

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Nicole Van Wilgen Moore
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Anaheim Hills Elementary School
(As it should appear in the official records)

School Mailing Address 6450 East Serrano Avenue
(If address is P.O. Box, also include street address.)

City Anaheim State CA Zip Code+4 (9 digits total) 92807-5034

County Orange County

Telephone (714) 997-6169 Fax (714) 921-0584

Web site/URL https://www.orangeusd.org/anaheim-hills-elementary-school E-mail nvanwilgenmoore@orangeusd.org

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* Dr. Gunn Marie Hansen E-mail ghansen@orangeusd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Orange Unified School District Tel. (714) 628-4000

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 Ms. Kathryn Moffat
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

- Number of schools in the district (per district designation):
 - 27 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools

37 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	19	8	27
K	36	25	61
1	48	24	72
2	39	33	72
3	39	41	80
4	43	24	67
5	23	26	49
6	37	29	66
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	284	210	494

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.4 % American Indian or Alaska Native
 - 19.2 % Asian
 - 1 % Black or African American
 - 18.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 46.9 % White
 - 13.7 % 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 2019 - 2020 school year: 4%

If the mobility rate is above 15%, please explain:

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, 2019 until the end of the 2019-2020 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2019	512
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):
Filipino, Spanish, French, Russian, Vietnamese, Arabic, Telugu, Mandarin, Polish, Korean, Farsi, Urdu, Cantonese

English Language Learners (ELL) in the school: 6 %
29 Total number ELL

7. Students eligible for free/reduced-priced meals: 11 %
 Total number students who qualify: 53

8. Students receiving special education services: 8 %

40 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>10</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school 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 29:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	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 2020.

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.

Anaheim Hills Elementary School will develop empathetic leaders with purposeful life-skills who enjoy learning in a safe, supportive, and fun environment!

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

At the beginning of the 2020-2021 school year at Anaheim Hills Elementary School (AHES), all of our students participated in 100% distance learning. In this model students connected with teachers throughout the entire school day with a blend of synchronous and asynchronous learning. Understanding the need for hands-on instruction and assignments, we developed a materials pick-up and drop-off system that occurred twice a month to support our student's various instructional needs.

At the end of September, our school opened its doors to in-person instruction opportunities. Recognizing that our families and students had various instructional needs during the pandemic, we were able to offer three models of instruction: full day, hybrid, and distance learning. Our full-day students are on campus five-days a week for the full school day. AHES hybrid students attend in-person instruction five days a week half-day and the other half of the day they participate in distance learning. The students in the distance learning model connect to live instruction with their teacher and class, and also complete their assignments and projects asynchronously. Our teachers teach all three models at once, a major challenge that provides invaluable benefits and supports to our students during this pandemic.

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

PART III - SUMMARY

Anaheim Hills Elementary School (AHES), home to the Panthers, is settled on the top of one of many hills in the planned community of Anaheim Hills, California. Anaheim Hills Elementary is surrounded by neighborhood track-homes, hillsides, and outdoor spaces. Built in 1977, our school is a highly rated public neighborhood school with a tight-knit community. Our families and staff are dedicated to the success of all of our Panther students.

With the feeling of attention and intimacy of a small private school, Anaheim Hills Elementary is a well-sought school in our district and county; each year we have a waitlist of students that would like to attend our campus via intra-district and inter-district transfers. The majority of our Anaheim Hills Elementary students are Anaheim residents, with 14% of our population coming from intra-district transfers. We recognize and celebrate our diverse campus of learners: 52% of our students are from minority backgrounds, and 10% of our students are socioeconomically disadvantaged. Anaheim Hills Elementary is proud to have bilingual and trilingual students on our campus, as well as 7% of our students identified as English Language Learners (ELLs). We have pride in our students, families and staff at Anaheim Hills Elementary school.

Anaheim Hills Elementary teachers and staff are dedicated to the growth of our school and our student's achievement. At the beginning of each year our staff gathers to celebrate gains on the California Assessment of Student Performance and Progress (CAASPP) and review the areas where students may continue to grow. Our goal at AHES is to help each student take pride and show individual growth: not only show proficiency but to exceed expectations. Our most recent CAASPP results show these goals as we have attained the highest level of blue in both English Language Arts and Math for the All Students category on the California School Dashboard.

For our staff and teachers each day at work is more than a job. We operate as a family; we are there not only to strive for excellence, but also to support each other along the way. To do this we focus not only on student achievement, but our own development as educators. Every Wednesday is a modified schedule to provide time for teachers to learn new and advanced instructional strategies, develop rigorous units of study, and engage in a professional learning community to plan for student intervention and support. Dedication is apparent as our teachers apply and participate in teacher-leader programs, such as iteach and ilead, provided by our district to help not only students but other teachers as well. The extra hours, classes, and projects that our teachers complete within these programs are invaluable to our students' achievement and overall pride in our school.

Anaheim Hills Elementary School's mission statement guides our work and commitment to our students: "We will develop empathetic leaders with purposeful life-skills who enjoy learning in a safe, supportive, and fun environment!" We focus on the whole child and integrate social emotional learning and support throughout our school day. Our students love to come to school each day, with the additional programs we designed just for them to leverage and build on their strengths. An example of this is our student-led Morning Fitness program. From pickleball to frisbee golf, our K-5 students explore and learn a range of fitness activities taught and led by our 6th grade students the first 20 minutes of the day. AHES students are also actively involved in Visual and Performing Arts (VAPA) programs. Instruction includes choir, drama, theatre, and art which allows our students to show and grow their creativity. It is satisfying to see the pride and respect students develop during these programs.

A school's character comes from the hearts of its students and staff. If you were to visit our school, you would see character to abundance. We focus on kindness, inclusivity and building strong character traits that last a lifetime. Schoolwide, our Panther family is committed to our Positive Behavior Intervention and Supports (PBIS) program. AHES PBIS fosters positive growth of students while identifying students who need support. It allows celebration of student strengths and fosters a safe and healthy school culture. Character building lessons and activities are integrated throughout the year. The saying once a Panther always a Panther is engrained in the values and character of our students.

As we reflect on our long-standing practices that make Anaheim Hills Elementary a school that has attained success and continues to close the achievement gap, we can't help but recognize all of the adaptations we have made in response to COVID-19 that have allowed us to continue to support our students' achievement and social emotional well-being. As our country shuddered in March of 2020, our doors also closed. What sets us apart from most schools in our state of California is that in the Fall of 2020, we re-opened our school with the option of in-person instruction, full-day, five-days a week to continue our teaching and support of our Panther students and families. Our students are thriving both academically and in social emotional health because of this unprecedented work we do each day. As a result of our pandemic operations, it is clearer than ever that our Anaheim Hills Elementary School community is unwavering in our dedication, work, and commitment to our Panther students' well-being and success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

With the three instructional models of full-day, hybrid, and distance learning to meet our family and student needs, we needed to increase teacher planning time as part of our modified-Wednesday schedule. This allowed our teachers to adapt and modify instruction to fit the needs of students during our current instructional model. Daily classroom schedules, pacing guides, and assignment lists are provided to all students and families regardless of their instructional model to assist in preparing students for their learning that day. In the past, our primary grades would slowly build the integration of educational technology and usage of devices with their students. Using this unprecedented instructional model, our primary grades have flawlessly integrated tech tools into the curriculum starting on day one. As a result, our youngest students are proficient in Google Meet, Seesaw, Google Classroom, Google Docs, Google Slides, Jamboard, Kahoot, EdPuzzle, Nearpod, and more. Although our teaching techniques have changed, our high expectations remain; we expect that as educators we will see our students grow academically and flourish socially.

As one of the few elementary schools that has been open for in-person learning since the Fall of 2020, our instructional practices have heavily relied on our health and safety driven practices on our campus. Throughout our campus a visitor would see Panther blue dots as visual markers for social distancing. Our students learn behind plexiglass with masks on in their classroom cohorts. This allows them to thrive and experience safe social interaction. As we adapted our instructional model, we ensured that our Multi-Tiered Systems of Support (MTSS) remained in place, including our small group teaching practices. All students, regardless of their model, continue to receive small group targeted instruction. AHES has a strategic instructional schedule that dedicates daily time to this consistent small group instruction and support. Another element we have maintained is recognizing and addressing all learning styles, so our students' needs are met across the curriculum. For example, in science our students get to see and participate in hands-on experiments with individualized kits or materials. The educational experiences this year are inclusive of all students, even our distance learners, as our teachers prepare materials pick-ups for our distance learners every two weeks, so they too have the same opportunities during live and guided teacher instruction even from a distance.

In all subject areas, teachers utilize district-adopted curriculum with lessons that meet the rigorous California Common Core State Standards (CCSS). Lessons include first-best direct instruction, guided practice, and independent and collaborative application.

Our Reading/ELA curriculum consists of McGraw-Hill Wonders (California Edition) which includes both online and tangible learning experiences; we utilize leveled-readers that are differentiated for above, on and below grade level content. This allows our teachers to support the various needs of students while presenting curriculum on their learning level. Through this we also integrate reading passages of all genres. Within this curriculum, we are able to make cross-curricular connections in social studies and science with nonfiction texts which enhances the learning experience. Students spend at least 1.5 hours each day in instruction and application of ELA and reading. AHES also utilizes Lexia, a differentiated and personalized literacy program to close gaps and move students forward in their literacy journey.

In math, students and teachers dedicate no less than an hour each day under current operations. EnVision Mathematics is used as our main curriculum. We provide our students with problem-based learning opportunities. Differentiated learning styles are addressed with the use of the visual bridge for students to approach the task to deepen their understanding. At AHES, we also implement iReady as a supplemental support for all students with a personalized math pathway to help fill missing gaps and build towards grade level or exceed their current above grade level status.

Our students also receive science and social studies instruction daily. With Amplify Science as our main science curriculum, students are equipped with the hands-on science explorations that provide them extra opportunities to build their literacy skills. Social studies is approached differently, with our last district adoption from 2007, our teachers utilize the core text and supplement with more relevant pieces to bridge the gaps to meet current state standards: project-based learning and reenactment experiences are a large part

of social studies at AHES. The remaining portion of our instructional schedule consists of collaborative learning, a time designated for small group instruction, intervention, and extension. In all content areas, collaboration is a fundamental component of our students' learning experiences - even now virtual breakout rooms are utilized so distance learners and in-person learners can learn together. Small group differentiated instruction is utilized daily, and all students are participants whether they are below, on, or above grade level as we want all students to grow and attain their personal best.

Students have many opportunities to show what they have learned and how they have grown through both formative and summative assessments. Schoolwide, our students participate in diagnostic assessments through iReady (math) and Lexia (reading/literacy). Teachers use a variety of strategies to gather student assessment data in addition to school and district assessments: small group instruction, curricula formative and summative tests, performance tasks, and checking for understanding activities. Teachers use the data to level small groups and provide instruction and supports to assist students in their learning. AHES students are involved in this process; they identify their growth and set goals as they make progress in this personalized-learning approach.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

At Anaheim Hills Elementary School, we provide a developmental Transitional Kindergarten (TK) program to four and five-year-old students. AHES TK includes opportunities for our students to learn and grow in a variety of subjects and skills. The TK core curriculum includes: emergent reading and writing, oral language, mathematics, science, health, social studies, physical education, fine arts, and technology. Writing Without Tears is utilized to support our students with letter formation and handwriting skills. The past several years, Scholastic's Big Day curriculum has been used to integrate academic, social-emotional, and physical development. We also use conscious discipline, mindfulness, zones of regulation, and other supplemental curriculum and activities to help foster a balanced student.

Our TK program has adapted to the challenges posed by COVID-19. To continue the benefits of the program, additional classroom aids were added to assist with safety protocols and support students. This allows the teacher to effectively implement various instructional models. Students were provided iPads at the beginning of the year, as well as access to Happy Numbers and Lexia to support learning in all models during this unique time. Recognizing the needs of TK students, the teacher created individual choice time to continue to foster independence, creativity, and skill-building. TK centers were moved outside, and students learned about social distancing using dot markers on the playground allowing them to continue to work and learn. Direct teaching and modeling of empathy, understanding, and regulating emotions was increased this year to support the emotional needs of TK students due to the global pandemic.

The TK program at AHES is closely aligned with best practices, including academic content standards in the primary grades. The TK teacher builds a purposeful instructional approach by placing students in small groups by ability. This allows the teacher to modify and differentiate the activities to accommodate the needs of all students in her classroom. These small group centers provide students the opportunity to grow and develop in preparation for Kindergarten and beyond.

The TK teacher works very closely with her Kindergarten teammates. Through collaboration across grade levels, the TK program prepares learning experiences for students that will help them develop and master appropriate TK skills. Hands-on learning is infused throughout the TK day to help foster problem-solving, critical thinking, and independence in our students. Our TK classroom focus is worldly knowledge, and inclusivity for all. As a result of these practices and approaches in the AHES TK classroom, students achieve success socially, emotionally, and academically.

2. Other Curriculum Areas:

At Anaheim Hills Elementary School, we understand the importance of supporting our students beyond academics. We are proud of our robust visual and performing arts program (VAPA). All students in grades K-6 have a visual arts lesson once a month from an art teacher. Our primary grades participate in directed drawings and other art projects that align with that week's curriculum. In our upper grades, more complex art lessons include watercolors or other materials. Students also receive Art Masters instruction multiple times a year focused on a specific artist and then create a work with the artistic techniques learned. Music is experienced in grades TK-6th yearly with our winter performances and our 5th and 6th grade choir, band and string performances. Our students in all grade levels K-6th develop their performance art skills each year; for example, our first-grade team holds an annual opera and our third-grade team performs an American symbols play each year. With our current operating schedule students still receive this essential curriculum through classroom instruction and virtual experiences.

Panther students are committed to their health via our AHES Morning Fitness Program. The first twenty minutes of each school day students in grades K-5th participate in a physical activity led by our 6th grade class. Our 6th grade students develop different sports and exercise activity stations and lead the younger students through the exercise. Throughout the year-long program, students show commitment to physical activity, and our 6th grade students are able to develop leadership and life skills. To adapt to the demands of current operations, we have converted our morning fitness stations into recess stations so our students are able to have the morning fitness experience while maintaining the required classroom cohorts. In addition, AHES students practice healthy measures throughout the school day to take care of our social emotional and mental health, such as mindfulness moments in the classroom, GoNoodle brain breaks, and social emotional practices, as part of our tiered social emotional program. These teacher-guided activities and experiences are invaluable to our students as they develop healthy practices that will provide dividends to them outside of their elementary school experience.

Our Library Media Technician, leads a consistent library program for our students to visit the library weekly to check out books, listen to a story, participate in our Reading Counts program, and receive tech lessons at the computer lab station. Currently under new operations, our students still participate in weekly library time but in their classrooms with the librarian virtually. Each week, students, including our distance learners, are still provided with two books to check-out and read. The tech lessons are naturally integrated into instruction as our students all have their own device at school now. Our commitment to digital citizenship has been recognized by Common Sense Media as they recently named us a Common Sense School for ensuring that our students have the knowledge and skills to use technology responsibly and effectively.

Our AHES students show their Panther PRIDE! We continue to implement the positive behavior intervention and support (PBIS) program on our campus to showcase our schoolwide positive expectations which supports our students in demonstrating positive behavior and actions to become the leaders that they are. To foster this positivity and kindness at AHES, all students also participate in annual character-building lessons, and these lessons are leveraged throughout the year as part of our culture and climate initiatives.

3. Academic Supports:

At Anaheim Hills Elementary School, our community understands that each child has unique needs as they progress on their learning journey. To inform our personalized approach, we utilize data from school and district assessments, as well as student work samples. One of the many benefits of our small group model is that AHES teachers are able to work closely with students to have a more in depth understanding of students' current areas of strength and areas in need of growth. From here teachers can determine which students need more targeted support to close the gaps. At our school site Lexia (ELA) and iReady (Math) are utilized to provide personalized pathways of support for each student. Teachers use the data from these pathway programs to inform the makeup of small groups and the skills or areas to reteach and support for students to attain mastery. Both students below grade level and those above benefit from this tiered and leveled approach. With the personalized pathways and small group instruction system, students are able to extend and continue to grow academically.

Our approach is demonstrating to be effective as the most recent analysis on the CAASPP data for math and English Language Arts (ELA) shows there are no achievement gap areas of ten or more percentage points between all students and our race/ethnic subgroups: Asian, Hispanic, Two or More Races, and White. There is still an area of growth for our school site because the results of our students with disabilities (SWD) on CAASPP show lower performance than our All Students subgroup in both math and ELA. Our current English Language Learners (ELLs), although not a significant subgroup, also shows lower performance in the two content areas.

We understand the importance of closing these gaps for our students and have implemented a Collaborative Academic Support Team (CAST). The CAST team consists of the principal, school psychologist, education specialists, and the grade-level teachers. As a team we meet to discuss and plan for students that are not showing adequate progress with current interventions. We meet a minimum of three times as a CAST team to monitor and plan for the students brought to CAST. For our students with the most intensive needs, we utilize our education specialist in partnership with our general education teacher to provide additional push-in or pull-out instructional support. With these tier-three interventions and support systems in place, we see gains and progress for our students of concern.

During the current pandemic operations, we continue to implement a small group instruction model for both in-person and virtual students. Our CAST system has also continued with modifications due to the limitation on gathering groups and substitute shortages. We are proud that we maintained our CAST system during this unprecedented time with after school sessions that looked at the data of students from last spring to current data to identify learning loss and areas of need. As a result of this we have closed the learning loss gaps for all but nine of our AHES students. The nine students have been a focus of our continued tier-three interventions and provided supports so they can continue to make progress. The experience of this year's operations and success has inspired us to create a learning lab on our campus where all students will have access to additional interventions, supports, and targeted academic instruction.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Anaheim Hills Elementary School is a place that students, teachers, staff, and parents want to be. Our school has soul, heart, and a strong community. The positive environment and culture on our campus starts with the Panther staff: we are a strong working family. The climate and culture of our staff is one built by trust, support, and collaboration. It is not uncommon for a 6th grade teacher to collaborate with a 3rd grade teacher, or for the school office manager to meet with one of our 4th grade teachers to collaborate on a project together. We are united and share a common value of providing the best for our students. We believe that if students want to come and be at school, then we will see them grow and thrive as a whole child on our campus. In our mission statement and work we specifically include “safe, supportive, and fun environment.” Collectively, we strive to provide this to our students every day.

Our Peer Assistance and Leadership (PALS) program provides additional opportunities for our students to grow leadership skills and spread a culture of kindness and inclusion on campus. The PALS group was instrumental in developing and organizing our school’s Friendship Garden where there is a buddy bench for those students that are looking for a friend. Our school also organizes and participates in annual events such as food, toy and pajama drives as well as Pennies for Patients. Our student leadership team, PALS, creates and runs events and experiences to engage our students on campus. For example, Kindness Week is an annual tradition where we spend a week learning and growing our kindness with schoolwide projects like a kindness chain for our school and committing to making a new friend that week.

Panther students are excited to show their school spirit on our many spirit days throughout the year like our weekly Panther Blue Fridays. The partnerships with our parents and organizations are essential to the engagement we are able to provide on our campus. With the AHES Parent Teacher Association’s (PTA) support we are able to offer unique experiences for our students including a dance-a-thon, music assemblies, field days, character building experiences, and more. Our Mental Health Counselors are active and visible on our campus. They meet with students who might need additional support in navigating the school day and feeling connected at school.

Celebrations and recognitions of growth are a large part of the AHES community. Within our PBIS program at AHES, we have an acknowledgement system that focuses on identifying students representing Panther PRIDE: Perseverance, Respect, Integrity, Determination, and Excellence. Typically, physical Panther PRIDE tickets were provided to students that they could exchange for incentives; AHES staff modified this recognition to a digital system so all students were involved including our distance learners. Although academic milestones are celebrated, emphasis is put on student growth and character development for our Trimester Panther PRIDE Awards. Due to current protocols, award assemblies are held virtually so students and their parents can still be active participants in these important events.

2. Engaging Families and Community:

Anaheim Hills Elementary School staff take the time to build community with our students and our families to increase engagement and motivation. We have many parent groups as part of our campus including PTA, School Site Council (SSC), Dad’s Club and the English Learner Advisory Committee (ELAC). These parent groups are vital to the success of student achievement. For example, our School Site Council is actively involved in monitoring and adjusting our Single Plan for Student Achievement (SPSA). This SPSA is what guides our budget, choices, and journey each school year which is directly related to our student achievement outcomes.

AHES staff and PTA work together to develop experiences for our school to foster the home-school connection. Our students and their families are actively involved in our school wide events including STEM Night, Fall Festival, Family Movie Night, Astrology Night, and more. In addition, at the PTA meetings, our students’ learning experiences and growth is emphasized as we plan fundraisers to increase student achievement and access. For example, our most recent fundraisers allowed our school to build a STEM Lab,

purchase a STEM curriculum, updated classroom technology with SMART TV displays, and get devices in the hands of our students.

During normal operations, parent volunteers are welcomed on our campus in all grade levels to offer classroom support. Parents help during instruction, group projects, and class activities. They also participate with the day-to-day operations of our school site with preparing classroom materials, organizing weekly communication folders, and planning classroom celebrations. It is a true partnership between home and school.

Communication is a large part of our purposeful engagement with AHES families and our community to continue to strengthen relationships and involvement. Multiple communication modes are utilized including the principal's weekly newsletter and phone message, social media, weekly communication folders, text message messenger, online grade books, and weekly teacher emails. With these strong communication methods in place, parents are informed and involved in their students' academic success, school programs, and community opportunities.

During our COVID-19 operations, we have continued to maintain our robust communication systems between school and home. Included in these communications is information and resources on how to obtain food for families in need, mental health services, community resources, and COVID testing information. Our mental health counseling staff has created resources for students and families to utilize for social, emotional, and mental health during this pandemic. Our parent volunteers are no longer on campus, but still support us from outside of the school walls in the same ways, many times virtually. Our annual events that were typically held in-person were reimagined to be held virtually to maintain the engagement of our families and students. For example, this year's STEM Night was held in partnership with Discovery Education and Boeing and was done virtually with hands-on experiment opportunities for students and their families. Even during this pandemic, our AHES community has maintained connection and engagement to continue to provide the best for our students.

3. Creating Professional Culture:

Anaheim Hills Elementary School teachers and staff are proud of our commitment to a positive professional culture. On our campus, each voice is valued and a part of the decision-making processes that impact our school site. We are shared decision makers at Anaheim Hills Elementary School. What really sets our culture apart is that we are more than colleagues but a family that values each other and supports each other. The culture of our staff is the starting point that influences our overall environment on our campus for students and staff. Both staff and students want to come to Anaheim Hills Elementary School each day because of the sense of connectedness and support that is felt by all.

We value our teachers and their professional growth. AHES has a modified Wednesday schedule to allow teachers to participate in school and district professional development, Professional Learning Communities (PLCs), and individual planning and preparation time for their classroom. Above this modified schedule, additional professional learning opportunities are integrated into our program determined by our Instructional Leadership Team (ILT) like our vertical and horizontal articulation sessions.

Our connected and supportive staff played a vital role in our transition to distance learning in March 2020. We sent our students home with devices on Friday, March 13th and provided asynchronous learning for our students on Monday, March 16th, so we could meet as a staff to plan our instructional program during the school closure. We worked together tirelessly and opened our distance learning program to our students on Tuesday, March 17th with equitable access to live teacher instruction, synchronous learning, and asynchronous learning. What we accomplished was no easy feat with teachers involved every step of the way on the development of our program. The principal was formerly a Coordinator of Virtual Teaching and Learning and was able to provide professional development and support to teachers throughout the distance learning model: whole staff sessions, small group, one-on-one sessions, phone calls, texts, continued connectedness even from a distance. With our strong positive culture, teachers were comfortable asking for help when they needed it and collaborating together to put out a top-notch distance learning program in a matter of days. Our AHES parent community was grateful that their children did not miss a day of

instruction or school during this time of crisis in our world. Positive reception and praise were provided to teachers and administration throughout the duration of the trying times of distance learning. As a staff we used what we learned during the unprecedented transition to inform our current model and practices with both full-day, hybrid, and distance learning instruction.

4. School Leadership:

The principal of our school demonstrates collaborative leadership which allows all of our teachers, staff, students, and parents to work together for the betterment of our school as a whole. The principal works closely with the Instructional Leadership Team (ILT), School Site Council (SSC), and Parent Teacher Association (PTA) to gather input and inform decisions for the school and students. One common connection among all of our stakeholder groups is the goal to continue to grow AHES for our students, so they continue to want to come to school and thrive academically and socially.

Our Instructional Leadership Team (ILT) consists of a teacher rep from each grade level and we meet monthly to collaborate on our goals for the year for our school site: academic, social, emotional, and other areas that connect to our mission statement. Before decisions are determined, ILT representatives consult with their grade-level team to get feedback and insight to inform final decisions. After ILT meets, the information is then shared at our SSC and PTA groups to gather their feedback and input as well. Our initiatives and programs are a success because all AHES teachers, staff, and stakeholders are involved in the process from the beginning to inform our practices.

As a school site that has been open since Fall 2020 for in-person learning, we put health and safety as a collective priority. Measures included social distancing dots, plexiglass, consistent cohorts, masks, physical distancing in the classrooms, modified schedules for staggered ingress/egress, and virtual transitions for whole group gatherings. To accomplish this, it was a team effort between leadership, certificated, and classified staff members with all parties being flexible and open-minded to the changes to provide in-person instruction to our students. Change can be challenging, so to mitigate the uncertainties continuous staff meetings were held with all staff to provide updated guidance, plans, and gather feedback. The same was done with our families prior to reopening. Contact tracing and quarantine practices were developed alongside our district office. With our safety measures and protocols in place, we haven't experienced a single case of COVID-19 transmission on our school campus. Just as in past practice, during these operations all stakeholders played a role to allow us to safely open our doors earlier than most other school sites. This collaborative leadership translated to students being able to thrive academically and socially during a pandemic.

5. Culturally Responsive Teaching and Learning:

As part of our PBIS practices at AHES, our matrix includes a section dedicated specifically to the culture of our campus. Part of this includes a focus on inclusivity, and that our campus is one where all are welcome and accepted. This is explicitly taught to all students annually and through each school year. We are proud to have students from all different backgrounds at our school site, and have committed ourselves to developing culturally responsive classrooms. Discussions on diverse supplemental curricula and books has been a point of focus for our school site. As Panthers, we foster kindness and do not tolerate acts of racism or discrimination. We share a common language and belief that all students matter and belong.

To further ourselves as culturally relevant educators, our district provides culturally relevant professional development to our teachers and principal through AVID's Cultural Relevance strands. The principal identifies a leadership goal tied to cultural responsiveness each year to move the campus forward in inclusivity, acceptance, and awareness. Additional training in this area is attended by teachers and admin; most recently the Principal completed part two of Katie Novak's Equity by Design professional development group with a focus on aligning social justice with Universal Design for Learning (UDL). Plans to bring this to AHES ILT for implementation are

already underway. Our staff is an active participant in our district's Equity Task Force comprised of parents, students, teachers, and administrators. In this task force, open conversations are had about the areas of growth for our district and school sites in our quest to improve our schools' approach to diversity, equity, and inclusion.

Months and days dedicated to people of color and minorities are also a focus on our campus; Black History Month, Indigenous People's Day, Women's History Month, etc. are explicitly taught and celebrated in our classrooms with inclusive resources from Discovery Education, Nearpod, and other supplemental materials. Current events and social movements are addressed within the principal's newsletter to our community with resources provided to families. Teachers also utilize these events to spark discussion or reflection in their classrooms with a focus on inclusivity. Our Social Emotional Learning curriculum allows us to have these conversations to promote a safe and inclusive environment.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Anaheim Hills Elementary School we take pride in the work we have done to provide the educational experience that our students have during pandemic operations. As we reflect on all of the practices that have been in place, the one practice most instrumental to the continued success of educating our students since March 2020 until now is the Collaborative Learning block of our instructional schedule dedicated to small group instruction. Even in March of 2020 when we rolled out our distance learning program a day after our closure, small groups were included in our daily pacing guides to students and families.

Each day after 11:30 AM, the remainder of our school day is dedicated to Collaborative Learning small group instruction. In each classroom TK-6th grade, students are pulled into small group instruction for English Language Arts (ELA) and math. Through this practice our teachers have been able to continue to move each student forward in their learning journey. Our distance learners, hybrid learners, and full-day learners all receive small group instruction in ELA and math each week. A year when many others fear learning loss for America's students, we don't. AHES has seen gains for our students in both ELA and math this year as monitored by our school and district assessments.

Historically at Anaheim Hills Elementary School, small group instruction has always been a practice of ours for in-person learning throughout the school day. To ensure small group instruction was still a main part of our program, we strategically organized our schedule, and now utilize both in-person and virtual small groups. It does take extra planning to make it work with the three simultaneous models of instructional models for our students. First, we identify the areas of need for students to inform the makeup of the small groups. Then the teacher creates a small group schedule, so all students receive small group instruction in both ELA and math weekly; some of our students with more intensive needs participate in small group instruction more often. Also, during this collaborative learning time, other students are participating in asynchronous learning or independent application of that day's lessons from earlier in the school day. This new format for small group instruction took time for our teachers and students to adapt to; now it is a streamlined process with huge dividends for students' academic success.