as one of the top performing schools in the district, county, and state as evidenced by Academic Performance Index (API) scores in the 900s, meeting growth targets each year.

Our campus provides a safe and enriching learning environment for all students. Every building is networked to the school and district servers and the Internet; televisions connect to cable and a school-wide closed circuit for local broadcasts. Technology is integrated into all areas of the school from communication to data management to student research and learning. Partnerships with the community have built a shared school/community park with extensive play structures, outdoor seating, worktables, benches, and an amphitheater. The school is a source of pride for the entire community.

The Alamo staff vests itself in the success of every student, working long and hard to bring an exemplary standards-based instructional program and best teaching practices into the classroom. Learning is enriched through specialized instruction in science, technology, art, music and physical education, Field trips, assemblies, and community service activities and events also enhance the curriculum and support our school vision. Staff collaborates continually to analyze student data, plan, share ideas, and support one another. Every classroom has a parent funded paraeducator and volunteers who provide additional opportunities for individual student support and small group instruction. A variety of assessment data is used to inform instruction to meet the needs of all students including at risk, ELL, GATE, and special needs students. We believe that early intervention is essential to success. We also model lifelong learning by participating in formal and informal training opportunities at school and through outreach professional development sessions. Similar opportunities extend to support staff and parents. We expect everyone at school to treat each other with respect, and we work hard to establish a feeling of family where school members care about and look out for each other.

Our success is the result of a collaborative partnership among staff, parents, and the community. Parents are valued partners and provide a critical voice on school committees, logging over 16,000 volunteer hours last year. They have been involved in the development of standards and benchmarks in all subject areas and in reviewing student data and establishing school goals and objectives. Communication is extensive and ongoing. All teachers send home classroom newsletters. The school sends home weekly newsletters, monthly PTA newsletters, and triennial Ed Fund publications. The principal contributes to the community newspaper. All teachers use email and/or voice mail to connect with each other and with parents. We maintain a website with links to and from the district website.

Alamo Elementary School truly is the heart of our community. We believe that the entire school family – staff, parents, and community members – must make children and their education its highest priority. We believe that a process focused on standards/ evaluation/ action/ assessment/ and communication enables our school to be a dynamic institution meeting the needs of a changing student body, community, and world. This focus allows us to celebrate our successes and identify areas of need. It gives the school focus and maximizes the return on our limited resources. It improves learning and outcomes for all students. It also provides for the renewal of teachers by encouraging collaboration and sharing best practices. We continually strive to make Alamo a beacon for others to follow.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. *Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.*

STAR, California's Standardized Testing and Reporting Program, consists of the California Standards Tests (CST) and the California Achievement Test (CAT6). CST are criterion-referenced tests specifically developed for California public schools and aligned to state-adopted academic content standards and describe what students should know and be able to demonstrate at each grade level and subject area tested. CAT6 are the national norm-referenced tests used to determine how well each California student is achieving academically compared to a national sample of students. Additional information on the statewide testing program can be found at [www.cde.ca.gov](http://www.cde.ca.gov).

It is important to note that the national norm-referenced tests changed in 2002-2003, from the SAT9 to the CAT6. SAT9 was a full battery assessment and CAT6 is a survey test. For this reason, test scores may appear lower from 2002 to 2003 in that transition year. Students' scores are presented in percentiles. CST results are reported in five performance levels: advanced, proficient, basic, below basic, and far below basic. Students at the proficient level are considered to be at standard.

Our students continue to demonstrate high levels of achievement on the CAT6/SAT9 with over 80% of students consistently scoring above the 50<sup>th</sup> National Percentile Rank in Reading, Language, Mathematics, and Spelling. Likewise, students' high level of performance carries over to the CST in both Language Arts and Mathematics. For the past 3 years, over 80% of students were at or above proficient in Language Arts and 83% were at or above proficient in Mathematics. Furthermore, at all grade levels, Alamo students consistently perform above students statewide.

In addition, we have met all of our API (Academic Performance Index) growth targets since the inception of this program in 1999, with a total growth over the four years of API cycles of 46 points. The API is the measure of school progress on a scale from 200-1000 with 800 exemplary. Moreover, we have met all of our Adequate Yearly Progress (AYP) targets.

The staff has been proactively engaged in meeting the needs of our learning disabled students. Teachers identify students for early intervention. The number of students at standard is evidence of the program's success. Of the 31 students in our program last year, 68% performed at or above proficient in language arts and 74% performed at or above proficient in mathematics.

There is no significant achievement gap between genders school-wide, with a 6% gap in Language Arts and a 3% gap in mathematics. Although the achievement gap is minimal, teachers discuss areas of relative weakness within content standards to modify and improve instruction. They continue to use assessment data, both State and District, to inform and make decisions regarding our programs as a means of reducing any achievement gaps.

*Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.*

We use multiple indicators to evaluate student success and drive instruction. Assessment data is also used to evaluate the effectiveness of our programs and to determine and prioritize site-based action plans. Before school begins, teachers meet in cross grade level groups to share strategies that are successful in meeting the needs of students at risk. Test scores are reviewed and students who are basic or below in Language Arts and/or Math, as well as those below the 50 percentile on school and district assessments are targeted for intervention and daily differentiation. The resource specialist meets with

classroom teachers to review IEP goals for her students. We identify students at risk using individualized student assessments such as the *Gates-MacGinitie*, *TOPA (Phonics Survey Test)*, *San Diego Quick* and the *Fall and Spring District Writes* early in the year. Furthermore, teachers analyze California Standards Tests and CAT6 results. These are readily available on the electronic report card system. Classroom assessments and portfolios provide teachers with additional information on student progress throughout the year and are used to identify effective teaching strategies. On-going concerns result in a Student Success Team (SST) referral. Extended learning activities support students at risk and those with special needs by giving them opportunities to participate in sessions outside the school day. Students who need extra help to meet the standards in reading, writing, and math work in small groups and are provided with one-on-one intervention at every grade level.

2. *Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.*

During the first PTA and School Site Council meetings, the principal reviews State Testing Results with parents. Test scores from standardized tests are sent home to each family and meetings with teachers/support providers are held upon request by parents. District Parent Education Nights on understanding test scores are also provided.

Teachers send home corrected work for each student weekly, providing on-going feedback to parents about their student's progress. All teachers use the electronic, standards-based report card. All subject area standards are assessed and reflected on the report card in addition to social and emotional skills related to citizenship and work habits. Attendance information on tardies and absences are also reported. Individual physical fitness scores are available for students in grade 5 based upon the state Fitness Test given in the spring. The report card is the main tool used for parent/student/teacher conferences, which are held in November and March. Student-led conferences, where students are responsible for reporting their progress to parents, are more frequently held in the upper grades. In addition, teachers communicate assessment information to parents and each other through email and newsletters.

Families receive information about grade level standards in many ways. Pamphlets are distributed yearly at Back to School Night outlining grade level standards and benchmarks. Teachers refer to the standards at two or more yearly parent conferences. They are posted on the district website. Teachers meet in grade level groups to highlight the standards that will be emphasized at each trimester, then use this information to communicate to parents. Standards are posted in classrooms.

Students use technology for evaluating their own work with AR (Accelerated Reader). They take AR reading tests to track and monitor progress and get immediate feedback about their comprehension. Teachers can analyze the choices students make for reading levels and monitor their strengths and weaknesses. Students and their parents receive feedback on individual assignments and projects using standards-based formal and informal rubrics.

3. *Describe in one-half page how the school has shared and will continue to share its successes with other schools.*

Teachers from Alamo School hold a variety of leadership positions within the San Ramon Valley Unified School District. These include Math Leader, Literacy Leader, Math Teacher Trainer, and membership on textbook adoption committees. Teachers volunteer for positions on district Task Forces in various subject areas for such projects as developing curriculum, developing trainings for district-adopted materials, and writing standards-based electronic report cards. Members of our staff help identify district anchor papers for scoring student work, and meet with grade-level and job-alike groups to examine and adapt rubrics and to align curriculum to state standards. Alamo teachers collaborate with colleagues across the district to study and implement supplemental programs such as the New York Reading and Writing Project, Marcy Cook Math, or various technology applications. Grade level conferences allow us to network with educators across the county and state. Fifth grade teachers meet with colleagues from

other elementary schools and the middle schools our students will attend in order to make sure that our established elementary school standards will prepare our students for successful future work. Onsite visitations from Kindergarten teachers around the district are also held. We continuously strive to make Alamo an example for others to follow. Our success speaks for itself through our high test scores, positive student outcomes, and tremendous support from parents and the community.

## **PART V – CURRICULUM AND INSTRUCTION**

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- 1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).*

The Houghton Mifflin Language Arts Program is used throughout the school to deliver high quality language arts instruction. This program is aligned to both the District and the State standards and benchmarks. While the primary focus is on reading instruction, the program includes a delivery system for spelling, writing, grammar and conventions. All students receive instruction in Reading/Language Arts as required by the State: one hour at kindergarten; two and a half hours at grades one through three; and two hours at the upper elementary grades (grades four and five). A variety of supplemental programs is used to support the new adoption. Accelerated Reader (AR) is used at most grade levels to support reading comprehension. Teacher training and implementation of the New York Reading and Writing Project is in the early stages. This program also supports reading comprehension, providing students with the needed strategies to become proficient readers. Other supplemental programs include Words Their Way and Zoo Phonics. The San Ramon Valley Unified School District Core Literature is used at each grade level. The Core Literature lists are grade level specific, reflecting cultural diversity, a variety of genres and classic as well as current themes. Lastly, the Houghton Mifflin Writing Program is supplemented with the use of Six Traits Writing in most classrooms.

The Harcourt Brace Math Program is used in all classrooms, and like the Houghton Mifflin Language Arts series is aligned to the State's and District's standards and benchmarks. This program provides comprehensive and spiraled instruction for all math strands across the grade levels. The State mandated instructional minutes for math instruction are adhered to each day. Supplementary programs are used to enhance student learning across the grade levels. Strategies from Math Their Way, Marcy Cook, Rachel MacAnellan and Kathy Richardson are incorporated into daily lessons as well. Fourth and Fifth grade teachers were recently trained in *Hands on Algebra* and use this program to supplement the math series.

The Houghton Mifflin Social Studies Program is used at all grade levels. It provides a comprehensive and spiraled approach to social studies instruction. This program is also aligned to the State and District standards and benchmarks. Community resources are commonly used to enhance social studies instruction. Parents and other community members deliver instruction regarding particular areas of expertise. Field trips and assemblies highlight local and regional flavor within the social studies curriculum.

A two-pronged approach is used to deliver a high quality science program. Using the Harcourt Science Program the classroom teachers give primary science instruction. A certificated Science teacher provides hands on experiments and activities weekly for students grades, 1-5. During the course of each year students at every grade level receive instruction in physical, biological, earth and health sciences. Several years ago a task force of District health specialists created health units specific to each grade level. Both the classroom and lab teachers teach these units annually.

Knowledge of the Arts is highly prized by members of the Alamo community. The Education Fund provides the monies to employ a vocal music teacher who meets with all students once a week. In addition, an instrumental music teacher gives instruction to those students wishing to learn to play a musical instrument. Her salary is funded through the School District and by parent donations. Performance art education is offered to students through an after school parent funded drama class.

An Art Specialist provides instruction for our visual arts program that aligns to the State's and District's standards and benchmarks. The students receive instruction and the opportunity to create their own works in the art room once a week for ten weeks each school year. In addition, most classroom teachers provide opportunities for children to "work as artists" on a regular basis. Two grade levels, first and fifth do extensive studies of famous artists.

The Physical Education curriculum is aligned to State and District standards and benchmarks. The students receive 100 minutes of Physical Education instruction each week. A certificated teacher provides this instruction with assistance from a paraeducator.

Technology education is an integral part of the curriculum. Each week students receive between 25 and 50 minutes of instruction, depending on the grade level, in the computer lab. A certificated teacher provides instruction. The lab teacher coordinates her lessons with the classroom teachers to ensure that the lessons taught and materials used reflect appropriate standards and benchmarks.

2. *(Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.*

After a one-year district pilot, the Houghton Mifflin Language Arts Program was adopted and the K-5 implementation of the reading program began this year. This program is one of two that was approved by the State of California for use in elementary classrooms. It is aligned to the State's and School District's standards and benchmarks. In the spring of 2004, the Houghton Mifflin Language Arts series was selected by a vote of all k-5 grade classroom teachers in the San Ramon Valley Unified School District. This program provides a comprehensive and spiraled approach to reading instruction. At primary grades instruction is designed to provide students with strategies to decode words through the introduction of phonics, sound blending, and word analysis. The series also provides for the introduction of a host of high frequency words (words that do not fit regular patterns and rules) at grades K-3. In addition, grade level curricula include lessons and activities on comprehension strategies, furnishing students with a means of understanding what they have read throughout the grades. Upper grade curricula extend comprehension and introduce strategies that require higher order thinking skills, such as interpretation and analysis. Furthermore, the students are introduced to high-quality literature through the anthologies, which are core to the program at each grade level.

3. *Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.*

Not only does Alamo Elementary foster academic excellence and a desire to achieve one's greatest potential, it also endeavors to promote leadership and a respect for democratic values in all students. This is best demonstrated in the social sciences. Students study their community, state, and country meeting rigorous state standards. In addition, students are given many opportunities to hone their knowledge with real life experiences, which reinforce their studies. Currently, the third grade teachers are familiarizing themselves with the newly created *The San Ramon Valley: Knowing Your Community* binder that was put together as a collaborative effort by the Museum of San Ramon, the San Ramon Valley Unified School District, and the Danville and San Ramon Public Libraries. The binder provides curriculum ideas and materials regarding the history of the local region from prehistorical times to the present. This curriculum is aligned to the State and District standards. The history of the local region is brought to life for third grade students when they visit the Tassajara One Room School House where they participate in role-playing activities recreating the life of late 19<sup>th</sup> century school children. Each year fourth and fifth grade students attend outdoor education camps, where they meet demanding physical challenges, demonstrate leadership within their trail groups by planning activities and encouraging and supporting classmates, and develop an appreciation and sense of responsibility for the environment.

The Second Step Program, which is currently being implemented K-5, teaches empathy, impulse control, and anger management. Children discuss ways to identify the needs of others and develop empathy for friends and classmates as well as members of the greater society. To reinforce the lessons

learned, first and third grade buddy classes make crafts for the recipients of Meals on Wheels. The Student Council sponsors food and coat drives and most recently a tsunami relief effort. Our Kids Helping Kids Program sponsors Books for the Barrios, a local program which supplies educational materials for schools in the Philippines, and the Sister School program, which helps provide books and materials for a school in a nearby low income community. Creating a caring, socially conscious community is part of the Alamo vision.

4. *Describe in one-half page the different instructional methods the school uses to improve student learning.*

Every student, including EL learners, GATE, special education, and general education students, receive a balanced, interdisciplinary, standards-based curriculum. The language arts, mathematics, history-social studies, and science curricula are taught using state adopted instructional materials. In addition to our highly qualified classroom teachers, there are certificated specialists for science and health, vocal music, instrumental music, PE, and technology. Students also explore art in a five-week, standards-based rotation twice a year. Informal and formal assessments are used to plan, modify, and individualize curriculum and instruction. By analyzing assessment data, teachers are able to identify strengths and weaknesses and make the modifications needed to improve student learning. Teachers use flexible groups, scaffolding, and materials that allow for depth and complexity to differentiate instruction. Paraeducators in every classroom provide small group and one-on-one instruction based on student need. A reading intervention specialist supports struggling readers through small group instruction. Parent volunteers also assist students when appropriate. Teachers meet in grade levels weekly and in cross grade levels monthly to collaborate and articulate on teaching methods, intervention strategies, on-going assessments and next steps. Classroom teachers work closely with the resource specialist and school psychologist to monitor and improve students' learning.

5. *Describe in one-half page the school's professional development program and its impact on improving student achievement.*

The teachers at Alamo School continually strive to become the best they can be. They place a high priority on collegiality and learning. School site funds are allocated for professional development opportunities that align with our school goals and mission. Teachers cover the cost themselves if they see additional workshops as a high priority.

Teachers have attended CORE Literacy Training, The New York Reading and Writing Project, The Bay Area Writing Project and Six Traits of Writing Training. Teachers have worked with other professionals in the district through district committees in Language and Math where district standards are aligned to purchase materials. Teachers at Alamo are often looked upon as the experts in district run workshops.

Most of the primary teachers have had extensive Math training; Kathy Richardson instructional strategies have been used, Math Their Way, Marcy Cook, Hands on Math and Marilyn Burns workshops have also been very popular. Many teachers had the opportunity to go to a district sponsored yearlong session with Rachael MacAnellan, an expert on teaching math.

All teachers have been trained in the School Board initiated "Prevent and Protect" Policy aimed at stopping bullying and/or harassing behavior. Many teachers have attended training at The Museum of Tolerance, which focused on diversity awareness. The nurse, assigned to our school once a week, has trained teachers in seizure awareness and allergic reactions, as well as yearly training on the use of an epipen.

There are weekly grade level and monthly cross grade level meetings where teachers discuss the pertinent issues of how to meet the standards and what materials to use. A great deal of sharing occurs between the teachers; experts help beginning teachers and new teachers share their newly acquired knowledge with the veterans.

## NATIONAL NORM-REFERENCE ASSESSMENT

**Subject:** Reading Grades: 2-5 **Test:** California Achievement Test (CAT6 - 2003 & 2004)  
Stanford Achievement tests (SAT9 - 2002 & 2001)

**Editions:** 6<sup>th</sup>/9<sup>th</sup> **Publisher:** CTB/McGraw-Hill/ Harcourt Inc.

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	<i>CAT6</i>		<i>SAT9</i>		
	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<i>Testing month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>SCHOOL SCORES IN READING</b>					
Total Score	82	88	96	94	88
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	285	263	264	288	245
Percent of total students tested	100	100	100	100	99.5
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>* SUBGROUP SCORES</b>					
Male	80	87	93	92	N/A
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	153	138	138	143	N/A
Female	84	89	99	96	N/A
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	132	125	126	145	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	22	22	22	22	22

*\*Gender is the only significant subgroup*

**NATIONAL NORM-REFERENCE ASSESSMENT**

**Subject:** Language Arts **Grades:** 2-5 **Test:** California Achievement Test (CAT6 - 2003 & 2004)  
Stanford Achievement tests (SAT9 - 2002 & 2001)

**Editions:** 6<sup>th</sup>/9<sup>th</sup> **Publisher:** CTB/McGraw-Hill/ Harcourt Inc.

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	<i>CAT6</i>		<i>SAT9</i>		
	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<i>Testing month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>SCHOOL SCORES LANGUAGE ARTS</b>					
Total Score	86	87	94	90	88
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	285	263	264	288	245
Percent of total students tested	100	100	100	100	99.5
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>* SUBGROUP SCORES</b>					
Male	83	86	90	88	N/A
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	153	138	138	143	N/A
Female	89	89	98	92	N/A
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	132	125	126	145	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	22	22	22	22	22

*\*Gender is the only significant subgroup*

**NATIONAL NORM-REFERENCE ASSESSMENT**

**Subject:** Mathematics **Grades:** 2-5 **Test:** California Achievement Test (CAT6 - 2003 & 2004)  
Stanford Achievement tests (SAT9 - 2002 & 2001)

**Editions:** 6<sup>th</sup>/9<sup>th</sup> **Publisher:** CTB/McGraw-Hill/ Harcourt Inc.

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	<i>CAT6</i>		<i>SAT9</i>		
	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<i>Testing month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>SCHOOL SCORES IN MATHEMATICS</b>					
Total Score	89	90	96	92	86
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	285	263	264	288	245
Percent of total students tested	100	100	100	100	99.5
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>* SUBGROUP SCORES</b>					
Male	93	92	95	92	N/A
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	153	138	138	143	N/A
Female	85	89	98	91	N/A
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	132	125	126	145	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	22	22	22	22	22

*\*Gender is the only significant subgroup*

**NATIONAL NORM-REFERENCE ASSESSMENT**

**Subject:** Spelling **Grades:** 2-5 **Test:** California Achievement Test (CAT6 - 2003 & 2004)  
Standford Achievement tests (SAT9 - 2002 & 2001)

**Editions:** 6<sup>th</sup>/9<sup>th</sup> **Publisher:** CTB/McCraw-Hill/ Harcourt Inc.

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	<i>CAT6</i>		<i>SAT9</i>		
	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<i>Testing month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>SCHOOL SCORES IN SPELLING</b>					
Total Score	83	82	87	88	79
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	285	263	264	288	245
Percent of total students tested	100	100	100	100	99.5
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>* SUBGROUP SCORES</b>					
Male	82	78	85	91	N/A
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	153	138	138	143	N/A
Female	84	87	89	86	N/A
% Scoring at or above 50 <sup>th</sup> NPR					
Number of students tested	132	125	126	145	N/A

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
<b>NATIONAL MEAN SCORE</b>	50	50	50	50	50
<b>NATIONAL STANDARD DEVIATION</b>	22	22	22	22	22

*\*Gender is the only significant subgroup*

**California Standards Test (CST)  
English Language Arts – Second Grade**

	2003-2004	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>School Scores</b>				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	98	98	99	100
% At or above Basic	94	96	94	95
% At or above proficient	65	70	71	75
% At Advanced	25	36	30	36
# Of Students Tested	80	59	48	69
% Of Total Students Tested	100	100	100	100
# Of Students alternatively assessed	0	0	0	0
% Of Students alternatively assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>Students with Disability</b>				
% At or above Far Below Basic	100	100	Data Not Available	
% At or above Below Basic	81	100		
% At or above Basic	81	100		
% At or above proficient	36	60		
% At Advanced	9	20		
# Of Students Tested	11	5		
<b>Gender</b>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	99	98	95	100
% At or above Basic	94	95	92	100
% At or above proficient	64	67	68	72
% At Advanced	23	28	34	38
# Of Students Tested	44	36	30	29
<b>State Scores</b>				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	87	87	85	85
% At or above Basic	65	68	63	61
% At or above proficient	35	36	32	32
% At Advanced	12	12	9	10

**California Standards Test (CST)  
Math – Second Grade**

	2003-2004	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>School Scores</b>				
% At or above Far Below Basic	100	100	100	N/A
% At or above Below Basic	100	100	100	
% At or above Basic	97	93	93	
% At or above proficient	78	69	78	
% At Advanced	39	37	39	
# Of Students Tested	80	59	49	
% Of Total Students Tested	100	100	98	
# Of Students alternatively assessed	0	0	0	
% Of Students alternatively assessed	0	0	0	
<b>Subgroup Scores</b>				
<b>Students with Disability</b>				
% At or above Far Below Basic	100	100	Data Not Available	
% At or above Below Basic	99	100		
% At or above Basic	90	100		
% At or above proficient	54	100		
% At Advanced	36	20		
# Of Students Tested	11	5		
<b>Gender</b>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	100	98	100	100
% At or above Basic	100	92	93	92
% At or above proficient	86	67	80	58
% At Advanced	45	31	40	34
# Of Students Tested	44	36	30	29
<b>State Scores</b>				
% At or above Far Below Basic	100	100	100	
% At or above Below Basic	96	96	92	
% At or above Basic	76	76	68	
% At or above proficient	51	53	43	
% At Advanced	23	24	16	

**California Standards Test (CST)  
English Language Arts – Third Grade**

	2003-2004	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>School Scores</b>				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	98	100	100	99
% At or above Basic	98	100	95	93
% At or above proficient	73	91	78	70
% At Advanced	35	37	35	29
# Of Students Tested	60	54	69	67
% Of Total Students Tested	100	100	100	100
# Of Students alternatively assessed	0	0	0	0
% Of Students alternatively assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>Students with Disability</b>				
% At or above Far Below Basic	100	100	Data Not Available	
% At or above Below Basic	100	100		
% At or above Basic	100	100		
% At or above proficient	89	100		
% At Advanced	56	50		
# Of Students Tested	9	6		
<b>Gender</b>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	96	100	100	100
% At or above Basic	96	100	100	100
% At or above proficient	63	85	96	86
% At Advanced	30	41	36	38
# Of Students Tested	33	27	25	29
<b>State Scores</b>				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	83	84	85	83
% At or above Basic	61	63	62	59
% At or above proficient	30	33	34	30
% At Advanced	9	10	11	9

**California Standards Test (CST)  
Math – Third Grade**

	2003-2004	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>School Scores</b>				
% At or above Far Below Basic	100	100	100	N/A
% At or above Below Basic	100	100	99	
% At or above Basic	97	100	95	
% At or above proficient	82	91	75	
% At Advanced	47	56	32	
# Of Students Tested	60	54	69	
% Of Total Students Tested	100	100	100	
# Of Students alternatively assessed	0	0	0	
% Of Students alternatively assessed	0	0	0	
<b>Subgroup Scores</b>				
<b>Students with Disability</b>				
% At or above Far Below Basic	100	100	Data Not Available	
% At or above Below Basic	100	100		
% At or above Basic	100	100		
% At or above proficient	89	100		
% At Advanced	56	83		
# Of Students Tested	9	6		
<b>Gender</b>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	100	100	100	100
% At or above Basic	97	96	100	100
% At or above proficient	79	85	92	89
% At Advanced	55	37	56	55
# Of Students Tested	33	27	25	29
<b>State Scores</b>				
% At or above Far Below Basic	100	100	100	
% At or above Below Basic	96	94	91	
% At or above Basic	73	71	65	
% At or above proficient	48	46	38	
% At Advanced	21	19	12	

**California Standards Test (CST)  
English Language Arts – Fourth Grade**

	2003-2004	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>School Scores</b>				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	100	100	99	100
% At or above Basic	100	99	97	97
% At or above proficient	97	85	78	76
% At Advanced	60	57	39	34
# Of Students Tested	57	72	67	78
% Of Total Students Tested	100	100	91	100
# Of Students alternatively assessed	0	0	0	0
% Of Students alternatively assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>Students with Disability</b>				
% At or above Far Below Basic	100	100	Data Not Available	
% At or above Below Basic	100	100		
% At or above Basic	100	100		
% At or above proficient	96	86		
% At Advanced	58	43		
# Of Students Tested	5	7		
<b>Gender</b>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	100	100	100	100
% At or above Basic	100	100	100	100
% At or above proficient	96	96	86	85
% At Advanced	58	61	53	63
# Of Students Tested	26	31	40	32
<b>State Scores</b>				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	91	92	90	87
% At or above Basic	73	74	71	66
% At or above proficient	39	39	36	33
% At Advanced	16	15	14	11

**California Standards Test (CST)  
Math – Fourth Grade**

	2003-2004	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>School Scores</b>				
% At or above Far Below Basic	100	100	100	N/A
% At or above Below Basic	100	100	100	
% At or above Basic	99	100	83	
% At or above proficient	92	94	61	
% At Advanced	39	51	32	
# Of Students Tested	57	72	70	
% Of Total Students Tested	100	100	95	
# Of Students alternatively assessed	0	0	0	
% Of Students alternatively assessed	0	0	0	
<b>Subgroup Scores</b>				
<b>Students with Disability</b>				
% At or above Far Below Basic	100	100	Data Not Available	
% At or above Below Basic	100	100		
% At or above Basic	99	100		
% At or above proficient	91	100		
% At Advanced	37	29		
# Of Students Tested	5	7		
<b>Gender</b>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	100	100	100	100
% At or above Basic	100	96	100	100
% At or above proficient	92	90	98	91
% At Advanced	42	35	53	50
# Of Students Tested	26	31	40	32
<b>State Scores</b>				
% At or above Far Below Basic	100	100	100	
% At or above Below Basic	97	93	93	
% At or above Basic	73	72	67	
% At or above proficient	45	45	37	
% At Advanced	18	18	13	

**California Standards Test (CST)  
English Language Arts – Fifth Grade**

	2003-2004	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>School Scores</b>				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	100	100	99	99
% At or above Basic	100	100	96	95
% At or above proficient	91	81	71	67
% At Advanced	64	40	29	24
# Of Students Tested	88	78	79	74
% Of Total Students Tested	100	100	100	100
# Of Students alternatively assessed	0	0	0	0
% Of Students alternatively assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>Students with Disability</b>				
% At or above Far Below Basic	100	100	Data Not Available	
% At or above Below Basic	100	100		
% At or above Basic	100	100		
% At or above proficient	67	72		
% At Advanced	17	29		
# Of Students Tested	6	7		
<b>Gender</b>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	100	100	100	100
% At or above Basic	100	100	100	100
% At or above proficient	92	90	75	88
% At Advanced	62	66	28	54
# Of Students Tested	50	38	43	35
<b>State Scores</b>				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	87	90	91	88
% At or above Basic	71	72	71	66
% At or above proficient	40	36	31	28
% At Advanced	16	10	9	7

**California Standards Test (CST)  
Math – Fifth Grade**

	2003-2004	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	<i>May</i>	<i>May</i>	<i>May</i>	<i>May</i>
<b>School Scores</b>				
% At or above Far Below Basic	100	100	100	N/A
% At or above Below Basic	100	100	99	
% At or above Basic	98	93	90	
% At or above proficient	80	75	64	
% At Advanced	38	21	24	
# Of Students Tested	88	78	79	
% Of Total Students Tested	100	100	100	
# Of Students alternatively assessed	0	0	0	
% Of Students alternatively assessed	0	0	0	
<b>Subgroup Scores</b>				
<b>Students with Disability</b>				
% At or above Far Below Basic	100	100	Data Not Available	
% At or above Below Basic	100	100		
% At or above Basic	100	100		
% At or above proficient	84	86		
% At Advanced	17	29		
# Of Students Tested	6	7		
<b>Gender</b>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	100	100	100	100
% At or above Basic	98	97	95	88
% At or above proficient	78	81	72	77
% At Advanced	36	39	21	20
# Of Students Tested	50	38	43	35
<b>State Scores</b>				
% At or above Far Below Basic	100	100	100	
% At or above Below Basic	90	87	90	
% At or above Basic	65	61	59	
% At or above proficient	38	35	29	
% At Advanced	12	10	7	