

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mrs. Patricia A. Roth

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

Official School Name Arroyo Vista Charter School

(As it should appear in the official records)

School Mailing Address 2491 School House Road

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

City Chula Vista State CA Zip Code+4 (9 digits total) 91915-2534

County San Diego

Telephone (619) 656-9676 Fax (619) 656-1858

Web site/URL
http://schools.cvesd.org/schools/arroyovista/Pages E-mail marymargaret.landiers@cvesd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____
(Principal's Signature)

Name of Superintendent*Mrs. Patricia Roth E-mail patricia.roth@cvesd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chula Vista Elementary School District Tel. (619) 425-9600

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

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Cynthia Schneidau
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 44 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 2 K-12 schools
- 46 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	69	65	134
1	41	53	94
2	55	42	97
3	58	53	111
4	77	54	131
5	74	65	139
6	72	62	134
7	37	44	81
8	33	42	75
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	516	480	996

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 4 % Black or African American
 - 56 % Hispanic or Latino
 - 11 % Native Hawaiian or Other Pacific Islander
 - 22 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 10%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	45
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	59
(3) Total of all transferred students [sum of rows (1) and (2)]	104
(4) Total number of students in the school as of October 1, 2014	1053
(5) Total transferred students in row (3) divided by total students in row (4)	0.099
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 17 %
169 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Arabic, Tagalog, Assyrian, Hindi, Japanese, Korean, Persian, Vietnamese

7. Students eligible for free/reduced-priced meals: 20 %
Total number students who qualify: 198

8. Students receiving special education services: 5 %
52 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 conditions. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 17
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	42
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Arroyo Vista Charter community subscribes to the philosophy of Together Everyone Achieve More (TEAM) to educate the whole child and guarantee academic and social-emotional success for all.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

K-6 students attend from the local attendance area and if space is available students may apply for a zone transfer from neighboring schools. Middle School students are selected in a lottery process and may apply from any school within Chula Vista.

PART III – SUMMARY

Arroyo Vista Charter School (AVCS) opened as a K-6 district school in 1999. Located in the suburban community of EastLake in Chula Vista, California, AVCS converted to a charter school in 2002 and continued to work in collaboration with CVESD. A 90/10 Spanish Dual Immersion program was instituted in 2005 and a single strand of this program is currently in place in grades K-6. The school continued to expand with the addition of middle school in 2011 and transitional kindergarten in 2014.

Situated ten miles north of the U.S.-Mexico border, AVCS serves a culturally and economically diverse population. Twenty percent of the students qualify for free or reduced lunch, although the annual median household income is over \$90,000. While the majority of the English Learner (EL) students speak Spanish, there are approximately ten different languages that contribute to the school's linguistic diversity. Additionally, Arroyo Vista is in close proximity to three military bases and has one of the largest military student populations in the district at 25 percent.

AVCS has a Together Everyone Achieves More (TEAM) philosophy for learning, which includes staff, students, parents and the community. A culture of high expectations and collaboration drives a curriculum based on the California State Standards. This rigorous, differentiated curriculum focuses on the whole child and promotes academic and social success for all students. Through ongoing research-based professional development, the staff strives to ensure that all students, including English Learners, Students with Disabilities and Socio-Economically Disadvantaged Students, master or exceed California State Standards. Diversity is valued within the student population, staff and greater community. AVCS is a positive community of reflective, lifelong learners where all children acquire critical thinking skills to make them college and career ready.

Arroyo Vista subscribes to the belief that all instructional and curricular decisions are student centered and that teachers serve as facilitators of the learning process rather than deliverers of knowledge. Arroyo Vista uses a multi-faceted approach to encourage and challenge all students to develop their full potential. Key strategies within the instructional program include the Gradual Release of Responsibility (GRR) model, small group guided instruction, student collaboration, Productive Group Work (PGW), reading and writing conferences, and technology is integrated as a tool for learning throughout the curriculum. AVCS continuously monitors student achievement data and implements intervention strategies such as a three day a week before school Extended Day Program, a Collaborative Learning Model within the general education classroom for students with Individualized Education Programs (IEPs), Literacy Support Specialists in grades first through sixth to supplement classroom instruction, an English Language Development (ELD) Program with both integrated and designated daily instruction and differentiated instruction in all classrooms. The military students' social and emotional needs are supported by a Military and Family Life Counselor and a clinical psychologist. A Middle School Counselor supports the specific needs of adolescents. The school promotes leadership and expertise in the staff through additional training opportunities and a focused cycle of Professional Development.

The TEAM approach at Arroyo Vista includes the local community, so AVCS has established partnerships with the EastLake Educational Foundation (EEF), the 800 member Parent Teacher Association (PTA) and the English Language Advisory Council (ELAC). ELAC provides parents opportunities to question and understand curriculum and instruction during monthly meetings. Through EEF's generous annual donations, ranging from \$20,000 to \$50,000, the school is able to purchase both hardware and software to enhance technology. The PTA funds three part-time Curriculum Expert (CE) teachers to provide bi-weekly opportunities for students to rotate among Visual Arts, Dance, and Music lessons. The CE program also provides collaboration time for teachers to look at student work and determine research-based next best steps. The PTA members, along with their high rate of volunteerism, reflect the dedication of parents to their children's school success.

A highly qualified staff's commitment to partnering with parents has contributed to approximately 70% of students meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP). Opportunities that engage the whole child, such as Robotics, Inquiring Minds (a program for

students in Gifted and Talented Education), sports teams, Choir, Performing Arts, Kitchen Science, Roots and Shoots (a program that supports the environment), and the Military Pride Club enhance the minds and bodies of students and fuel their enthusiasm for learning. Students build leadership skills through participation in Safety Patrol, Student Council (TK-6), Associated Student Body (Middle School), and Peace Patrol. Arroyo Vista's versatile approach to learning continues to raise student achievement and produces well-rounded, highly engaged scholars.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at Arroyo Vista is based on the California State Standards. The focus at Arroyo Vista has always been on students meeting and exceeding the standards, and the instructional program and strategies are the driving force behind curricular choices. In every content area, teachers use similar research-based effective instructional strategies so that the school's basic foundation of teaching methods is recognizable to students across the curriculum. AVCS has written into its charter a Curriculum, Instruction and Assessment committee comprised of teachers and administration to research curricular choices, bring those findings back to the staff, and come to consensus on new curriculum for the school. The teachers at Arroyo Vista use a combination of teacher-designed curriculum and state-adopted publisher's curriculum to meet California State Standards. In every content area teachers have access to state adopted curricula as a resource for planning instruction.

Reading/Language Arts: Teachers at each grade level collaborate weekly to plan an English Language Arts program based on CSS and then select texts, instructional activities and assessments to meet those standards. The process of pre and post assessments allows teachers to monitor student progress and adjust the instruction or provide interventions accordingly. Teachers have been trained in Close Reading with annotations, text complexity, guided reading instruction, reading and writing conferences, writing to the three text types, Guided Language Acquisition and Design, vocabulary and technology as an instructional tool in order to effectively implement an English Language Arts program that relies on proven instructional strategies and teacher expertise. When assessment data indicate that students are struggling to meet the standards, teachers provide interventions in a number of ways. Through Response to Intervention (RtI) small group guided instruction, teachers meet the needs of students who need additional instruction or practice. For students who continue to struggle, there is an Extended Day Program for grades TK through sixth taught by credentialed staff in the morning before school starts. AVCS also funds Literacy Support Specialists in the elementary grades that provide small group intervention in the classroom on a daily basis. The English Language Development program with integrated and designated ELD instruction ensures that EL students are meeting CSS as they acquire the necessary language skills to become proficient in English.

Mathematics: Arroyo Vista adopted two different math programs, one for students in Kindergarten through fifth grade and one for sixth through eighth grades. The K-5 program is a state-adopted curriculum called GO Math!, published by Houghton Mifflin Harcourt and supplemented with Eureka Math. This program uses manipulatives, multiple models, rigorous questions and interactive technology to support students as they deepen their conceptual understanding. The sixth through eighth grade students use a curriculum called College Preparatory Mathematics (CPM) which spirals through the standards in an integrated method. AVCS chose this curriculum because of the rigorous alignment to California State Standards, focus on student collaboration and real-world problem solving component.

Science: Arroyo Vista, along with the state of California, is adopting the Next Generation Science Standards (NGSS). Two teachers on staff have received extensive training in NGSS in order to become 'teacher experts' for the rest of the staff. The NGSS curriculum focuses on inquiry and exploration. Teachers at each grade level collaboratively plan hands-on, standards-based lessons for students to actively explore concepts in science. Teachers use Close Reading with selected complementary texts to build students' skills in reading scientific and technical materials. This combination of inquiry based science and technical literacy equips students with college and career readiness skills in the sciences.

Social Studies: Arroyo Vista's Social Science program focuses on grade level standards with an emphasis on reading, writing, speaking and listening to support all students' progress. Teachers use a variety of texts, including literature and print magazines, to introduce concepts in Social Studies. Students are able to select how to demonstrate their learning from a diverse menu of choices. Students delve into research to glean information and understanding that will ensure their success as they work collaboratively to complete projects and prepare their presentations. During Social Studies, teachers use integrated and designated ELD strategies to enhance and reinforce their thinking during collaboration with peers.

1a: Secondary School

Arroyo Vista's middle school consists of a vibrant staff that believe all students can and will succeed. Through a rigorous curriculum and focused instruction students are well prepared to be college and career ready. The Science classes implement the NGSS curriculum. Through labs and scientific analysis students cement their understanding of the scientific process. English Language Arts teachers utilize Socratic Seminars, novel studies in literature and an increased focus on informational text to develop academic vocabulary and high level reading and writing skills. The CSS for literacy in History drive a curriculum that targets skills such as reading historical text, analyzing primary source documents, and writing within the content area. All middle school students are required to take Spanish using the *Así se Dice* series published by Glencoe. A weekly Academic Recovery program for students provides extra support on missing or incomplete work.

2. Other Curriculum Areas:

Arroyo Vista has remained committed to educating the whole child at a time when increased accountability has led many schools to de-emphasize Physical Education (P.E.) and the arts. The Curriculum Expert program, partially funded through the PTA, provides Visual and Performing Arts (VAPA) classes for K-6 students at AVCS. Students participate in a rotation of visual arts, dance, and music classes on a bi-weekly basis. In the visual arts, students acquire essential skills for drawing and painting, learn about specific artists and styles of art, and produce final products that are displayed in a gallery-style event for parents. The dance classes focus on rhythm, movement and choreography; strengthening students' gross motor skills while introducing them to different styles of dance. The music teacher instructs students on the basics of musical notation, singing, and some instrumentation. All of the Curriculum Expert teachers collaborate to ensure that AVCS provides a cohesive arts program. The students will put on a choreographed vocal performance for parents at the school's Open House. The Arroyo Vista community has recently chosen to increase funding for the arts, hiring a full time VAPA instructor to coordinate the program and teach performing arts to students in kindergarten through eighth grade. The VAPA coordinator designs units of instruction in collaboration with classroom teachers to provide K-6 students with a performing arts program that supports classroom instruction. In grades seven and eight, the VAPA coordinator teaches elective courses on acting, theatre production and playwriting. Through a partnership with the La Jolla Playhouse, an artist works in eight classrooms using theater to bring learning alive.

Arroyo Vista teachers in grades kindergarten through 6th grade provide 200 minutes of physical education instruction every ten days. Teachers plan a fitness program that blends skill-building with exercise, and students participate in a variety of Physical Education activities such as soccer, running, dance fitness, kickball, basketball, and stretching. The elementary students also have soccer and basketball teams that play in a district league. In seventh and eighth grade, every student takes P.E. for one period a day. The P.E. teacher plans units of instruction around sports, skills, health and fitness. The P.E. teacher is also the athletic coordinator and is in charge of the after school sports programs and the archery elective. Middle school students have the opportunity to try out for sports teams throughout the year. Arroyo Vista plays in a league with other middle schools in baseball, volleyball and basketball.

Arroyo Vista values foreign language instruction and bi-literacy from an early age. A single strand of a 90/10 Dual Immersion program is currently in place in grades K-6. The teachers follow a 90/10 model, in which students start out with 90% of the school day in Spanish in kindergarten, working up to a 50/50 balance of Spanish and English by the fifth and sixth grades. Students exit this program fully bi-literate at the end of the sixth grade. In seventh and eighth grade Spanish is a mandatory, year long class. Students with no foundation in the language start in beginning Spanish, and students who are either native speakers or are coming out of the dual immersion program take a Spanish for Spanish Speakers course. The AVCS eighth graders matriculate into high school already having earned graduation credit for the World Languages requirement.

Arroyo Vista's focus on technology and 21st Century skills resulted in opening the middle school with one to one devices in 2011, then moving toward school-wide one to one technology by 2015. Teachers

participate in ongoing technology professional development on topics ranging from using technology as a teaching resource to creating a flipped classroom.

AVCS students participate in other curricular programs that support students' acquisition of essential skills, knowledge and values. K-6 students participate in TEAMs, a cross-grade level program that focuses on character development and kindness. Students stay with the same TEAM from first through sixth grades to build camaraderie and trust. Seventh and eighth grade students participate in a Service Learning program that focuses on researching community based issues and encourages civic responsibility and community involvement. The Arroyo Vista middle schoolers have positively impacted the community by volunteering, raising funds and sponsoring events to help with the elderly, the homeless, the environment, the military and foster youth.

3. Instructional Methods and Interventions:

AVCS utilizes a variety of instructional approaches to meet the diverse needs of its students. Teachers use the Gradual Release of Responsibility (GRR) model ("I do.", "We do together.", "You do with a partner." and "You do independently.") to ensure that students receive the appropriate scaffolding prior to assuming more responsibility and working independently. Students also engage in Productive Group Work (PGW), a process of collaborative learning, where they work together in pairs or small groups to solve problems and perform tasks as they participate in meaningful, thought-provoking discussions. PGW promotes positive interdependence among students and cultivates the shared construction of new knowledge through inquiry-based learning. Projects such as Questaraunt, in which students create their own restaurant menus that highlight cultures across the world, are a reflection of how PGW supports learning in Social Science.

Teachers use one-on-one reading and writing conferences to assist students in establishing goals in both subject areas. The information learned during these conferences is used to design lessons that promote students' success in their newly established goals. Small group guided instruction occurs throughout the day in all content areas and targets the specific needs of different groups, including English Learners, students with disabilities, socioeconomically disadvantaged students and GATE students. Teachers apply flexible grouping strategies in order to maximize the number of opportunities to work in small group settings with all students.

The school provides students with one-to-one devices (i.e., laptops or iPads) in the classroom, which allows for technology-rich instruction. Teachers integrate technology into the curriculum by planning lessons that require students to access the Internet and use web-based applications. Teachers also foster computer skills development by allocating time for students to produce work using word processing programs.

EL students receive specially designed instruction through two English Language Development (ELD) program models: (1) Designated ELD and (2) Integrated ELD. Designated ELD is a protected block of time during the day that teachers use to provide ELs with ELD standards-based instruction that strategically targets their language learning needs. Alternatively, Integrated ELD is California State Standards-based content instruction that supports language development in all content areas. In this model, ELs learn language and content simultaneously.

The Resource Specialists use the Collaborative Learning Model within the general education classroom to address the needs of students with IEPs. This model allows the general education teacher and RSP teacher to plan lessons together that include accommodations and modifications for specific students based on their IEPs. A three-tiered Response to Intervention (RtI) model is used to provide additional support to students that have not yet mastered grade level standards.

All AVCS teachers are committed to implementing these methods and interventions to ensure high levels of achievement for all students.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

AVCS uses a variety of formative and summative assessments to collect student data. During teacher collaboration time, student work is analyzed and instructional decisions are made to address the needs of

each student. The majority of student data come from ongoing standards-based assessments created by teachers. Prior to planning lessons, teachers develop assessments across the curriculum to gauge student progress toward the California State Standards. Additionally, teachers administer the Qualitative Reading Inventory (QRI) and Achieve 3000 LevelSet to gain information about students' reading levels as well as assess their comprehension and fluency. While the QRI uses both literary and informational texts to assess reading levels, the Achieve 3000 LevelSet online assessment, focuses on measuring students' ability to read and comprehend nonfiction texts. Amplify Quick Checks are given periodically in reading and math as a way for teachers to gather snapshots of student learning throughout their units. Quick Checks allow teachers to identify gaps in student learning prior to administering summative assessments. Performance tasks in math and writing give students the opportunity to use higher order thinking skills to solve real-world problems. Performance tasks require that the students go beyond simple recitation to the application of new learning as is exemplified by their response to level four Depth of Knowledge questions. In May of each school year, students in grades 3-8 are assessed in English Language Arts and Math using the California Assessment of Student Performance and Progress (CAASSP). Students in grades 5 and 8 are also assessed in science through the California Standards Tests (CSTs).

Parents and students in grades K-6 are notified of academic achievement through the use of assessment envelopes, progress reports, and parent-teacher conferences. Teachers regularly send assessments home to keep parents informed of their child's progress throughout the quarter. Students receive progress reports quarterly that indicate their current progress toward meeting grade-level standards. Parent-teacher conferences occur twice each school year with the second conference being student-led. During these times, parents, teachers and students review student work, discuss present levels of achievement, and establish goals. In addition to conferences and report cards, teachers in grades seven and eight use Jupiter Grades, which provides parents with 24-hour access to their child's progress.

To close the achievement gap for English Learners, teachers engage in constant student monitoring and ongoing professional development in ELD. Through the emphasis on academic vocabulary, the form and function of language and daily implementation of integrated and designated ELD instruction, English Learners thrive in speaking, listening, reading and writing.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Together Everyone Achieves More (TEAMs) program focuses on character building and teamwork. Each student in grades 1-6 is assigned to a team that is comprised of students from each grade level. These cross grade-level teams meet every other week to discuss and participate in activities that revolve around the concepts of character (i.e., caring, trustworthiness, fairness, citizenship, responsibility and respect). In the spring of 2012, AVCS became the first school in the state of California to implement the Josh Stevens Foundation's Be Kind...Like Josh program. The Be Kind program encourages students to perform daily acts of kindness. Students caught being kind have the opportunity to be honored and have their kind acts highlighted during an all-school assembly. Since the implementation of this program, the concept of kindness has been heavily emphasized during TEAMs and is integrated into every lesson. In the primary grades, students are highly motivated by the WOW! slip. Teachers and noon supervisors give WOW! slips to students caught performing acts of good citizenship. WOW! slip recipients are also recognized during assemblies. The Student Council and Associated Student Body engage students by organizing Spirit Days throughout the year. Students come to school dressed to show their school spirit. After-school extracurricular activities such as sports teams, Robotics, Choir, Roots and Shoots (a program that supports the environment), Inquiring Minds (a program for students in Gifted and Talented Education) and Book Club contribute to the positive climate of AVCS.

AVCS gives teachers multiple avenues to have their voices heard. The Instructional Leadership Team (ILT) is a committee made up of teacher representatives from every grade level. The ILT brings grade-level input to meetings and makes school-wide instructional decisions. The School Liaison Team (SLT) is an elected committee of teachers and administration that work collaboratively to design interview questions, interview and recommend hires that match the rigorous criteria of a quality staff member. SLT also proactively addresses and reaches consensus on questions and concerns that are submitted by staff. During collaboration time, teachers have the opportunity to share ideas, probe each others thinking and design instruction to meet the needs of all students. All teachers in grades TK-8 are also members of triads. In these cross grade-level groups of three, teachers observe one another in the classroom and offer feedback with the goal of improving instructional practice and increasing student achievement. At the end of each quarter all triads meet together to debrief and share new learnings. All teachers are part of a multi-grade level vertical team. Vertical teams work together during staff professional development and members share how their respective grade levels are implementing specific practices.

2. Engaging Families and Community:

The Arroyo Vista community is made up of a number of different stakeholders, including parents and community partners. As part of the AVCS charter, all stakeholders have a voice in the school. The TEAM Council serves as the Governing Board and determines site policy. It is comprised of elected teachers, classified staff, parents and administrators. The Council has the ultimate responsibility for creating a budget that reflects expenditures aligned with the Local Control Accountability Plan goals and dis-aggregated achievement data. The Council mediates concerns that arise from staff, parents or community members and monitors adherence to the Charter through an Inquiry Process. Parents are also invited to participate in the school's English Language Advisory Council (ELAC), which monitors and makes decisions about the progress of the school's English Learners. Monthly ELAC meetings are interactive and address instructional and school topics based on parent surveys. Presentations are provided by staff or District personnel and opportunities are provided for parents to participate in guided walk-throughs of classrooms. Arroyo Vista holds community forums to get stakeholder input on our Local Control Accountability Plan. The Parent Teacher Association is one of the most active in the district and their fundraising subsidizes the salaries for three part-time Visual and Performing Art teachers that work twice weekly with students while teachers collaborate in grade level teams. PTA provides opportunities for family interaction through a Back-to-School picnic, family dances, and a spring fiesta celebration. To support the school's high number of military families, there is a Military Pride club for students and a full-time Military and Family Life Counselor. In addition, a licensed clinical psychologist provides counseling support to military students and

families once a week through the Family Forces program. Parent volunteerism in the classroom is essential to the success of AVCS students and we welcome over fifty parents weekly to our classrooms to provide support to students. Parent volunteers are honored each spring by the teachers at a Volunteer Tea. Additionally, Arroyo Vista has partnered with the EastLake Educational Foundation, a local non-profit organization that donates over \$20,000 each year to sponsor technology in the classroom. Arroyo Vista has enjoyed the support of many businesses and local community organizations that have provided scholarships and school events. These organizations include: Rotary Club, the Optimist Club, The La Jolla Playhouse and Unified Theatre, a national organization that promotes inclusion in school theatre arts programs. Parent and community involvement at the decision-making level keeps all stakeholders invested in student achievement and the ongoing improvement of the school.

3. Professional Development:

Arroyo Vista's Professional Development (PD) for teachers is part of a multi-faceted approach to improving instruction. AVCS has an Instructional Leadership Team (ILT) that participates in district training and brings that training back to staff. District-level PD varies from year to year. Some years it focuses on grade-level teams through Teacher Academies and other years it focuses on ILT staff development. For example, in the 2015-2016 school year, the ILT from each school attended training at the district on Integrated and Designated ELD. The Arroyo Vista ILT planned and implemented PD for the Arroyo Vista teachers based on their learning from the District training. ILT members acted as support to teachers at their grade level, and ensured that new strategies or policies were part of the grade level planning.

Arroyo Vista is part of a six-school cohort within the district that works together on PD for teachers. The decisions for cohort PD are guided by the cohort principals and survey responses from staff at all six schools. Recently the cohort focused on technology as an instructional tool as their area of emphasis for PD. On teacher PD days, the cohort teachers gathered to participate in workshops, led by cohort teacher experts, on a variety of ways to integrate technology into the instructional program. Teachers were able to choose a workshop that addressed their individual needs to further the use of technology in their classroom. Teachers are currently implementing these new strategies and will meet again during the next PD to refine their practice.

The ILT at Arroyo Vista also chooses areas of improvement specific to AVCS. Looking at student assessment data, participating in classroom walk-throughs and receiving input from grade level and vertical teams help the ILT design a systematic sustainable PD plan to best meet the needs of teachers and students. An Educational Consultant works with ILT multiple times throughout the year to develop ongoing research-based PD to help teachers increase student achievement. The focused, cohesive nature of Professional Development at Arroyo Vista ensures that all teachers are supported in their ongoing implementation of a high quality instructional program. Through the AVCS evaluation process, teachers select their own Domain from Charlotte Danielson's Framework for Teaching for Professional Development each year and present their progress towards that Domain supported by evidence to a panel of teachers and administration during a thirty minute Protocol each spring.

4. School Leadership:

The Together Everyone Achieves More (TEAM) philosophy at Arroyo Vista extends to the school leadership. The two school administrators, Principal and an Associate Principal, support multiple leadership opportunities for all staff. The TEAM philosophy builds on the unique strengths of staff, students and parents to ensure a culture of educating the whole child. In order to support our learning community, the Academic Coach, Military and Family Life Counselor, Middle School Counselor and School Psychologist assume additional leadership roles and responsibilities. As a result of Collaborative Leadership, parent surveys and staff input decisions were made to establish a 90/10 Dual Immersion program and to launch a Middle School.

Teachers with expertise in specific content areas, in implementing technology as a tool for learning, in intervention strategies and in language acquisition are given opportunities to extend their learning as they

provide professional development for the peers. As an example, two teachers on staff are participating in Next Generation Science Standards Professional Development and are becoming experts for the new science curriculum to provide training and support for the rest of the staff. During two Professional Development days for our cohort of six schools, multiple teachers presented on the use of technology as a tool for learning in the classroom for the staff from all six schools and will continue to act as an ongoing resource to teachers.

The AVCS Charter structure is designed with TEAM Council, comprised of elected staff and parents, as the governing body for all decision making. All teachers serve on one of four committees; the first being, Staff Liaison Team which has elected positions, the others are Partnerships, Technology, Curriculum, Instruction and Assessment (CIA), which are voluntarily selected. Each committee provides input to TEAM Council to ensure that the voices of all stakeholders are heard. These committees make decisions on curriculum, the instructional program, budget, resources and forming partnerships in the community.

During collaboration time, teachers assume the same roles that students assume during Productive Group Work, facilitator, process observer, courageous questioner, recorder or timekeeper. These opportunities contribute to deep meaningful conversations that maintain the focus on student work and achievement. The philosophy of Together Everyone Achieves More and the emphasis on student achievement drive all decision making at Arroyo Vista and bring cohesion among our community of learners. The administration supports student-based decision making and welcomes input from all stakeholders.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Arroyo Vista's vision is to empower every teacher to be highly effective in his or her delivery of instructional practices and implementation of a challenging curriculum in order to guarantee that all students become critical thinkers, responsible decision makers and leaders. To accomplish these lofty goals, it was critical to have a professional development process that was intentional and focused. The staff made the decision to elevate the existing Professional Learning Community process by adding ongoing research, the element of reflection and peer observation to ensure school-wide implementation. This revised process is referred to as the AVCS Collaborative Learning Cycle. The goal of this process is for teachers to enhance and align instructional practices to the standards, resulting in students being prepared for College and Careers.

To ensure that all students meet the standards, teachers regularly analyze and evaluate student assessment data to determine appropriate instructional practices. Formative and summative assessments and ongoing observations are used to determine the most appropriate next steps. Teachers utilize a "Looking at Student Work" protocol during which they evaluate assignments and students' responses to determine appropriate interventions. Classroom and district assessments are also analyzed for trends across the grade level. Once next steps are determined, research-based practices and professional development are identified. Experts and consultants provide systemic professional development to all TK-8 teachers. The Instructional Leadership Team attends professional trainings and become trainers for the staff. With ample time to integrate new learning into their daily repertoire, teachers use collaboration time to reflect on the implementation of the practice and share insights.

Teachers embrace the integral stage of coaching. They work collaboratively in cross-grade level triads to observe each other and provide non-evaluative feedback to further their knowledge and application of the professional practice. Teachers also observe peers at the same grade level, which enables teams to develop a common understanding of the highlighted practice and design instruction based on students' needs. Teachers use the specific feedback to maximize their own learning and inform instructional delivery in their classrooms, resulting in increased student achievement.

The Collaborative Learning Cycle enables staff to develop a deep understanding of new concepts and embrace change. The intended outcome of this practice is for students to achieve mastery of the standards, be able to demonstrate their knowledge in multiple ways and be able to explain and/or justify their thinking. The AVCS staff has moved instruction from being teacher centered to student centered. Teachers now serve as facilitators of learning as students take responsibility for their own learning. This process prepares all students to be creative collaborative problem solvers, effective communicators and critical thinkers as they become global citizens of the 21st Century.