2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal: Mrs. Brenda Barcellos Sylvia

Official School Name: Tularcitos Elementary School

School Mailing Address: 35 Ford Road

Carmel Valley, CA 93924-9738

County: Monterey State School Code Number* 27 65987 6026074

Telephone: (831) 659-2276 Fax: (831) 659-1049

Web site/URL: http://www.tularcitos.org E-mail: bsylvia@monterey.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.

_____ Date_____
(Principal's Signature)

Name of Superintendent: Mr. Marvin Biasotti

District Name: Carmel Unified School District Tel. (831) 624-1546

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.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson ~~Mrs. Amy Funt~~

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.

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

PART I - ELIGIBILITY CERTIFICATION

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

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

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

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

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

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

1. Number of schools in the district:

___3_ Elementary schools
___1_ Middle schools
___0__ Junior high schools
___2_ High schools
___0_ Other

___6__TOTAL

2. District Per Pupil Expenditure: $14,048.00

   Average State Per Pupil Expenditure: $7127.00

SCHOOL

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
[X] Small city or town in a rural area
[ ] Rural

4. 1__ Number of years the principal has been in her/his position at this school.

   8__ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			**0**
K	32	29	**61**	**8**			**0**
1	27	30	**57**	**9**			**0**
2	30	25	**55**	**10**			**0**
3	36	40	**76**	**11**			**0**
4	29	22	**51**	**12**			**0**
5	38	27	**65**	**Other**			**0**
6			**0**				
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				**365**

6. Racial/ethnic composition of the school:

77% White
2% Black or African American
17% Hispanic or Latino
4% Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 2%

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	**4**
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	**2**
(3)	Total of all transferred students [sum of rows (1) and (2)]	**6**
(4)	Total number of students in the school as of October 1	**361**
(5)	Total transferred students in row (3) divided by total students in row (4)	**.02**
(6)	Amount in row (5) multiplied by 100	**2**

8. Limited English Proficient students in the school: 11 %
38 Total Number Limited English Proficient

Number of languages represented: 6
Specify languages: English, Spanish, Japanese, Hungarian, Italian, and Tongan

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 49

10. Students receiving special education services: 14%
__50_ Total Number of Students Served

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

____Autism	_6__Orthopedic Impairment
____Deafness	_1__Other Health Impaired
____Deaf-Blindness	26_Specific Learning Disability
____Emotional Disturbance	16_Speech or Language Impairment
_1__Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	____1___	_____
Classroom teachers	____18__	_____
Special resource teachers/specialists	____10	_____
Paraprofessionals	____2___	__16____
Support staff	____2__	_____
Total number	___ 33__	__16____

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 __16:1___

13. Show the attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95%	95%	94%	88%
Daily teacher attendance	97%	98%	97%	98%
Teacher turnover rate	0%	0%	0%	0%

PART III - SUMMARY

Tularcitos Elementary School

Tularcitos is a school where each student is known, loved, and cared for academically, socially, and morally. It is a place where adults and students are held to high standards, ensuring that all students reach their highest levels of achievement and the ability to apply those skills to real world situations.

It is immediately obvious by the warm welcome you receive upon arrival that Tularcitos Elementary School accomplishes its mission, "…to promote academic excellence in a supportive environment that emphasizes self-discipline, self-motivation, and the development of good character." Staff members describe Tularcitos as "a school where each student is known, loved, and cared for academically, socially, and morally." "It is a place where adults and students are held to high standards, ensuring that all students reach their highest levels of achievement and realize the ability to apply these skills to real world situations." This requires educating the whole child, in addition to teaching the academic standards. Tularcitos' small size, 365 students, and high adult to student ratio, provide the opportunity for each student to be appreciated. Eighteen highly qualified classroom teachers and 31 other certificated and classified support staff members welcome the help of over 150 regularly scheduled parent and community volunteers.

Our school's effectiveness comes from living its vision. Consistently high-test scores rank Tularcitos in the top 5% of all schools in the state. Our efforts toward academic excellence in the standards are a primary focus. This is evidenced by the fact that we have scored in the 800s on the Academic Performance Index (API). Our score has improved annually since 1999, and we have consistently ranked in the 9th decile of comparable schools.

Time and energy spent on our character education program serve as an example of our commitment to our students. Evidence of this is displayed when the school counselor coordinates assemblies which utilize peer to peer education. All students receive guidance curriculum in the areas of self-esteem, tolerance, communication, problem solving, and school success. Intentional guidance occurs in small group settings and includes topics such as social skills development, coping with divorce, and anger management. Extracurricular and fitness programs offer our students a high quality social experience.

Our commitment to educating the whole child is exemplified by our fourth and fifth grade students. They show academic prowess and social maturity when they participate in overnight field trips such as the Living History trip on a three-masted sailing schooner in San Francisco Bay, the overnight stay at the ornithology lab in Big Sur, and our three day camp out for fourth graders in Yosemite Valley. Providing these real life educational experiences is evidence of the high level of assurance to our students on the part of our administration, teachers, parents, and community.

Students know they are well cared for. They are willing to work hard at learning, at becoming people of good character and being responsible members of society. Tularcitos students give back to the local and far reaching communities. Students in each class, under the guidance of the student council, have successfully carried out fundraisers for UNICEF. They continue our relationship with a school whose community was devastated by Hurricane Katrina. Students also participate in annual efforts to support soldiers away from home and local military families. We provide annual support for the food bank and the local Angel Project. This year our second grade classes adopted foster children through the Kinship Center as a Christmas project. Each foster child was given a new backpack filled with school supplies. Tularcitos continually lives its commitment to care for others in need within and beyond its community.

Dedication on the part of teachers, administrators, support staff, specialists, parent volunteers, student leaders, and community participants ensure that programs will be staffed and implemented at a level of high quality. Time provided by the district, scheduling of extra substitute days, in-school collaborative time, common preparation periods, and meaningful use of staff development time give the opportunity to thoughtfully implement programs as a united professional community. Finally, the access to funding through the district budget, grants, Parent Teacher Organization contributions, and community support allows good ideas to become reality.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** The California Standards Test (CST) is reported within a five band system. The lowest band is titled Far Below Basic, the consecutive improvement levels include Below Basic, Basic, Proficient and Advanced. The goal is to have every child performing at or above the Proficient level. Given scores for this report will include only the percentage of students scoring at Proficient and/or Advanced. The Web site where California Standards Test Scores (CST, 2006) may be found for Tularcitos is www.cde.ca.gov

Data about our subgroups is inconsistently reported due to statistically unreliable numbers. This makes it difficult to draw conclusions. There are several subgroups for which statistically significant CST test results are sporadically available including, Students with Disabilities, the Economically Disadvantaged (defined as students who participate in the National School Lunch Program), English Learners and Hispanic.

However, in the areas for which statistically significant subgroup scores are available, more than 50% of the scores were at the Proficient and/or Advanced level 3 of 10 times for Students with Disabilities, 7 of 10 times for students who are Economically Disadvantaged, 1 of 2 times for English Learners, and 1 of 2 times for Hispanic students.

Overall data from 2003-2006 shows that performance of Students with Disabilities in grade five increased a total of 26% in English Language Arts. The same subgroup at grade 4 increased 9% in Math.

Economically Disadvantaged students show improvement over time in math. They maintain consistently high performance at grades 3 and 4 increasing performance from 60-64% during 2005-2006. We have no comparable data for our Hispanic group although it was a significant group in 2005 at grade 3 with English Language Arts at 45% and Math at 64%. Our English Learner group was at 55% in the area of Math in 2006. Other subgroups, i.e., Hispanic students and English Language Learners have fewer students reaching Proficient and Advanced levels when enrollment numbers are significant enough to collect data.

White is the majority population at Tularcitos and thus does not constitute a subgroup. Over 75% of whites consistently scored at the Advanced or Proficient level in both English Language Arts and Mathematics. Numerically, this group represents almost 80% of our school population.

Grade 3 data (76%, 2006) reflects an overall Mathematics growth of 18% from 2003-2006, even though the population has declined by approximately 15 students. The English Language Arts data (88%, 2006) is more consistent and dramatic with a 21% growth over the same time period. There were more fourth graders with Students with Disabilities and Economically Disadvantaged status in 2006. Grade 4 (73%, 2006) showed consistent Language Arts growth from 2003-2005. A look back at the grade 4 Math data indicates that although the group is behind its peers in overall performance, it made significant growth, increasing 30% from their third grade 2005 results, to their 81% performance in 2006. Finally, grade 5 (82%, 2006) English Language Arts results demonstrated a steady performance increase reflective of the 15% overall improvement. The results for Math (85%, 2006) are even better, with a total improvement of 16%.

The All Students aggregate demonstrated consistent growth with an average of 11% from 2003 to 2006. Overall Math data, from 2005-2006, shows that performance of students from third to fourth grade improved 30%. Third grade demonstrated the greatest achievement in English Language Arts growing to 88%. Grades 2 and 5 demonstrated scores at 85% in the area of Mathematics. The number of students tested at second grade increased by 16 with a notable change to include more English Learners and Economically Disadvantaged students. The data shows we have improved instructional practices for all students in grades 2-5 as more students move into the Advanced/Proficient range.

2. **Using Assessment Results:** California State Standards are firmly embedded in a Tularcitos student's school experience. The careful system of assessment provides multiple safety nets for identifying students in need of additional academic support. The faculty agrees that it is formative assessment practices that allow them to differentiate and modify the curriculum according to student need. Assessment is used as a tool for learning that helps teachers identify student learning gaps. Frequent informal assessments such as

teacher observations, class discussions, and individual student conferences are used in combination with formal assessments such as unit pre and post tests, Accelerated Math and Accelerated Reader scores, district benchmarks, the California Standards Test, California Achievement Test results, and Dynamic Indicators of Basic Early Literacy Skills Test (DIBLELS).

Pretests and homework are used to help determine specific student needs and to help teachers modify lessons. Formative assessment, class discussions, and class-work are used to further modify instruction. Posttests help to determine mastery of the skill. Students who have not reached proficiency are given additional academic support such as remedial help from instructional aides, parent and community volunteers or teachers. In addition, these students advance with the rest of the class, keeping pace with the curricular calendar. Moreover, small class size increases the value of meaningful assessment because teachers are able to spend extra time with each student. This efficient system of assessment further assures adherence to the district objective, "All students will be proficient or advanced in reading."

Three times a year, the reading specialist administers the DIBELS test to each kindergarten through second grade student and to every third through fifth grade student who has not achieved proficiency on the California Standards Test for Reading Language Arts. Beginning in first grade, a standardized oral reading fluency component is added to DIBELS. For those who fall below grade level expectation, the test is administered monthly and the students are provided additional reading support. Monthly running records are conducted on each student in the first and second grade. All students who test below proficiency, including all learning disabled students and English Language Learners are monitored. Teachers also differentiate instruction according to the identified needs of Special Education students and English Language Learners. Collaboration time is used to discuss strategies and interventions for addressing student concerns. The leadership team, classroom teachers, and specialists review student data on a regular basis asking, "Is the appropriate intervention in place for this student?", "Does this plan need to be modified?", and "Are we meeting the cultural, behavioral and other needs of this child?"

3. **Communicating Assessment Results:** Throughout their educational experience at Tularcitos, students communicate regularly about learning with teachers and support staff. As a result they develop critical thinking skills which allow them to reflect on the progress of their work and to set high personal goals. Students use the online Accelerated Reader and Accelerated Math programs to practice skills and track their progress in these areas. Students refer to rubrics in order to develop and analyze their own written work and other class assignments. All staff encourage students' consistent development of thinking skills through the use of open-ended questions and activities.

In many ways, the school serves as the center of community life. This affords multiple opportunities to inform. Formal and informal means of communication such as classroom newsletters, Back-to-School Night, a weekly Friday E-Mail from the Principal, phone calls, a monthly schoolwide newsletter called The Reporter (translated in Spanish), impromptu parent meetings at drop-off and pick-up times, a Character Counts! newsletter, and the many community events that occur on the campus, all work to keep the parents/guardians and wider community abreast of the health and effectiveness of its elementary school. Parent involvement as classroom volunteers, along with a high rate of ongoing e-mail and phone conversations, keep parents aware of events and how their own child is progressing. Parents are encouraged to participate in all aspects of the school. Parent Teacher Organization and School Site Council meetings are held monthly and serve as an official forum for administration to report on the annual parent satisfaction survey and school academic performance results. English Language Acquisition Committee (ELAC) meetings are held quarterly. A School Accountability Report Card is published annually as another means to communicate important information about the school.

4. **Sharing Success:** The power of working as a Professional Learning Community encourages shared knowledge with schools inside and outside our own district boundaries. The Carmel Unified School District encourages and financially supports professional development for classified and certificated employees. The responsibility to share knowledge around best practices is flourishing.

When staff members, certificated or classified, gain knowledge from a specific experience, conference,

class or workshop they take responsibility to share the information and train their peers at grade level or faculty meetings. These shared experiences build into opportunities to share with those from other schools. For example, our technical assistant, who is our computer lab teacher and superb technician, just completed high quality training on Power Point and Excel for certificated and classified employees. Employees from several other schools were invited, making these classes very well attended. There are plans to offer additional courses on our campus by other employees. The employees prepare materials, resources and the delivery model with a minimum of administrative directives.

Areas of specialty viewed as valuable commodities to other schools include our intervention and support programs. Our support programs and staff of specialists provide skills to many other teachers. Neighboring district representatives contact us for an opportunity to visit our site, to build BTSA Support Provider relationships, to learn how to build a research based physical education program, for professional collaborative conversations, classroom observations, student teaching, service learning and professional training. Teachers come to Tularcitos from other schools to receive training on how to implement programs such as Read Naturally, Accelerated Reading, Accelerated Math and DIBELS. In addition to a variety of research based best practices, we have staff on campus who teach others First-aid and CPR.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Curriculum is selected with student achievement in mind. Developing and implementing a curriculum which follows district guidelines and state standards is of utmost importance. A standards-aligned core curriculum includes textbook adoptions for each subject every seven years on a rotating basis. Committees comprised of grade level representatives and the assistant superintendent of curriculum make text adoption recommendations to our board of education. Curriculum selection is based upon its effectiveness in covering the grade level standards and quality of assessment, as well as intervention and extension components.

Our district has developed a math scope and sequence and corresponding benchmark assessments. We have also developed a language arts scope and sequence and are currently developing the associated benchmarks. Students who do not meet proficient benchmark levels are exposed to the core curriculum while simultaneously being remediated in the areas not mastered. For example, a third grade student who has not mastered multiplication facts would continue to build new math concepts with the rest of the class while receiving remedial instruction and practice.

The core curriculum and interventions are designed to encourage active, engaged, hands-on learning. Lessons are differentiated to meet each student's needs. The primary reading program has been built over years with the help of many grants. The rigorous course of study at this early level is possible because of the book collection the team has acquired. Resources available include a 2000-book room. There are 6-12 books per title and multiple reading levels in this library. Parents play an integral role in the organization and maintenance of the books. Teachers are well equipped to provide students with appropriate reading material from pre-Kindergarten through third grade reading levels. Each year primary teachers spend a day together at the end of May to align the curriculum for the year and to create a pacing schedule.

Teachers deliver the curriculum to students using the California Standards for the Teaching Profession as an instructional reference. For example, one teacher has developed an apple-tasting unit that teaches the standards of graphing, the concept of syllables and the use of adjectives. The Visual and Performing Arts Standards are used to develop integrated curriculum with experiences requiring use of artistic modalities including music and drama. The opportunity to learn a second language occurs during enrichment classes scheduled after the regular school day. Our district is currently studying best practices in preparation for adding foreign language to the core curriculum schedule.

All schools in the Carmel Unified School District send teachers to work on committees that align district standards with state standards and to select instructional materials and textbooks. Standards aligned supplementary materials for students who are not academically proficient and for English Language Learners are available for use as needed. Students at Tularcitos' with an Individualized Education Plan (IEP) have goals that are standards based, not program based, assuring that the maximum amount of student work time will be spent on meeting the standards.

Reading at home is a critical step toward literacy. Since many of our English Language Learners do not have books available at home, our English Language Development Specialist wrote a grant to purchase backpacks, tape payers and book/tape sets for home check out. The first grade enhances its reading program by providing books at school and at home that are at early and emergent levels – levels not usually found in the first grade reading curriculum. The Read Naturally CD program levels 1.0-3.0 are available, along with CD players for teachers to use for differentiated homework assignments.

The library media program is integral in providing the quality curriculum observed at this school. Each class goes to the library once a week for forty to fifty minutes to participate in planned activities organized by the librarian and the library aide. Students in kindergarten through second grade receive exposure to a variety of literature in different genres by various authors and illustrators. They are taught about library organization, book care, parts of a book and the difference between fiction and nonfiction. Third through fifth grades receive an introduction to the digital card catalog, Dewey decimal system, encyclopedias, atlases, dictionaries, how fiction books are arranged, and how to use these reference materials. Students are also assigned projects to test what they have learned. All students benefit from the

nearly 25,000-book collection (over sixty books per student) that includes reading levels from preschool to eighth grade.

2. **Reading:** Tularcitos students are successful because the school plan offers a flexible program that allows for individual accommodation. Curriculum committees are responsible for not only selecting, but also of evaluating the effectiveness of selected programs. Our currently adopted reading curriculum is the research based Open Court program, which helps students master the standards.

Other programs utilized in our strong flexible general education reading curriculum include Santillana Intensive English for English Learners, guided reading instruction with leveled books, Signs for Sounds in Kindergarten, Scholastic Phonics Readers, SRA Laboratory, literature groups, Daily Oral Language, and Read Naturally. All components of our reading approach are balanced to encourage students' consistent development of thinking skills through the use of open-ended questions and activities.

Success comes from quick response to data. Last year's assessment revealed that the spelling component was not strong enough. As a result some of the grade level teams determined that an alternate spelling book should be adopted. Students also use the Accelerated Reader program, which is available online in all of the classrooms to track their own strengths and weaknesses. Students examine their own work using rubrics, often referring to them in the process of an assignment or project. The Carmel Project Write provides structure for writing development beginning in Kindergarten with the writing of a single sentence and advancing to development of a full page essay in fourth and fifth grades. Through the grades, all writing genres are explored. The writing rubric gives clarity to the expected outcome. When a need arises, a district coach is available to support teachers in developing multiple strategies.

All English Language Learner students participate in the core language arts program as well as a research based language acquisition program. Our bilingual Language Acquisition Specialist is a credentialed teacher who works with all English Language Learners in groups based on the results of their California English language Development Test (CELDT). This teacher is also a community liaison for Spanish speaking families and provides native language support. When testing indicates the need, ELL students are also enrolled in reading support provided by a credentialed Reading Specialist. Pull-out and push-in model programs provided for ELL students are in addition to, not in place of, the regular class instruction in Language Arts. The ELD teacher collaborates with classroom teachers on appropriate curriculum access for ELL students. All regular classroom teachers use SDAIE (Specially Designed Academic Instruction in English) strategies as best-practice teaching.

3. **Additional Curriculum Area:** A science specialist provides weekly science lessons for every class, Kindergarten through grade five. These lessons are taught in the school science lab. The science lab resources include illustrations, charts, manipulatives, consumable project material, realia and models relating to science standards. The specialist ensures that the abstract ideas presented in the standards-aligned text are understandable. He develops exciting, hands-on science lessons. All students benefit from this aspect of the core curriculum because it highlights tactile, experiential learning. Advanced math and reading skills are not needed in the science lab, thus making concepts accessible to all students.

The science specialist is able to expertly cover the K-5 science scope and sequence with a high degree of effectiveness. He has collaboratively written grade level trimester assessments to measure student achievement of state science standards and to calibrate student learning in the lab with science lessons in the regular classroom. For example, every fifth grade student completed an Adopt an Element project that required work in the lab and the classroom.

The high number of students (83%) who scored proficient or advanced on the science portion of the CST is evidence of the effectiveness of this program. The expertise of the science specialist and the time children spend in the lab support and extend science instruction given in the classroom. In addition, because teachers join their students for lab sessions, it is likely that they, too, gain a deeper understanding of the science concepts they teach.

4. **Instructional Methods:** Tularcitos teachers teach to the standards and not to the textbooks so they are free to tailor instruction toward mastery. The objective is to guide each child to a proficient level in the state standards. Teachers are supported with time, coaching and resources in providing a differentiated educational program based on the level of help each student needs. Differentiation is guided first by appropriate assessment followed by an instructional plan that best meets each student's learning needs.

Our staff is experienced at providing instruction in the best learning mode of each student. Cooperative learning, thematic instruction, small group/whole group/and individual instruction may be observed in any classroom. Manipulative-based math in the lower grades is the core of the program. The teachers purposefully differentiate the lesson experience so it is appropriate to the child's level. Reading, Writing, and Math Centers are also used often with the support of trained instructional assistants and/or parent volunteers.

The needs of students with disabilities, special needs and exceptional ability are monitored by our Intervention Specialists Team. The team meets at least twice a month to discuss students' needs, review data, coordinate services and develop best practices for differentiating instruction of curriculum. The specialists (which include the resource specialist, special day class teacher, occupational therapist, language acquisition specialist, speech and language therapist, reading support teacher, psychologist, nurse, school counselor, and principal) collaborate frequently with the regular classroom teachers, GATE and Science teachers regarding student progress in their classroom. Teachers refer students to our Student Success Team to document strengths, concerns, modifications and needs. An action plan is developed to address student needs. The magic of Tularcitos is the way it works to find creative solutions. This type of problem solving is reflective of the flexibility seen through out the school as it deals with each child's needs on an individual basis.

5. **Professional Development:** Carmel Unified School District uses student performance data and the needs of all stakeholders to drive professional development. Specifically, student performance on state assessments and national tests, along with students' grades, informal observations, and anecdotal information, converge to provide direction for professional development initiatives. At Tularcitos basic to advanced student test scores are a cause for improvement. The improvement plan resulted in a professional development focus of identifying the key state standards and creating subject matter consistency across grade levels through a common scope and sequence.

The need to intervene on behalf of students who are struggling has led to the creation of benchmark assessments in math and, most recently, language arts. The need for a collaborative approach to develop the benchmarks has led to the district's embracing of the Professional Learning Community model.

Carmel Unified identified the integration of cutting edge technology as an area of weakness district-wide. As a result of the identified need, numerous classes in technology are being provided to help teachers improve their computer skills and to incorporate higher levels of technology in the classroom.

Certificated teachers obtain information about the latest best practices from professional journals and from our own district assistant superintendent of curriculum. Most teachers self-select areas of professional growth as they relate to a specific need relative to their student data.

In addition, all employees in CUSD now have the common language necessary to create a shared vision of students' academic expectations at every grade level. Professional development in a variety of forms is a requirement for all employees.

PART VII - ASSESSMENT RESULTS

Public Schools
CST CRITERION-REFERENCED TESTS

California Standards Test

Published 2003-2006, by Educational Testing Service

English Language Arts Grade 2	2006	2005	2004	2003
Testing Month	May	May	May	May
School Scores				
All Students				
% Proficient and Advanced	76%	76%	50%	73%
% Advanced (Exceeding)	38%	29%	19%	25%
Students Tested	72.0	51.0	58.0	56.0
% of Enrollment	100%	94%	100%	100%
Number of students alternatively assessed	**	1	**	**
Percent of students alternatively assessed	0	.51%	0	0
Economically Disadvantaged				
% Proficient and Advanced	27%		67%	
% Advanced (Exceeding)	0		17%	
Students Tested	11.0	*10.0	12.0	*8.0
English Learners				
% Proficient and Advanced	27%			
% Advanced (Exceeding)	0			
Students Tested	11.0	*	*	*

- *** Fewer than 10 Students in this grade and subgroup**
- **** Zero students alternatively assessed**

California Standards Test

Published 2003-2006, by Educational Testing Service

Mathematics Grade 2				
	2006	2005	2004	2003
Testing Month	May	May	May	May
School Scores				
All Students				
% Proficient and Advanced	85%	82%	69%	76%
% Advanced (Exceeding)	54%	49%	29%	47%
Students Tested	72.0	51.0	58.0	56.0
% of Enrollment	100%	94%	100%	100%
Number of students alternatively assessed	**	1	**	**
Percent of students alternatively assessed	0	.51%	0	0
Economically Disadvantaged				
% Proficient and Advanced	55%		67%	
% Advanced (Exceeding)	27%		17%	
Students Tested	11.0	*10.0	12.0	*8.0
English Learners				
% Proficient and Advanced	55%			
% Advanced (Exceeding)	0			
Students Tested	11.0	*	*	*

- *** Fewer than 10 Students in this grade and subgroup**
- **** Zero students alternatively assessed**

California Standards Test

Published 2003-2006, by Educational Testing Service

English Language Arts Grade 3				
	2006	2005	2004	2003
Testing Month	May	May	May	May
School Scores				
All Students				
% Proficient and Advanced	88%	83%	87%	67%
% Advanced (Exceeding)	61%	36%	56%	25%
Students Tested	49.0	58.0	59.0	64.0
% of Enrollment	98%	100%	100%	100%
Number of students alternatively assessed	1	**	**	1
Percent of students alternatively assessed	.49%	0	0	.64%
Economically Disadvantaged				
% Proficient and Advanced		33%		66%
% Advanced (Exceeding)		7%		8%
Students Tested	*7.0	15.0	*8.0	12.0
Hispanic				
% Proficient and Advanced		45%		
% Advanced (Exceeding)		9%		
Students Tested	*	11.0	*	*

- *** Fewer than 10 Students in this grade and subgroup**
- **** Zero students alternatively assessed**

California Standards Test

Published 2003-2006, by Educational Testing Service

Mathematics Grade 3	2006	2005	2004	2003
Testing Month	May	May	May	May
School Scores				
All Students				
% Proficient and Advanced	76%	51%	75%	58%
% Advanced (Exceeding)	37%	17%	36%	25%
Students Tested	49.0	58.0	59.0	64.0
% of Enrollment	98%	100%	100%	100%
Number of students alternatively assessed	1	**	**	1
Percent of students alternatively assessed	.49%	0	0	.64%
Economically Disadvantaged				
% Proficient and Advanced		60%		59%
% Advanced (Exceeding)		27%		17%
Students Tested	*7.0	15.0	*8.0	12.0
Hispanic				
% Proficient and Advanced		64%		
% Advanced (Exceeding)		27%		
Students Tested	*	11.0	*	*

- *** Fewer than 10 Students in this grade and subgroup**
- **** Zero students alternatively assessed**

California Standards Test

Published 2003-2006, by Educational Testing Service

English Language Arts Grade 4				
	2006	2005	2004	2003
Testing Month	May	May	May	May
School Scores				
All Students				
% Proficient and Advanced	73%	85%	79%	79%
% Advanced (Exceeding)	43%	54%	48%	45%
Students Tested	63.0	65.0	67.0	65.0
% of Enrollment	100%	99%	97%	98%
Number of students alternatively assessed	**	**	1	**
Percent of students alternatively assessed	0	0	.67%	0
Students with Disabilities				
% Proficient and Advanced	36%	46%		
% Advanced (Exceeding)	27%	23%		
Students Tested	11.0	13.0	*9.0	*7.0
Economically Disadvantaged				
% Proficient and Advanced	43%			
% Advanced (Exceeding)	21%			
Students Tested	14.0	*8.0	*9.0	*8.0

- *** Fewer than 10 Students in this grade and subgroup**
- **** Zero students alternatively assessed**

California Standards Test

Published 2003-2006, by Educational Testing Service

Mathematics Grade 4	2006	2005	2004	2003
Testing Month	May	May	May	May
School Scores				
All Students				
% Proficient and Advanced	81%	83%	73%	78%
% Advanced (Exceeding)	49%	60%	39%	40%
Students Tested	63.0	65.0	67.0	65.0
% of Enrollment	100%	99%	97%	98%
Number of students alternatively assessed	**	**	1	**
Percent of students alternatively assessed	0	0	.67%	0
Students with Disabilities				
% Proficient and Advanced	55%	46%		
% Advanced (Exceeding)	18%	23%		
Students Tested	11.0	13.0	*9.0	*7.0
Economically Disadvantaged				
% Proficient and Advanced	64%			
% Advanced (Exceeding)	29%			
Students Tested	14.0	*8.0	*9.0	*8.0

- *** Fewer than 10 Students in this grade and subgroup**
- **** Zero students alternatively assessed**

California Standards Test

Published 2003-2006, by Educational Testing Service

English Language Arts Grade 5	2006	2005	2004	2003
Testing Month	May	May	May	May
School Scores				
All Students				
% Proficient and Advanced	82%	74%	83%	67%
% Advanced (Exceeding)	32%	46%	41%	23%
Students Tested	66.0	78.0	69.0	77.0
% of Enrollment	100%	99%	99%	99%
Number of students alternatively assessed	**	1	**	**
Percent of students alternatively assessed	0	.78%	0	0
Students with Disabilities				
% Proficient and Advanced	62%	21%		36%
% Advanced (Exceeding)	8%	7%		18%
Students Tested	13.0	14.0	*8.0	11.0

- *** Fewer than 10 Students in this grade and subgroup**
- **** Zero students alternatively assessed**

California Standards Test

Published 2003-2006, by Educational Testing Service

Mathematics Grade 5				
	2006	2005	2004	2003
Testing Month	May	May	May	May
School Scores				
All Students				
% Proficient and Advanced	85%	77%	65%	69%
% Advanced (Exceeding)	50%	54%	35%	25%
Students Tested	66.0	78.0	69.0	77.0
% of Enrollment	100%	99%	99%	99%
Number of students alternatively assessed	**	1	**	**
Percent of students alternatively assessed	0	.78%	0	0
Students with Disabilities				
% Proficient and Advanced	46%	21%		55%
% Advanced (Exceeding)	23%	7%		9%
Students Tested	13.0	14.0	*8.0	11.0

- *** Fewer than 10 Students in this grade and subgroup**
- **** Zero students alternatively assessed**