

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Yolonda Hamilton

Official School Name: Delevan Drive Elementary

School Mailing Address:
4168 West Avenue 42
Los Angeles, CA 90065-4631

County: Los Angeles State School Code Number*: 1964733-6016745

Telephone: (323) 255-0571 Fax: (323) 254-8368

Web site/URL: http://notebook.lausd.net/portal/page?_pageid=33,47493&_dad=ptl&_schema=PTL_EP E-mail: yhamilto@lausd.net

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Richard Alonzo

District Name: Los Angeles Unified Tel: (323) 932-2002

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Monica Garcia

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|------------|---------------------|
| 436 | Elementary schools |
| 75 | Middle schools |
| | Junior high schools |
| 64 | High schools |
| 303 | Other |
| 878 | TOTAL |

2. District Per Pupil Expenditure: 5836

Average State Per Pupil Expenditure: 8117

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

 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	23	30	7			0
K	39	42	81	8			0
1	36	30	66	9			0
2	30	34	64	10			0
3	31	36	67	11			0
4	37	34	71	12			0
5	48	38	86	Other	6	9	15
6	39	36	75				
TOTAL STUDENTS IN THE APPLYING SCHOOL							555

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
37 % Asian
3 % Black or African American
49 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
11 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the past year: 21 %

This rate is 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.	54
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	65
(3)	Total of all transferred students [sum of rows (1) and (2)].	119
(4)	Total number of students in the school as of October 1.	560
(5)	Total transferred students in row (3) divided by total students in row (4).	0.213
(6)	Amount in row (5) multiplied by 100.	21.250

8. Limited English proficient students in the school: 17 %

Total number limited English proficient 95

Number of languages represented: 6

Specify languages:

Spanish, Vietnamese, Russian, Tagalog, Korean, Bengali

9. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 285

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

N/A

10. Students receiving special education services: 8 %

Total Number of Students Served: 46

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

<u>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>19</u>	<u>0</u>
Support staff	<u>0</u>	<u>1</u>
Total number	<u>48</u>	<u>1</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	96%	96%	97%
Daily teacher attendance	95%	97%	97%	97%	98%
Teacher turnover rate	0%	1%	2%	1%	1%

Please provide all explanations below.

Note that the teacher turnover is an estimated %. Los Angeles Unified School District does not keep records of teacher turnover at the school sites.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Delevan Drive is part of Los Angeles Unified School District. We are an urban school nestled in the Eagle Rock community, northeast of downtown Los Angeles. This diverse, multicultural neighborhood is inhabited by a wide variety of ethnicities and socioeconomic groups and is known for its bohemian vibe, mix of class levels, and neighborhood feel. Requests for residential area permits to attend our school are in great demand. One parent said it best “we are unique because Delevan is a small close knit community bound to succeed due to the collaboration of efforts by the parents, teachers, administration and school staff”. Our vision statement promotes a tolerant community of diverse learners functioning at high levels in a safe environment where we inspire, guide, and nurture each other to become life-long, independent, creative problem solvers and insightful decision makers.

Delevan’s academic success is due to active involvement and accountability of students, faculty, parents and staff. Our strength is built on the foundation of coordinated, focused action plans, formulated by knowledgeable, hardworking stakeholders. We provide opportunities for all students to meet proficient and advanced levels of performance. The dedicated multicultural staff is well versed in California State Content Standards and the research based “Principles of Learning Clear Expectations, Accountable Talk, and Academic Rigor”. We focus on identifying ways to meet the needs of our diverse learners. Staff is given the time to assess student achievement through classroom observations, rubrics, class participation, homework, portfolios, and benchmark assessments. There is a strong support system for teachers, parents and students which include an effective Student Success Team and a well developed “Response to Intervention” strategies which includes on-going monitoring of student achievement by teachers and administrators.

Traditions demonstrate the value placed on:

- Academics through Student of the Week and Month, End of the Year Awards, Spelling Bees, classroom attendance awards.
- Fitness through 6th grade March Madness, grade level Olympics, after school sport programs, a Try-a-Thon PTA fundraiser.
- Visual and Performing Arts through school-wide Arts Program Grant, vocal music teacher, orchestra, Marching Band, Winter Program, and Spring Talent Show.
- Healthy life style and a concern for a Green Environment through Jump Rope for Heart Red Ribbon Week, The Great American Smoke Out, Clean-ups in the community, the Delevan’s Community gardening project.
- Welfare of others includes students of special needs with moderate to serve disabilities by providing students an inclusive environment. We also have Thanksgiving Food Drive and Rescue -Relief Fund-Raisers.

Children feel successful, safe and comfortable. All rooms are modernized and every room is equipped with up-to-date computers linked to the Internet, LCD projectors, and document readers. Our fully equipped library would mirror any Wonder of Reading Library with a librarian who creates a library space set up for learning and the love of books. This nurturing environment helps to ensure that students at Delevan meet or exceed proficiency standards. Delevan’s Academic Performance Index score of 885 for the spring 2008 gives evidence of excellence in student achievement.

“Our major accomplishment is healthy, happy, successful kids”. Our children are encouraged to meet their full potential through systematic, multi- tiered intervention program, school-wide arts program, school-wide physical education program, fully included special education population, gardening throughout the grades, a PTA funded after school enrichment program, after school child care through Para Los Niños and Los Angeles Unified School Youth Services and collaboration with local colleges. As a Title 1 School of Excellence, Delevan Drive continues to soar above the rest with a family-centered school, close-knit, neighborly, with an active innovative PTA and a caring, dedicated staff. Everyone agrees Team Delevan is a winner.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Delevan Drive Elementary School has become one of the top ranking schools in Los Angeles Unified School District (LAUSD). Our commitment to academic excellence is reflected in the continuous gains in State-wide assessments giving us an API score in 768 in 2002 to a score 885 in 2008 of. We strive to provide a positive, nurturing learning environment created by enthusiastic, capable, motivated students; involved parents; and a professional, highly trained, caring staff to be successful academically by district, state, and national standards.

Delevan participates in the California State Assessment System (STAR). The system measures student success via a criterion-referenced assessment known as the California Standards Test (CST). The CST is administered to elementary students from second through sixth grade. All students are assessed in English Language Arts (ELA) and Mathematics. In addition, the fourth grade students participate in a writing assessment portion and fifth grade students participate in a science section. Information regarding the testing system can be found on the state web site: STAR.cde.ca.gov. In addition, first and third graders were administered the CAT 6 Language Arts and Math norm-referenced tests. LAUSD administers benchmark assessments to elementary students in all grades (Kindergarten through 6th) in Language Arts and Math. The 4th, 5th and 6th graders also take benchmarks in Science. The benchmarks are approximately every 6-8 weeks, depending on grade and subject.

The CST reports student results in five categories. Students whose scores indicate they are making or exceeding grade level expectations are identified as proficient or advanced. Students below grade level are identified as basic, below basic or far below basic. These results are also disaggregated into significant subgroups of students. Delevan's subgroups are Filipino, Hispanic, Socioeconomically Disadvantaged (SED), and English Learners (EL).

In examining our school's assessment results we can see continuous growth in both English Language Arts and Mathematics. Overall our API in 2002 was 768 and the score increased to 885, an overall increase of 117 points. In 2002, 42% of our students scored proficient or advanced in English Language Arts; whereas in 2008 70%, showing an increase of 28%. Similarly, in Mathematics, 47% of our students scored proficient or advanced in Mathematic in 2002; whereas in 2008 83%, the numbers increased 36%. There was a slight dip in 2007 in ELA scores, but we made up the drop and increased from 63% to 70% in 2008.

Drilling down to our significant subgroups, we find that while all of our subgroups are performing above the Los Angeles Unified District and State expectations, there is a discrepancy between our Filipino and Hispanic, English Learners and SED subgroups. It is clear that there is an achievement gap between the Filipino subgroup and the English Learners subgroups in both ELD and English Language Arts.

Since the CAT 6 scores are not aligned to the California State Standards, the scores are used primarily for the 1st grade. The 1st graders do not take the CST; therefore, the CAT6 scores are used to see how many first graders are performing at the 76 National Percentile at the proficient level. These scores give some indication of the weakness and strengths and how these students will perform in the 2nd grade.

All district benchmark assessments are aligned to the California State Standards. These benchmarks are an indicator of how the students are doing during the year and how they are mastering the grade level standards. The results of the CST data as it compares to the district benchmark data help teachers plan long-term goals and short term goals in the skills and strategies that are required for closing the Achievement Gap.

2. Using Assessment Results:

Accountability and Data assessment analysis serve as a basis for planning. We use summative data from the previous school year and formative data from benchmarks and student portfolios throughout the years to understand and improve student and school performance. At the beginning of the school year, we are provided with disaggregated data from subgroups from previous year's California Standards Test and benchmark results in English Language Arts (ELA) & Mathematics. We compare improvements in each specific subgroup of students by analyzing achievement gaps. By data comparison from recent years, we determine strengths and weaknesses of grade level programs. The subjects are divided into their components to focus on specifics. By comparing current individual student data from recent years, we can group students for tiered intervention and for academic challenges for gifted and talented population. Action plans are developed by comparing current benchmarks with previous benchmarks focusing on more specific areas of need on grade level or individual students.

Second Language Learners are a focus because the disaggregated test scores indicate the English Learners are lagging behind. There is a strong emphasis on using the California English Language Development Test (CELDT) and English Language Development Portfolios (ELD), aligned to the ELD California Standards, to monitor progress as the ELs master the States' English Language Arts Standards. The data shows the reclassified students continue to increase test scores and are mastering the ELA curriculum at grade level.

Different strategies, such as teaming, Independent Work Time, teacher tutoring, small group, pre-teaching and re-teaching strategies meet the needs of students requiring additional support. The continuous use of Districts Open Court Data (SOAR) and Mathematic Quarterly Assessment data; along with the formal and informal assessments teachers use daily, weekly, quarterly and annually to help monitor the progress of all students leaving No Child Left Behind.

3. Communicating Assessment Results:

Student performance, including assessment data is communicated to students and parents during conferences, Student Success Team meetings, IEP meetings, formal and informal classroom visitations and observations, Back-To-School Night, Open House, meetings of school councils and committees, monthly news bulletin, and through classroom and school displays. Students also attend weekly Student Award Assemblies where the results of CST data is shared and celebrated. The students also participate in student-led-conferences, sharing their progress with their parents. Students keep track of their statistics in a variety of ways including graphs, checklists, and weekly reports. Students use quality criteria and rubrics to help improve their achievement.

Student and school performance is also communicated to the community through the School Report Card found on the LAUSD website. In addition to the monthly school bulletin and PTA newsletter, Delevan is developing a monthly article for local newspapers highlighting Delevan activities and achievements.

Delevan makes a valiant effort to actively inform parents, students, and community about assessment results and to present the data in a comprehensible form, because the technical jargon can be confusing. This communication takes many forms including audio-visual presentations at School Site Council, Leadership Council, PTA and Advisory Committee such as English Language Advisory Council and Compensatory Education Advisory Council and Student Weekly Award Assemblies in the auditorium. Graphic posters are also posted around the school celebrating our success. Translations and sign language interpretations are available and scheduled as needed. Parents and community are invited and encouraged to visit Delevan School and classes. The principal's door is always open to students, teachers, parents and community.

4. Sharing Success:

Delevan shared and continues to share its' successes. Documents such as School- wide Plan, meeting agendas, Safety Plan, School Report Card are available upon request. As soon as the Annual Yearly Progress Report is posted on the District or State websites, our phone is ringing with parents who want to know how to get permits to our school. Even parents whose children attend private school in and around our neighborhood are asking for tours of our school because they heard from their friends and families that "we do a better job teaching the students".

Our teachers share our successes at district trainings, and by word of mouth disseminating Delevan's esteemed status. The faculty shares policies, procedures, programs, guiding principles and enthusiasm with attendees from other schools and other districts. Teachers from other places want a chance to join the Delevan Family. Invariably, they ask the question "How do we keep our momentum going?" "How do we continue to succeed?"

At Principals and Assistant Principals District meetings, Delevan's success is celebrated by the School Superintendent. We celebrate and share our success as the recipient of the Title 1 Achievement Award for the 5th year in a row.

On campus, our successes are shared through displayed work. We celebrate student's success with each other at our weekly award assemblies by recognizing their academic achievement, respectfulness, responsibility and safety. Parents and students are informed of excellent attendance because documented data indicates that attendance is directly related to higher academic achievement.

Our success is shared via our website, news bulletins, and word of mouth. We had the honored distinction of receiving a visit from the School Superintendent who was curious about Delevan's continued achievements. As part of LAUSD team, we know a visit from the Superintendent is special compensation. Needless to say, "we are recognized".

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Student success, addressing the needs of the whole child, is our focus. We work hard to focus on rigorous, standards-based curriculum that meets the needs of all children. The curriculum is supported by ongoing professional development aligned to the adopted core programs. During whole group professional development meetings and grade level meetings, teachers are allotted time to articulate different curricular areas, use data, discuss best practices and best strategies to hold students in mastery of state content standards. These collaborative discussions among teachers and administrators about diagnostic assessment results, student work, and other student data drive our teachers' instruction.

SRA/Open Court Reading (OCR) is a research-based program used to help our students reach mastery in English Language Arts Standards. OCR provides specific instructional strategies and skill development in the areas of phonics, reading fluency, comprehension, vocabulary, writing, inquiry and investigation. Instructional Guides aligned to State Standards help teachers in planning, with scope and sequence, and outlining specific objectives and benchmark performance indicators for students.

Harcourt Math is the LAUSD comprehensive school mathematics program is focused on improving students' mathematical competencies. The Districts Instructional Guide consists of rigorous, balanced math curriculum, with emphasis on basic skills, problem solving, and conceptual understanding. District Coaches collaborate with principals and work directly with teachers encouraging dialogue on improved content knowledge and instructional strategies. We have embraced the districts challenge to give all students' access to Algebra and our state standardized test results show a marked improvement in the number of students' proficient in mathematics.

Science concepts and skills are developed through the use of Full Option Science Systems (FOSS), kits which involve students in constructing their own science learning by experiments, reading, viewing, interacting with computer software, recoding vocabulary and content, discussing questions through the scientific process and applying scientific principles to new situations. The use of the FOSS kits ignites the students' innate curiosity to discover and wonder of the natural world and to develop their scientific thinking for solving problems and making decisions. The kits are supplemented with text books to help students read and comprehend expository text. The 6th grade move onto more text based science exploration along with the use of Investigation and Exploration.

The Scott Foresman California Edition Social Studies series is a researched-based program blends text, digital and activity-based instructional methods aligned to state standards. Also included are classroom library sets of literature books, classroom sets of leveled readers and the Digital Pathways technology component. Each lesson focuses on one standard and is enriched with supplemental resources that can be further explored through the exciting on-line component which can be accessed from home.

Visual and Performing Arts is an integral part of our instructional program. We are part of the LAUSD Arts Program where specialists in visual arts, drama, dance and, music work with teachers to create lessons for instructing students and while providing professional development to teacher. Our orchestra instructor is also developing our Marching Band (supported by PTA). We contract with outside performances to expose the children to different art forms.

The Master Plan for English Learners (EL) is provided to achieve academic proficiency in all dimensions and content areas of the English language. It is to develop a positive self-image by acknowledging the linguistic and cultural gifts our ELs and their families contribute to the teaching and learning our multicultural community. Our EL students are grouped for instruction in two classes at each grade level. *Into English*, the core EL

curriculum is supplemented by activities suggested by guides of other subject areas. We have on-going, comprehensive professional development and training for administrators, teachers and parents. The use of ELD portfolios provide a path for the student's mastery of the English Language.

2a. (Elementary Schools) Reading:

Delevan's Core Reading Curriculum is *SRA's Open Court Reading 2000* (OCR). It was chosen because of its comprehensive approach to English Language Arts; its reliance on research-based instructional strategies, its integration with writing, Math, Social Studies, Science, Visual and Performing Arts. Students are actively engaged in the learning process through the use of Concept/Question Board where students can ask questions, make predictions, and understand the unit concept. There is a strong component of inquiry and research techniques with the use of technology and artifacts. The program is augmented by graphic organizers (Thinking Map's) which develop key independent thinking process, especially good for our Special Education population. Students are challenged by being encouraged to use icons of depth and complexity, a component of Gifted and Talented Education. Selections are organized into inquiry or research themes. Spelling patterns and vocabulary strategies are developed. They use comprehension strategies to access text, and then they apply comprehension skills to understand, organize, and remember what is read.

Mini-lessons in literacy elements, genre, writing skills, spelling, vocabulary, grammar, listening and viewing skills, and research and study skills evolve from the selection and the theme. Because not all readers learn at the same pace there is a strong component to help struggling readers and advanced readers through Independent Work Time. Teachers work with small groups of children to address their individual needs. The data from District benchmark assessments are analyzed after each unit and teachers use data to strengthen areas of weakness for students or for the class. Individualized instruction is done in Independent Work Time (IWT) where teachers work with small groups or individuals on skills that have not been mastered or need for more in-depth inquiry. CORE Literature is provided to give opportunities for students to read and discuss good literature for purpose, vocabulary, comprehension and enjoyment of reading.

3. Additional Curriculum Area:

To support Delevan's math program, we have purchased the Mind Research Institute instructional software to help students reach math proficiency through language-independent, self-paced, and mastery-based instruction aligned to core mathematics curriculum and state standards. The personalized interactive learning platform addresses individual needs, helping all students accelerate learning through concepts, skills and applied problem solving. The teachers use data driven reports to inform instruction. This program is tied into a music component. The research discovered the causal effect of music on spatial temporal reasoning. Music has a mathematical architecture. As students learn music they also learn to recognize patterns and symmetries, and to understand and use concepts of fractions.

Coordinators provide help to teachers in implementing the Health Education Program (HEP), built upon Too Good for Drugs, Second Step Anti-Violence Program, the Nutrition sections of Health and Wellness, Red Ribbon week, The Great American Smoke out, and Jump Rope for Heart. We have developed a school-wide Positive Discipline Plan that enhances our Health Education Programs. This Discipline Plan helps focus the students on a positive pathway in solving problems. These programs help educate the whole child and maximize the achievement and well-being of our students in order to reach their full learning potential.

Delevan focuses on the healthy child. Fit, healthy, and physically active students are lifelong learners. We implement a physical education program that is rigorous, standards-based instruction, safe, personalized and engaging learning environment. We have a 6th grade March Madness basketball game, where the students practice hard and create their own college teams, and culminate with a final game. Through our physical education program we promote movement skills, positive self-image and personal development and social

development. Our programs are extended after school with Youth Programs run by LAUSD on campus. Students participate in football competitions, basketball (girls and boys).

4. Instructional Methods:

Delevan is guided by the Institute for Learning Principles of Learning pathway to mastery of grade level, standards-based content through Clear expectations, Accountable talk, Academic Rigor. Our belief is all students must be engaged in the daily lessons where they participate. Teachers provide the necessary scaffolding to assist students in master of the grade level standards. Identified Gifted students and potential gifted students participate in activities which develop grade level themes focusing on icons of depth and complexity to constructing meaning in key content areas. English Learners participate in structured language experiences with emphasis on hands-on, activities using specific oral and written language patterns. Students at-risk of not meeting grade level standards participate in tiered intervention starting with good instruction as best strategy, followed by focused targeted pre-teaching and reteaching in small classroom groups, learning center, after school intervention classes using research based curriculum and instruction and further assessment in the Least Restrictive Environment. Our Special Day class's eligibilities are Multiple Disabilities and Orthopedic Impaired. These students are mainstreamed with support from our special education staff. Our students that are more medically involved are on the Alternative Curriculum, but participate in grade level or school wide programs. All of our students, including benchmark students and special education students, engage actively in challenging activities of a balanced curriculum based on key concept development, facility with skills and procedures, and problem solving.

Research-based strategies include explicit instruction, questioning strategies, use of visuals and manipulative, "Thinking Maps, interacting with computer programs, preview and review, Specially Designed Academic Instruction in English (SDAIE), and scaffolding. Delevan provides the teachers with interactive capability such as LCD projectors, laptop computers, and opaque projectors with access to the Internet and interactive materials enhancing the curriculum programs. The use of Bilingual and Title 1 aides under the supervision of the teachers help provide early intervention.

5. Professional Development:

Student Achievement is based on good teacher preparation. Delevan's Professional Development program is based on the needs of students and teachers. Our school and Los Angeles Unified School District are focused on on-going, quality, strategic, and targeted professional development. Certain activities are District developed and directed and are presented by the coach curriculum experts, visual and performing arts teachers, administrators and teachers. In other areas of need a committee of administrators, teachers, teacher assistants and staff develop a Professional Development (PD) plan which incorporates and aligns standards-based curriculum, instruction, and assessment to improve students learning in order to Close the Achievement Gap and make sure No Child is Left Behind. Our focus is on curricular subject alternates with emphasis on a specific student subgroup. Content focus Professional Development emphasize standards across grade levels, the presentation of research, use of on-going data, modeling of instructional strategies, examination of instructional materials, sharing of successful experiences followed by grade level planning session incorporating what was developed in the PD. Student focus Professional Development starts with standards, like all PDs, but the focus changes to comparative analysis of formative assessment data of specific subgroups. School-wide are looking for trends and specifically gaps in the achievement of subgroups compared with all students. At grade levels we are talking together about student work and our own teaching practices. We look at specific practices upon which to build and at less successful practices to change or eliminate. Research is presented and discussed. We deal with attitudes, expectations, and empowering in-house expertise and peer coaching.

Delevan's improved achievement in all student subgroups are due to focused professionalism and collegiality of our dedicated staff which is enhanced by the Professional Development Program across all curricular areas. We created a safe environment where teachers support one another and invite comments and suggestions.

6. School Leadership:

The Principal and Assistant Principal are the instructional and administrative leaders who make sure Standards-Based Curriculum, instruction, and assessment are aligned to improve student learning and close the achievement gap to make sure No Child is Left Behind. It is with the Administrators guidance that leads all of the staff, councils and community to work on one focus, to make Delevan a family who “blends harmoniously with parents, teachers, community to have working relations for the full benefit of our children” Delevan has an English Language Learner Coordinator who gives the school staff support and training on an effective ELD program in order to close the achievement gap and to fully integrate all of our students and families in the school community. All stakeholders participate through our school committees and councils. The UTLA chairperson provides input at all levels. The positive, thoughtful, enthusiastic leadership that comes from our principal who "makes things happen", ensures that our students are always put first, that teachers are fully supported, and that parents are involved and listened to. Policies from the district must be interpreted and applied to our specific students, teachers, parents, staff and community. The very successful programs to enhance student learning are supported by Beyond the Bell's Para Los Niños; Arts Program, grants for gardening, a computer lab, physical education, music and a strong connection to our PTA funded after school classes are designed, implemented, and evaluated by teams composed of administrators, teachers, parents, councils (Compensatory Education Advisory Council, English Language Advisory Council, School Leadership Council and School Site Council) and community. Resources are combined in Delevan's School-wide Program Plan and PTA to positively impact student achievement. Student needs are prioritized and resources are allocated to meet these needs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: California Standards Test

Edition/Publication Year: updated yearly

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient performance in relationship to the California Content Standards	81	79	77	85	77
advanced performance in relationship to the California Content Standards	53	47	45	51	44
Number of students tested	68	73	78	70	86
Percent of total students tested	98	98	98	98	99
Number of students alternatively assessed	1	2	1	1	1
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	75	73	72	81	73
advanced performance in relationship to the California Content Standards	39	45	39	47	38
Number of students tested	31	40	51	38	60
2. Racial/Ethnic Group (specify subgroup): English Lang. Learners					
Proficient performance in relationship to the California Content Standards	45	50	44	88	69
advanced performance in relationship to the California Content Standards	27	25	31	47	28
Number of students tested	11	12	16	17	29
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	96	84	88	76	80
advanced performance in relationship to the California Content Standards	61	46	58	52	53
Number of students tested	23	24	24	21	30
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	64	72	65	78	70
advanced performance in relationship to the California Content Standards	43	43	35	56	30
Number of students tested	28	35	37	34	47

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient performance in relationship to the California Content Standards	63	63	73	73	70
Advanced performance in relationship to the California Content Standards	28	29	40	23	28
Number of students tested	68	73	78	70	86
Percent of total students tested	98	98	98	98	99
Number of students alternatively assessed	1	2	1	1	1
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	46	63	70	71	63
Advanced performance in relationship to the California Content Standards	23	23	37	16	23
Number of students tested	31	40	51	38	60
2. Racial/Ethnic Group (specify subgroup): English Lang. Learners					
Proficient performance in relationship to the California Content Standards	18	41	44	77	52
Advanced performance in relationship to the California Content Standards	9	8	19	12	17
Number of students tested	11	12	16	17	29
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	87	68	75	67	80
Advanced performance in relationship to the California Content Standards	39	30	50	19	30
Number of students tested	23	24	24	21	30
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	40	54	64	77	57
Advanced performance in relationship to the California Content Standards	11	23	32	21	21
Number of students tested	28	35	37	34	47

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested

Advanced performance in relation to the California content standards tested.

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: updated yearly

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient performance in relationship to the California Content Standards	90	74	81	81	68
Advanced performance in relationship to the California Content Standards	63	57	54	45	38
Number of students tested	70	86	79	89	80
Percent of total students tested	96	98	99	97	100
Number of students alternatively assessed	3	2	1	1	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	92	63	77	72	62
Advanced performance in relationship to the California Content Standards	59	48	46	35	31
Number of students tested	39	46	48	52	55
2. Racial/Ethnic Group (specify subgroup): English Lang. Learners					
Proficient performance in relationship to the California Content Standards	70	36	75	64	67
Advanced performance in relationship to the California Content Standards	40	36	33	18	40
Number of students tested	10	14	12	22	15
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	92	80	88	93	84
Advanced performance in relationship to the California Content Standards	71	67	58	43	47
Number of students tested	24	24	24	28	19
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	88	66	82	72	60
Advanced performance in relationship to the California Content Standards	59	46	51	43	31
Number of students tested	34	41	39	49	49

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested

Grade: 3 Test: California Standards Test

Subject: Reading

Edition/Publication Year: Up dated every year

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
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Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient performance in relationship to the California Content Standards	57	56	56	47	39
Advanced performance in relationship to the California Content Standards	21	16	14	14	9
Number of students tested	70	86	79	89	80
Percent of total students tested	96	98	99	97	100
Number of students alternatively assessed	3	2	1	1	0
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	57	45	48	35	35
Advanced performance in relationship to the California Content Standards	26	15	13	8	4
Number of students tested	39	46	48	52	55
2. Racial/Ethnic Group (specify subgroup): English Language Learners					
Proficient performance in relationship to the California Content Standards	10	14	25	14	7
Advanced performance in relationship to the California Content Standards	0	0	8	0	0
Number of students tested	10	14	12	22	15
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	59	59	59	35	42
Advanced performance in relationship to the California Content Standards	21	21	21	21	5
Number of students tested	24	24	24	28	19
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	47	52	52	49	35
Advanced performance in relationship to the California Content Standards	18	20	8	10	6
Number of students tested	34	41	39	49	49

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: updated yearly

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May

SCHOOL SCORES					
Proficient performance in relationship to the California Content Standards	86	90	84	69	64
Advanced performance in relationship to the California Content Standards	66	60	61	44	41
Number of students tested	85	78	89	84	83
Percent of total students tested	97	98	97	98	98
Number of students alternatively assessed	3	1	1	2	0
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	87	90	74	68	57
Advanced performance in relationship to the California Content Standards	61	60	48	38	36
Number of students tested	51	40	50	50	62
2. Racial/Ethnic Group (specify subgroup): English Lang. Learners					
Proficient performance in relationship to the California Content Standards	83	90	61	50	52
Advanced performance in relationship to the California Content Standards	8	40	33	44	19
Number of students tested	12	10	18	14	21
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	88	93	96	67	89
Advanced performance in relationship to the California Content Standards	68	78	75	50	61
Number of students tested	25	27	28	18	18
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	83	89	77	66	55
Advanced performance in relationship to the California Content Standards	65	57	49	35	35
Number of students tested	40	37	47	51	51

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested

Subject: Reading

Grade: 4

Test: California Standards Test

Edition/Publication Year: updated every year

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					

Proficient performance in relationship to the California Content Standards	77	70	73	62	59
Advanced performance in relationship to the California Content Standards	44	44	38	26	25
Number of students tested	85	78	89	84	83
Percent of total students tested	97	98	97	98	98
Number of students alternatively assessed	3	1	1	2	0
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	74	68	58	58	50
Advanced performance in relationship to the California Content Standards	45	40	28	22	11
Number of students tested	51	40	50	50	62
2. Racial/Ethnic Group (specify subgroup): English Lang. Learners					
Proficient performance in relationship to the California Content Standards	34	50	32	14	34
Advanced performance in relationship to the California Content Standards	17	10	11	7	10
Number of students tested	12	10	18	14	21
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	88	78	75	61	78
Advanced performance in relationship to the California Content Standards	56	59	36	28	39
Number of students tested	25	27	28	18	18
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	73	66	72	59	49
Advanced performance in relationship to the California Content Standards	40	39	34	22	18
Number of students tested	40	37	47	51	51

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: updated yearly

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient performance in relationship to the	75	78	70	65	63

California Content Standards					
Advanced performance in relationship to the California Content Standards	40	41	42	24	18
Number of students tested	75	92	89	80	71
Percent of total students tested	98	96	97	98	99
Number of students alternatively assessed	2	2	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	72	66	61	54	52
Advanced performance in relationship to the California Content Standards	37	27	35	15	12
Number of students tested	43	44	54	41	50
2. Racial/Ethnic Group (specify subgroup): English Lang. Learners					
Proficient performance in relationship to the California Content Standards			57	50	15
Advanced performance in relationship to the California Content Standards			36	15	0
Number of students tested			14	20	13
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	93	87	87	94	76
Advanced performance in relationship to the California Content Standards	58	50	61	50	28
Number of students tested	26	30	23	16	25
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	70	68	59	68	70
Advanced performance in relationship to the California Content Standards	35	33	29	33	35
Number of students tested	37	48	49	48	37

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: updated yearly

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient performance in relationship to the California Content Standards	63	64	60	62	61

Advanced performance in relationship to the California Content Standards	28	24	27	24	20
Number of students tested	75	92	89	80	71
Percent of total students tested	98	96	97	98	99
Number of students alternatively assessed	2	2	0	1	0
Percent of students alternatively assessed	1	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	56	50	53	49	54
Advanced performance in relationship to the California Content Standards	28	23	20	20	10
Number of students tested	43	44	54	41	50
2. Racial/Ethnic Group (specify subgroup): English Lang. Learners					
Proficient performance in relationship to the California Content Standards			35	45	8
Advanced performance in relationship to the California Content Standards			14	5	0
Number of students tested			14	20	13
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	73	70	70	75	64
Advanced performance in relationship to the California Content Standards	31	27	35	25	24
Number of students tested	26	30	23	16	25
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	54	56	51	56	54
Advanced performance in relationship to the California Content Standards	30	23	18	23	30
Number of students tested	37	48	49	48	37

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested

Subject: Mathematics

Grade: 6 Test: California Standards Test

Edition/Publication Year: updated yearly

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient performance in relationship to the California Content Standards	80	70	60	69	71
Advanced performance in relationship to the	47	41	26	31	31

California Content Standards					
Number of students tested	92	86	80	68	85
Percent of total students tested	97	99	98	100	99
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	73	62	52	58	66
Advanced performance in relationship to the California Content Standards	38	32	21	19	26
Number of students tested	48	50	48	31	58
2. Racial/Ethnic Group (specify subgroup): English Lang. Learners					
Proficient performance in relationship to the California Content Standards	40	43	35	42	40
Advanced performance in relationship to the California Content Standards	10	14	10	14	10
Number of students tested	20	14	20	14	20
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	90	79	77	77	83
Advanced performance in relationship to the California Content Standards	56	50	24	50	45
Number of students tested	32	24	17	26	29
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	71	62	56	63	57
Advanced performance in relationship to the California Content Standards	40	33	28	19	15
Number of students tested	48	48	50	36	41

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: updated yearly

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient performance in relationship to the California Content Standards	77	59	61	56	56
Advanced performance in relationship to the California Content Standards	33	30	23	21	15

Number of students tested	92	86	80	68	85
Percent of total students tested	97	99	98	100	99
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient performance in relationship to the California Content Standards	67	54	48	39	48
Advanced performance in relationship to the California Content Standards	27	28	17	13	12
Number of students tested	48	50	48	31	58
2. Racial/Ethnic Group (specify subgroup): English Lang. Learners					
Proficient performance in relationship to the California Content Standards	25	14	35	14	25
Advanced performance in relationship to the California Content Standards	5	0	15	0	5
Number of students tested	20	14	20	14	20
3. (specify subgroup): Filipino					
Proficient performance in relationship to the California Content Standards	87	62	71	54	69
Advanced performance in relationship to the California Content Standards	31	29	24	23	21
Number of students tested	32	24	17	26	29
4. (specify subgroup): Hispanic					
Proficient performance in relationship to the California Content Standards	68	54	52	58	44
Advanced performance in relationship to the California Content Standards	33	21	18	19	7
Number of students tested	48	48	50	36	41

Notes:

%Proficient plus % Advance is the percent of students in all grades tested who took the CSTs for a specific content area and who scored at Proficient or Advanced in relation to the California content standards tested