

REVISED – March 22, 2005

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

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

School Mailing Address 300 Laguna Road
(If address is P.O. Box, also include street address)

Fullerton California 92835-2584
City State Zip Code+4 (9 digits total)
Orange School Code Number* 30-66506-6028088
County

Telephone (714) 447-7725 Fax (714) 447-2809

Website/URL <http://fsd.k12.ca.us/lagunaroad/index2.html>
E-mail: harold_sullivan@fsd.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* Dr. Cameron M. McCune
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fullerton School District Tel. (714) 447-7405

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. Ellen Ballard
(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 _____

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

All data are the most recent year available.

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

1. Number of schools in the district: 18 Elementary schools
 Middle schools
 3 Junior high schools
 High schools
 Other
- 21 TOTAL
2. District Per Pupil Expenditure: \$6210.00 (2002-2003)
 Average State Per Pupil Expenditure: \$6822.00 (2002-2003)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 22 Number of years the principal has been in her/his position at this school.
 N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only: (2003-2004)

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	-	-	-	7	-	-	-
K	29	34	63	8	-	-	-
1	37	41	78	9	-	-	-
2	40	38	78	10	-	-	-
3	30	50	80	11	-	-	-
4	47	39	86	12	-	-	-
5	55	46	101	Other	-	-	-
6	62	52	114				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							600

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

6. Racial/ethnic composition of the students in the school: (2003-2004)
- | | |
|-------------|----------------------------------|
| <u>35</u> | % White |
| <u>2</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>56</u> | % Asian/Pacific Islander |
| <u>1</u> | % 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: 8 % (2003-2004)

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	47
(4)	Total number of students in the school as of October 1 (2003-2004)	600
(5)	Subtotal in row (3) divided by total in row (4) (2004-2005)	.078
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 10 % (2003-2004)
59 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Armenian, Gujarati, Hindi, Korean, Mandarin, Polish, Portuguese, Spanish, Urdu, Vietnamese, other non-English

9. Students eligible for free/reduced-priced meals: 3 % (2003-2004)

Total number students who qualify: 18

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: 9 % (2003-2004)
51 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>3</u> Other Health Impaired |
| <u>2</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u>37</u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |
| | <u> </u> Emotional Disturbance |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>22</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u> </u>	<u>8</u>
Support staff	<u>4</u>	<u>4</u>
Total number	<u>28</u>	<u>16</u>

12. Average school student-“classroom teacher” ratio: K = 32; 1-2 = 20; 3 = 27; 4-6 = 30 (2003-2004)

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	98%	98%	98%	98%	98%
Daily teacher attendance	99%	98%	97%	99%	99%
Teacher turnover rate	3%	2%	3%	14%	7%
Student dropout rate (middle/high)	-%	-%	-%	-%	-%
Student drop-off rate (high school)	-%	-%	-%	-%	-%

PART III - SUMMARY

Nestled in the quiet hills of Fullerton, Laguna Road School is a dynamic community of learners. In this nurturing environment, all students are expected to work toward achieving their greatest potential. The vision we share at Laguna Road is “Success For All Students.” Laguna Road has been named a California Distinguished School (three times), a National Blue Ribbon School (**1998-1999**), and a California School Board’s Golden Bell Award winner. Laguna Road is a school that exemplifies academic success for every student.

From the highly gifted, to students with severe disabilities, the student population at Laguna Road is ethnically, culturally, and socio-economically diverse. Our students encompass a full range of learning styles, physical needs, and emotional needs. Our students include those who are English Learners, those in need of reduced/free lunch, and those requiring adaptive and assisted instruction. Our population includes students bussed from throughout the community and from our local neighborhood.

Our mission statement at Laguna Road is to “achieve educational excellence, in partnership with parents and community, to prepare all students, through the use of knowledge, skills and behaviors, to meet the challenges of today and tomorrow.” Laguna Road places a strong emphasis not only on high academic achievement, but on citizenship and preparation for life and work as well. A key component of our school culture is a sense of community and high level of parent involvement. Parents are encouraged from the moment they step on campus to become actively involved in their child’s education. Parent volunteers can be found assisting teachers in classrooms, managing school fundraisers, and planning special events. The results of such volunteerism are evident in over 20,000 hours of volunteer time logged each year. Educational resources and successful relationships with academic and business partners in our community are used to extend and enhance learning experiences for students, teachers, and parents.

Researched best practices that are cutting edge define our classroom instruction. Skills and knowledge are actively interwoven throughout all subject areas and core curriculum. A variety of instructional strategies are used to engage learners and promote success for all students. Experiential science lessons, conceptual real-life math experiences, interactive programs that bring history to life, a broad range of literary works, writer’s breakfasts, and innovative media programs and technology projects are just a few of the instructional strategies that make Laguna Road unique. English Learners and students with special needs are included as active members and are provided with full access to the standards-based curriculum. An exemplary physical education program is a highlight at Laguna Road. Throughout their years at Laguna Road, students grow not only academically but also physically. The annual “Jump Rope for Heart” program and “Healthy Heart Month” move learning outside the school and into the community. It is one of the many service-learning opportunities that support the development of life skills and responsible citizenship, another facet of Laguna Road. Character development lessons and ethical judgment debates are just a few of the activities that develop citizenship and preparation for life in a complex society.

Assessment is an essential component to ensure that students excel at Laguna Road. Formative and summative assessments are based on district and state standards, and ensure student progress. Our consistently high test scores place Laguna Road among the top performing schools in our state. Parents have a sense of ownership in their child’s education and are kept informed of their child’s proficiency toward meeting grade level standards. Teachers and staff are committed to become highly proficient educators and to help all students succeed. Shared decision-making is evident and challenges are met enthusiastically and solutions embraced school wide.

Clear standards, high expectations, community, dedication, and commitment are words that describe our school. Success for all students is our goal. Educational excellence is the order of the day at Laguna Road.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of school's assessment results in reading and mathematics

At Laguna Road School, we are known for the consistently high academic student achievement. Laguna Road's most recent Academic Performance Index (API) Score of 933, on a scale of 1000, is evidence of the continuing efforts in this area. Every school in our state participates in the California State Testing and Reporting (STAR) program each spring. This program includes California Standards Tests (CST) in English Language Arts and Mathematics for second through sixth grade students, Writing Proficiency in fourth grade, and in Science for fifth grade students. Each test measures student achievement based on specific grade level standards. The CST assessment results correspond to five student performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The target for all students in California is to score Proficient or above. The California Department of Education provides quick access to all school results from the CDE website located at <http://star.cde.ca.gov/>. At Laguna Road, we are proud of our student results.

Each year performance levels for Laguna Road students in the area of English Language Arts have significantly exceeded the state, county, and district averages at all grade levels. For example, in the most recent year, 87% of Laguna Road sixth graders scored at the Proficient or Advanced level in English Language Arts, compared to 48% at the county level and 43% at the district level. While all Laguna Road students perform at consistently high levels, Asian students, which comprise the majority of students on our campus, perform at slightly higher levels of proficiency than white students, our other significant subgroup. Very few students perform in the Below Basic and Far Below Basic levels. This is evidence of our consistent and strong instructional program focusing on standards-based learning for all students.

Mathematics instruction focuses on student mastery of the grade level standards as measured by the CST assessment. As with English Language Arts, achievement levels in Mathematics for Laguna Road students are extremely high on the CST assessments. For each of the three years the test has been administered, Laguna Road student proficiency levels have exceeded state averages at all grade levels, with the largest number of students performing in the Advanced category. For instance, in the most recent testing year, 86% of Laguna Road second graders scored at the Proficient or Advanced Levels, while county and district scores for the same grade level were 56% and 53% respectively. Although the Asian student population demonstrates a proficiency level in Mathematics exceeding that of white students, this difference has narrowed over time, as indicated by our most recent scores.

Laguna Road's assessment results in the areas of English Language Arts and Mathematics translate to high achievement in other curricular areas as well. In 2004, the California Science Standards Test was administered to fifth grade students across the state for the first time. Statewide, 24% of fifth grade students scored in the Proficient and Advanced range on the test. Results at the county and district levels were similar, with 31% of county students scoring Proficient or Advanced and 29% of district students performing at the same levels. Laguna Road fifth graders performed exceptionally well on this rigorous assessment, with 79% of students reaching the Proficient or Advanced levels. This outcome can be attributed to the focus on integrated, high quality, standards-based instruction for all students.

In addition to mandated state testing, Laguna Road also participates in a district-wide Benchmark Assessment Program in the areas of English Language Arts and Mathematics. The data obtained from these district benchmarks each trimester show Laguna Road students consistently scoring at the Proficient and Advanced levels. Students at Laguna Road are encouraged to work toward achieving their greatest potential and excel at all grade levels. Clearly the results speak for themselves.

2. How the school uses assessment data to understand and improve student and school performance.

Laguna Road's superior academic program is driven by a comprehensive assessment system. Each September, state and district test data is analyzed and interpreted to determine that established growth targets and grade level standards have been met. Student learning strengths and areas of concern are evaluated and identified. Using this information, the school plan, academic goals, and grade level curricula are developed as a means of maintaining student and school performance at Proficient and Advanced levels. Students in need of interventions are identified and individual plans for instruction are established.

Other assessments used to understand and improve student and school performance include the use of the district's Internet-based Edusoft assessment program, district writing tests, teacher generated tests, and student portfolios. Edusoft data is used to monitor student progress towards meeting state grade-level standards. It provides teachers with detailed information regarding specific subgroups. Specific skills are identified which assists teachers in modifying instructional needs. Literacy portfolios contain running records, rubric scored writing samples, and district reading assessments. These portfolios are reviewed by teachers from year to year and used to assess, plan, and accommodate student learning. Assessments are a frequent, on-going, integral part of the curriculum and provide timely, effective instructional intervention.

Collaboration and communication among and across grade levels helps ensure educational excellence for all our students. Teachers participate in grade level planning time twice weekly. This time is used to review Edusoft assessment data, discuss curriculum goals, review student work, plan lessons that will ensure students meet the grade level standards, and organize learning opportunities that extend the curriculum beyond the classroom environment. Our professional dialogue and collaborative spirit extends beyond our school site as teachers network with other elementary schools, preschools, and middle schools. Laguna Road strives to support all students and staff in their academic and personal goals.

3. How the school communicates student performance, including assessment data, to parents, students, and the community.

Providing ongoing, consistent communication concerning student performance is a priority at Laguna Road. Annual state results are posted on the STAR and Fullerton School District websites and mailed to parents. Local newspapers including *L.A. Times* and *Orange County Register* publish the results of district and school assessment data and guidelines for interpreting the scores. The annual School Accountability Report Card that includes the state Academic Performance Index Report (API), the Annual Yearly Progress Report (AYP), and state assessment results for all subgroups is distributed to parents and is available to the public. Parents of special education students meet with our special education team to review each child's individualized educational plan (IEP) and to discuss classroom academic performance. The principal communicates the results of the testing data to the school community at School Site Council, PTA meetings, and in the monthly Laguna Road newsletter.

Back to School Night is a venue that is used by teachers to communicate and explain the California Grade Level Standards, introduce standards-based textbooks, and curricula goals and student expectations. Parents receive a handbook outlining the California Standards for each individual subject and grade level. Parent/Student/Teacher conferences are held twice a year. Nearly one hundred percent of our parents attend these conferences. Portfolios, rubrics, the district's standards-based report card are explained and reviewed to communicate student progress to parents. When necessary, bilingual aides are available during parent conferences to assist and provide clear communication.

A weekly school wide folder and monthly school newsletter are used to support the home/school connection. Progress reports and daily agenda books provided by the PTA are used to inform parents of daily homework assignments and student progress. Classroom newsletters and websites highlight student work, inform families of upcoming events, and provide tips for home involvement. Clear communication regarding each student's progress is an important and valued component of our school wide program.

4. How the school has shared and will continue to share its successes with other schools.

Successes at Laguna Road School are shared with other teachers, schools, and our community. The tradition of leading by example is evidenced in the number of staff that network within and outside the school community. Staff members serve on curriculum development committees, present at district and county conferences, are Peer Assistance and Review Program (PAR) providers, and Beginning Teacher Support and Assessment (BTSA) providers. Our sixth grade team meets regularly with middle school staff to ease the transition into the middle school program. Our Kindergarten team attends the annual Preschool Forum and invites local preschools to visit and observe the kindergarten program. During monthly district leadership meetings our principal participates in discussions that center on student achievement and effective teaching. He enthusiastically mentors colleagues and others who have shown an interest in becoming administrators. Laguna Road partners with a neighboring school in the district to share experiences and encourage best practices. Many of our veteran teachers have accepted the challenge of training associate teachers from six local universities. This partnership provides support, guidance, and training for those seeking a career in the field of education. We have embraced the opportunity to share our experiences with all interested educators. Working with others at all levels of the educational community strengthens and validates teaching philosophies, strategies, and implementation.

Programs currently in place at Laguna Road have become models for other schools. Our unique physical education program has been duplicated at other school sites in the district. Grants written and awarded to teachers have been showcased at the Star Power Grant forum and published in local newspapers. Student writings have been award winners and published nationally in magazines and on websites. We continue to share our many successful programs and resources with others at all levels of the educational community.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum.

Our **Language Arts** program focuses on purposeful reading and writing that is woven throughout all curricula areas. Our text is the basis of our language arts program and is supported by supplementary literary works and periodicals. Our students begin as emergent readers and develop into fluent readers who can respond to literature with a critical eye. Our emergent writers develop into students who can create and compose formal and informal writing in a variety of genres. Response journals, literature logs, book reports, and oral presentations are means of strengthening and extending the curriculum.

The **Mathematics** curriculum is designed to ensure high levels of achievement for all students in a challenging course of studies. The curriculum is based on best practices, programs, and research that are tied to state standards and is implemented, evaluated, and modified for more effective results. Instructional strategies such as critical thinking skills, problem solving, hands-on experiences, use of manipulatives, and project-based learning are routinely provided. Our adopted text, Harcourt, incorporates all mathematical strands and provides a spiraled curriculum reinforcing math concepts throughout the grade levels. Our mathematics program helps students understand and apply their math skills for practical use.

Making learning come alive is the foundation of our **Social Studies** curriculum. A hands-on approach to understanding our world history helps create meaning between the adopted text and world events. Simulations, reenactments, and dramatizations are innovative ways that help students understand history. Citizenship and Character Education encourage our students to develop into productive, responsible citizens through their understanding of the global world and connections between past, present, and future.

Science at Laguna Road is inquiry-based instruction. Our Houghton-Mifflin science text provides the framework for instruction and content knowledge in Earth, Life and Physical sciences. Students are actively involved in investigations and experimentation and are encouraged to probe, seek answers, and think critically in order to make sense of the world in which they live.

Being healthy and physically fit is an essential part of our **Health** and **Physical Education** programs. The curriculum is developmental, sequential, and aligned to the California standards. Our goal is to help students develop healthy minds and bodies and understand the importance of establishing healthy habits for a lifetime. Creating a safe environment for all students is emphasized in our Drug and Violence Prevention programs.

Visual and Performing Arts is based on State and District standards. Visual art, music, dance and theatre are components of our curriculum. *All the Arts for All the Kids*, an award-winning program, provides a unique opportunity for all students to become actively engaged in lessons presented by professional artists incorporating a variety of methodologies and allow for a diversity of learning styles. Instrumental music is offered to students in fourth through sixth grade. Students at Laguna Road have taken learning beyond the classroom to participate in contests and exhibits that have resulted in individual awards and recognition.

Technology is a critical component that supports and extends all our curricula and follows state and district standards. Technology is a tool used by teachers and students to enrich and enhance learning at all grade levels. Understanding and using technology in practical applications is the foundation of our program. Students are taught how to access information via the Internet, use a variety of software programs, and create multimedia projects and presentations that take student learning to a more advanced level.

2a. Describe the school's reading curriculum and the reasons for choosing this approach.

The reading curriculum at Laguna Road is comprehensive, integrated, and challenging. Laguna Road uses Houghton-Mifflin (K-5) and Holt (6) standards-based textbooks as the framework for our curriculum. In addition, the FSD Language Arts CORE Curriculum and Assessment Guide is used to support the reading program and provide on-going sequential evaluations. The reading curriculum utilizes an integrated approach to the teaching of the four language art domains: reading, writing, listening, and speaking. Differentiated instruction is used to meet the needs of emergent readers, students with learning difficulties, English Learners (EL), and the highly gifted student. Instructional content is explicit, systematic, and builds a strong foundation for reading success. Skills include phonemic awareness, phonics, fluency, vocabulary recognition, spelling, grammar, writing, with a strong emphasis on comprehension. On-going assessment guides instructional decisions and allows for modification of the reading curriculum. Diagnostic assessment such as state tests, BPST, McLeod, Burns and Roe Informal Reading Inventory, San Diego Quick, state tests, District Benchmark Assessments, and Edusoft provide teachers with valuable insight into students' reading progress. Edusoft is used as a diagnostic tool identifying each student's mastery of the reading benchmarks. In addition, Edusoft offers the ability to create additional standards-based assessments that target specific reading needs. The Houghton-Mifflin program has a technology feature that allows teachers to do customized lesson planning using a CD-Rom. A website is available for teachers and parents to log onto for follow through activities.

Laguna Road's reading curriculum is unique in providing additional literature-based opportunities. Teachers easily integrate supplemental materials into the core reading curriculum. Literature circles, themed-readers, in-depth novel studies, and Junior Great Books are ways teachers engage students in the reading process. Special programs and events highlight the importance of reading at Laguna Road. Author of the Month, Authors' Breakfast, Writers' Workshop, Day of the Reader, sixth grade Language Celebration, and our school wide Peer D.E.A.R. program are used as a means of developing an excitement for reading. Our goal is to create well-rounded students who have a love of reading for a lifetime.

3. Other Curriculum area

An inquiry-based curriculum, foundation of our science program, is standards-based and integrated throughout all curricula areas at all grade levels. Emphasis is placed on the scientific method, principles, and process skills with investigations providing opportunities for hands-on learning. Students use critical thinking and problem solving skills as they work in teams to discuss and practice science. Students write using science notebooks to collect, record, and analyze data.

Each trimester every teacher receives Houghton-Mifflin science materials that allow for hands-on activities. An Arnold and Mabel Beckman Science Foundation Grant provides additional materials (FOSS, Insights, Science and Technology for Children) for extending in-depth learning. One of our classrooms stores and maintains additional equipment for teacher checkout. One staff member is a Beckman Science and Project AIMS staff developer, and was honored by Project Tomorrow as Science Teacher of the Year for leadership, vision, and innovative teaching. She is a valuable resource for the Laguna Road Staff.

Technology enhances the science curriculum using websites such as United Streaming, videos, electronic microscopes, and software for reporting data on spreadsheets or databases. Accessing community resources through activities such as visiting local universities and museums take learning beyond the classroom. Outdoor Science School is an annual event during which sixth grade students spend the week participating in activities that relate textbook learning to their environment. Assemblies and guest speakers are examples of activities in which students participate that enrich our science program. The use of peer juries in sixth grade to judge science fair entries based on a specific set of criteria is unique to Laguna Road. The teaching of science is evident inside and outside our classroom. School gardens and murals give evidence of concepts learned. Our staff takes a keen interest in students' knowledge and the use of scientific principles so that all are successful.

4. Different instructional methods to improve student learning.

Laguna Road is a school for all students. High expectations and encouraging all students to "do their personal best" are phrases heard on our campus. Instruction incorporates methods and strategies interwoven to support student learning and build a strong foundation. Reciprocal teaching strategies, differentiated instruction, scaffolding and spiraling, multiple intelligences, and inquiry-based learning are research-based methods which ensure student mastery of the core curriculum. Direct instruction, flexible groupings, cooperative learning, demonstrations, and hands-on experiences are strategies used to specialize instruction and meet the needs of all learners. Math Labs, interactive simulations, and investigations are activities that make learning come alive. Our teachers are creative in ways they help students master the standards. For example, learning about Native Americans, Kindergarten students spend the day participating in activities such as grinding and planting corn, weaving, and meeting Stray Wolf, a Cherokee Indian. One of our teachers wrote a Golden Bell Award winning musical, *Fullerton is Our Town*, which third grade students perform each year. Fifth grade students study colonial America through inquiry projects culminating in an overnight stay on a tall ship. Technology is a focus and mainstay at Laguna Road. Digital pictures are used to create iMovies, slide shows, and PowerPoint presentations.

Students create grade-level projects using Hyperstudio. A student production crew uses digital video cameras to record classroom projects and events and create entertaining school wide broadcasts.

Parent and community volunteers are an integral part of the educational success at Laguna Road and are used at all grade levels to support learning in and out of the classroom. They provide one-on-one tutoring, small group instruction, are guest speakers, assist with special programs, supervise field trips, and provide additional learning opportunities. Examples of enrichment opportunities for students are the Math Olympiad and Junior Achievement programs taught by parent and community volunteers.

5. School's Professional Development Program

Professional development at Laguna Road is on-going and used to develop additional expertise and knowledge in the field of education resulting in success for all students. Teachers are required to attend three staff development days and three after-school PAR sessions yearly. These staff development days are used to provide information on current research in the field of education, share ideas and strategies with other teachers, analyze assessment data, and receive training in programs such as Edusoft. Other staff development opportunities made available by the District and attended by our teachers include the Consortium on Reading Excellence (CORE), Guided Language Acquisition Design (GLAD), Beginning Teacher Support and Assessment (BSTA), and California Technology Assessment Program (CTAP). Teachers take an active role in helping choose textbooks during an adoption year. They preview, pilot, evaluate, and provide feedback which helps guide the selection process. Following the adoption of a textbook, teachers receive additional training from the publisher to help with the implementation of the chosen text. Laguna Road teachers have attended staff development training on the California Literature Project, UCI Writing Project, California Science Project, California Math Project, California Science Implementation Network, Computer-Using Educators, the Academy for Physical Education, and California Association of Gifted and Talented Education. Numerous Laguna Road teachers are PAR mentors and others serve on curriculum and steering committees. Grant writing, the personal development of technology skills, and attendance at commercially sponsored seminars such as Valerie Welk, Rick Morris, and Shane Templeton are examples of staff development which teachers at Laguna Road have attended on their own initiative. Weekly staff meetings and grade-level collaboration time are also used as a part of our staff development program. They provide a time of reflection, sharing of research and best practices, and build a sense of teamwork. The impact of our staff development helps fulfill Laguna Road's vision of success for all students as evidenced by our high academic achievement.

Subject: English Language Arts **Grade: 2**
Test: California Standards Test
Edition: Assessment revised yearly
Publisher: Educational Testing Service
School: Laguna Road Elementary

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	99	98	99	99
% At or above Basic	96	94	90	95
% At or above Proficient	74	78	77	83
% At or above Advanced	39	52	45	46
Number of students tested	79	61	69	84
% of total students tested	100	100	99	98
Number of students alternatively assessed	0	0	0	0
% of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% Proficient and above*	80	91	79	90
Number of students tested	41	33	34	49
2. White				
% Proficient and above*	69	64	81	82
Number of students tested	32	22	27	28
STATE SCORES				
% 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 or above Advanced	12	12	9	10

<p>*The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.</p>
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Subject: Mathematics

Grade: 2

Test: California Standards Test

Edition: Assessment revised yearly

Publisher: Educational Testing Service

School; Laguna Road Elementary

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	100	100	100
% At or above Basic	96	97	95
% At or above Proficient	86	87	81
% At or above Advanced	52	57	58
Number of students tested	79	61	69
% of total students tested	100	100	99
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian			
% Proficient and above*	95	94	79
Number of students tested	41	33	34
2. White			
% Proficient and above*	75	77	85
Number of students tested	32	22	27
STATE SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	95	95	92
% At or above Basic	76	76	68
% At or above Proficient	51	53	43
% At or above Advanced	23	24	16

***The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.**

Subject: English Language Arts

Grade: 3

Test: California Standards Test

Edition: Assessment revised yearly

Publisher: Educational Testing Service

School: Laguna Road Elementary

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	99	96	98	98
% At or above Basic	94	90	90	93
% At or above Proficient	74	70	72	74
% At or above Advanced	34	49	47	45
Number of students tested	82	85	95	107
% of total students tested	100	100	98	100
Number of students alternatively assessed	0	0	0	0
% of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% Proficient and above*	88	77	64	83
Number of students tested	50	45	61	60
2. White				
% Proficient and above*	58	71	57	69
Number of students tested	24	31	28	36
STATE SCORES				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	83	84	84	84
% At or above Basic	61	63	62	59
% At or above Proficient	30	33	34	30
% At or above Advanced	9	10	11	9

***The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.**

Subject: Mathematics Grade: 3
Test: California Standards Test
Edition: Assessment revised yearly
Publisher: Educational Testing Service
School: Laguna Road Elementary

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	100	100	99
% At or above Basic	96	95	87
% At or above Proficient	83	81	76
% At or above Advanced	56	56	37
Number of students tested	82	85	97
% of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian			
% Proficient and above*	92	82	87
Number of students tested	50	45	61
2. White			
% Proficient and above*	75	87	64
Number of students tested	24	31	28
STATE SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	96	93	91
% At or above Basic	73	71	65
% At or above Proficient	48	46	38
% At or above Advanced	21	19	12

***The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.**

Subject: English Language Arts **Grade: 4**
Test: California Standards Test
Edition: Assessment revised yearly
Publisher: Educational Testing Service
School: Laguna Road Elementary

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	98	99	99	100
% At or above Basic	95	95	93	97
% At or above Proficient	79	75	84	76
% At or above Advanced	56	51	57	42
Number of students tested	89	100	94	114
% of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
% of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% Proficient and above*	87	80	69	86
Number of students tested	46	65	65	68
2. White				
% Proficient and above*	84	70	75	67
Number of students tested	34	27	24	33
STATE SCORES				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	91	92	89	87
% At or above Basic	73	74	71	66
% At or above Proficient	39	39	36	33
% At or above Advanced	16	15	14	11

***The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.**

Subject: Mathematics Grade: 4
Test: California Standards Test
Edition: Assessment revised yearly
Publisher: Educational Testing Service
School: Laguna Road Elementary

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	99	98	100
% At or above Basic	95	93	95
% At or above Proficient	82	80	80
% At or above Advanced	45	47	46
Number of students tested	89	100	105
% of total students tested	100	100	97
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian			
% Proficient and above*	85	82	89
Number of students tested	46	65	65
2. White			
% Proficient and above*	88	82	72
Number of students tested	32	27	32
STATE SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	99	93	93
% At or above Basic	73	72	67
% At or above Proficient	45	45	37
% At or above Advanced	18	18	13

***The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.**

Subject: English Language Arts **Grade:** 5
Test: California Standards Test
Edition: Assessment revised yearly
Publisher: Educational Testing Service
School: Laguna Road Elementary

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	99	98	99	98
% At or above Basic	98	91	96	95
% At or above Proficient	79	77	83	67
% At or above Advanced	61	46	40	36
Number of students tested	102	118	116	118
% of total students tested	100	99	100	99
Number of students alternatively assessed	0	0	0	0
% of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% Proficient and above*	84	83	89	80
Number of students tested	67	70	71	61
2. White				
% Proficient and above*	68	70	74	62
Number of students tested	28	27	35	45
STATE SCORES				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	87	89	91	88
% At or above Basic	71	72	71	66
% At or above Proficient	40	36	31	28
% At or above Advanced	16	10	9	7

***The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.**

Subject: Mathematics Grade: 5
Test: California Standards Test
Edition: Assessment revised yearly
Publisher: Educational Testing Service
School: Laguna Road Elementary

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	99	98	100
% At or above Basic	94	94	92
% At or above Proficient	82	90	71
% At or above Advanced	44	51	41
Number of students tested	102	118	116
% of total students tested	100	99	100
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian			
% Proficient and above*	88	91	82
Number of students tested	67	70	71
2. White			
% Proficient and above*	68	65	60
Number of students tested	28	37	35
STATE SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	90	87	91
% At or above Basic	65	61	59
% At or above Proficient	38	35	29
% At or above Advanced	12	10	7

***The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.**

Subject: English Language Arts **Grade: 6**
Test: California Standards Test
Edition: Assessment revised yearly
Publisher: Educational Testing Service
School: Laguna Road Elementary

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	100	99	100	97
% At or above Basic	96	98	97	90
% At or above Proficient	87	86	68	68
% At or above Advanced	56	53	39	40
Number of students tested	117	118	126	118
% of total students tested	100	100	100	94
Number of students alternatively assessed	0	0	0	0
% of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% Proficient and above*	90	90	82	73
Number of students tested	71	73	66	63
2. White				
% Proficient and above*	71	81	54	79
Number of students tested	34	37	48	38
STATE SCORES				
% At or above Far Below Basic	100	100	100	100
% At or above Below Basic	90	87	85	87
% At or above Basic	72	72	66	67
% At or above Proficient	36	36	30	31
% At or above Advanced	12	13	9	8

<p>*The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.</p>
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Subject: Mathematics Grade: 6
Test: California Standards Test
Edition: Assessment revised yearly
Publisher: Educational Testing Service
School: Laguna Road Elementary

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	99	98	100
% At or above Basic	96	94	95
% At or above Proficient	81	78	76
% At or above Advanced	52	42	45
Number of students tested	117	118	126
% of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
% of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Asian			
% Proficient and above*	93	86	92
Number of students tested	71	73	66
2. White			
% Proficient and above*	71	73	63
Number of students tested	34	37	48
STATE SCORES			
% At or above Far Below Basic	100	100	100
% At or above Below Basic	93	92	92
% At or above Basic	66	64	62
% At or above Proficient	35	34	32
% At or above Advanced	12	10	10

***The State of California only reports %Proficient and above for subgroup performance levels on the California Standards Tests.**