

U.S. Department of Education
2023 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 Ms. Bianca Marchese

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

Official School Name Buena Terra Elementary School

(As it should appear in the official records)

School Mailing Address 8299 Holder Street

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

City Buena Park State CA Zip Code+4 (9 digits total) 90620-2957

County Orange County

Telephone (714) 228-3220

Fax _____

Web site/URL <https://bt.cesd.k12.ca.us/>

E-mail bianca_marchese@cesd.us

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. Norma Martinez E-mail norma_martinez@cesd.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Centralia Elementary Tel. (714) 228-3100

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 Miss Lamiya Hoque

(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 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. 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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

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

2. 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

3. Number of students in the school as of October 1, 2022 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 Students
PreK	0
K	112
1	97
2	75
3	96
4	83
5	92
6	89
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	644

*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):
- 1.2 % American Indian or Alaska Native
 - 30.1 % Asian
 - 2.8 % Black or African American
 - 40.7 % Hispanic or Latino
 - 1.2 % Native Hawaiian or Other Pacific Islander
 - 19 % White
 - 5 % 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 2021 - 2022 school year: 10%

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, 2021 until the end of the 2021-2022 school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2021	570
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. Specify each non-English language represented in the school (separate languages by commas):

Amharic, Arabic, Mandarin, Tagalog, Gujarati, Hindi, Indonesion, Kannada, Khmer, Korean, Punjabi, Russian, Samoan, Spanish, Tamil, Tegulu, Thai, Vietnamese, Igbo

English Language Learners (ELL) in the school: 18 %
116 Total number ELL

7. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 347

8. Students receiving special education services with an IEP: 9 %
Total number of students served 57

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 with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>17</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 13

10. Number of years the principal has been in the position at this school: 1

11. 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.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
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.	13

12. 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 26:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

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

The mission of Buena Terra School is to create a safe environment in which all students attain high academic achievement. All students will receive a strong foundation of knowledge and skills to ensure future success.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.cesd.k12.ca.us/pdfs/Non%20Discrimination%20In%20Employment/BP%204030%20Nondiscrimination%20in%20Employment.pdf>

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

PART III – SCHOOL OVERVIEW

Nestled neatly in the middle of a neighborhood is Buena Terra, Home of the Eagles, where we don't just fly, we soar. Buena Terra Elementary School is located in the city of Buena Park, California and is part of the Centralia Elementary School District. The school was founded on May 1, 1956. Buena Terra has a rich history in the community. Its very location is symbolic of its strong ties to the community it serves. In return, the community has given Buena Terra a home to flourish and thrive. The California Assessment of Student Performance and Progress (CAASPP) is the state test our students take to measure achievement and we are proud to share that we have the highest CAASPP test scores of any elementary school in the city.

Buena Terra School serves around 640 students in grades TK-6 with approximately 18% of students designated as limited English proficient and 54% socio-economically disadvantaged. Buena Terra's diverse student population is an asset that sets us apart from other schools. We have approximately twenty different languages spoken by our students and their families.

Students at Buena Terra are provided a comprehensive curriculum. We believe in providing students with an innovative and rigorous education that prepares them for the 21st century. All classrooms are equipped with integrated technology systems to engage students in learning. We are committed to meeting the needs of students through both explicit and differentiated instruction.

At Buena Terra, we provide a warm, welcoming culture for all. Parents are encouraged to volunteer through the Parent Teacher Association (PTA), invited to share feedback through Principal Coffee Chats, and are kept up to date through weekly messages. We have implemented a Positive Behavior Intervention Support (PBIS) program and are committed to providing a multi-tiered system of supports (MTSS) framework that supports a safe and nurturing school environment. Parents and community members are an integral part of the school culture.

Buena Terra staff understand that our students are impacted by many difficult situations before they even arrive on campus. As such, we have worked relentlessly to ensure that we have a strong and solid foundation for students' social-emotional needs. This work guarantees that students have the skills and knowledge to navigate challenging circumstances that could potentially act as a barrier to learning. Our social-emotional learning (SEL) curriculum, Second Step, is a vital part of students' whole group and individualized instruction. Teachers also use restorative circles regularly to foster healthy classroom cultures and to address issues as they arise. Our social worker teaches skills to help students negotiate complicated situations. Teachers use a check in system to monitor the well-being of each child and students who require additional support are offered a check in/check out system. In the beginning of the year, parents are asked to complete a survey to share more information about their child(ren). The responses from this survey are used to help staff plan for the year.

Buena Terra staff believes that students are leaders and that they can positively influence the school culture. Starting with teacher recommendations, students are nominated for various leadership positions. Students participate in the democratic process by voting for candidates. Our student leadership group meets regularly to plan school-wide events such as spirit days. Students raise funds to support local non-profit organizations. Student leadership plays a critical role in our annual Veteran's Day celebration where they interview veterans sharing their experiences in the military. Our student leadership team also runs a yearly Earth Day Poster contest where they select a theme and vote on posters that best represent that theme. Lastly, our student leadership helps run our SOAR store to increase student engagement and reinforce expected behaviors.

The Buena Terra parent community is a robust group who serve in all facets of our school. This dedicated group of parents and community members work tirelessly to ensure that all students reach their full potential in school and in life. These educational partners provide enrichment activities such as informative assemblies that empower students to persevere and work hard to attain their dreams and make healthy life choices. We also provide our students the opportunity to bring their stories to life on stage through the annual Imagination Machine assembly. Our parent association organizes book fairs so that families may

purchase quality literature. The proceeds from these Book Fairs goes to fund our Birthday Book Club where every single child is gifted a book. Additionally, our parent organization defrays the cost of study trips for every grade level so that students can experience educational standards brought to life through real world experiences. These vital partners enable our students to participate in exceptional and well-rounded educational experiences.

Buena Terra's Science, Technology, Engineering, Arts and Math (STEAM) focus has integrated skills such as design thinking into the curriculum. Buena Terra has its innovation lab called "The Launch Pad." The Launch Pad is a place where students learn and apply the engineering design process to solve problems. The Launch Pad also serves as a Makerspace which allows students to explore, discover new ideas, and enhance their creativity. Our scholars are college and career ready through opportunities to think critically, collaborate, create, solve problems, and persevere. Students have opportunities to code robots. Teachers use Engineering is Elementary to expose and allow students create solutions for a real-world problems through the engineering process. Students and staff use the design process to create 3-D products. Students also design products to raise funds for local non-profits using our Glowforge. Additionally, students in all grade levels participate in project-based learning to enhance their critical thinking skills.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Buena Terra Elementary School uses a standards-based, state adopted curriculum, Benchmark Advance, to teach reading/English language arts. Our teachers also use iReady for diagnostic evaluation as well as for targeted lessons throughout the week. Teachers explicitly teach skills through direct instruction. Students are given opportunities to practice skills through guided and independent reading. Teachers use classroom discussion to augment skills taught through direct instruction. Additionally, teachers use Thinking Maps to help students organize textual information.

All students are immersed in language-rich classrooms with exposure to a wide variety of texts. Transitional kindergarten and kindergarten students are taught phonemic awareness through Zoo Phonics as well as through songs, poems, and rhyming games. In first and second grade, students continue to build early reading skills with direct instruction in phonics. A great deal of time is given to our youngest learners for phonics instruction and phonemic awareness in order to build a solid foundation for learning to read. Students are expected to participate in the Accelerated Reader program through Renaissance Learning to enhance reading comprehension, expression of language, and vocabulary. In all grade levels, explicit vocabulary instruction is provided to ensure that all can derive meaning from words during reading. Students develop critical thinking and textual analysis skills through close and repeated readings of texts. Our teachers regularly use Kaplan's Depth and Complexity icons to prompt students' thinking to go beyond surface level understanding of concepts and ideas. Students are assessed through summative, formative, and informal means.

1b. Mathematics curriculum content, instruction, and assessment:

Teachers use My Math by McGraw Hill for teaching standards based curriculum. Many teachers supplement with Engage New York to augment students' conceptual understanding of mathematical ideas. In addition to traditional mathematics curriculum, teachers use ST Math and iReady Math to provide extra support for all learners. Buena Terra was selected as an innovation school for ST Math. The teachers helped ST Math software engineers develop the program to be more user friendly for students. These supplemental programs work in tandem to meet the individual needs of the students. Instructionally, all teachers are trained in Cognitively Guided Instruction (CGI) and in using Number Talks. Teachers participate in professional development to increase understanding of the Standards for Mathematical Practice. Instructional tools such as manipulatives, white boards, songs/chants, and technology support students' learning. Students are assessed through summative, formative, and informal means such as exit tickets.

1c. Science curriculum content, instruction, and assessment:

Teachers use Twig Science which is based on California's Next Generation Science Standards (NGSS) for science curriculum. Twig science is a comprehensive, hands-on, inquiry-based curriculum that encourages students to explore scientific phenomena in the world around them. Science instruction with Twig is a balance of direct instruction, scientific inquiry, and hands on experiments to engage learners. Driving questions for each module guide students to think deeply about the world around them. Our sixth-grade students apply their scientific knowledge in the field for a week in the winter where they participate in outdoor science school. Assessments are varied and include student created prototypes, scientific notebooks, online assessments, and reflection questions.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Reflections by Harcourt School Publishers is our standards-based social studies curriculum. Teachers supplement this curriculum with research projects such as community heroes, family interviews, California missions, and ancient civilization projects. Students are taught through explicit direct instruction as well as

through curated projects that encourage students to think like historians as they dive deeply into their pasts. In addition to that, Benchmark Advance curriculum has culminating projects that integrate social studies and English language arts which teachers use at the end of each unit. Students are evaluated through teacher created formative and summative assessments and student created reports and projects.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual and performing arts (VAPA) musical program is offered to all students in grades TK through 6th in different forms. Our music teacher is on campus once per week. However, next year, we are excited that he will be on campus five days per week. Our youngest scholars are exposed to music fundamentals through rhythm and movement. Our middle grades are part of our BT Glee Choir and students in upper grades can participate in school strings classes where they learn to play violin, viola, or cello. The majority of our teachers are trained to use Meet the Masters to teach fine arts. Teachers plan weekly art lessons for their students. We have a school spirit song we proudly sing at our weekly flag salute along with monthly patriotic songs. Students are invited to participate in our annual PTA Reflections art show. Our students also showcase their talents at community events such as singing at the city Christmas Tree Lighting ceremony, our strings students performing at Board of Education meetings, and displaying their art in city art festivals. Buena Terra's annual Talent Show is another avenue where students perform skits, songs, play instruments, and dances.

2b. Physical education/health/nutrition

Buena Terra firmly believes in a robust physical education program which fosters a climate of vigorous health. Students have multiple opportunities to be physically fit and make informed nutritional choices. Teachers ensure that students participate in daily physical activities that build not only on their physical strength and flexibility, but also promote a spirit of teamwork and good sportsmanship. Additionally, Buena Terra partnered with America On Track to train teachers to build a comprehensive and engaging physical program for the students. Buena Terra also participates in the city-wide Buena Terra Track Meet in the spring where students compete in track and field events. Through the years, Buena Terra teachers have supported our students' love for basketball by hosting an annual March Madness Tournament. This tournament is an honored event which ignites the spirit of Buena Terra in the hearts of our fifth and sixth graders. Finally, the teachers face their fears every year to compete against the sixth graders in a softball game affirming a sense of community and fun.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Buena Terra's vision is far reaching. With 21st century skills and ever evolving technology in sight, Buena Terra is ready to equip every student to compete successfully in the global economy. Our classrooms are outfitted with the latest technology including SmartBoards and NovoPro. We are proud that every student has access to their own ChromeBook in classrooms. Students are taught to interact with and effectively use educational applications such as SeeSaw, FlipGrid, JamBoard, and Google Suite for Education. All families

who need access to technology at home can check out technology to continue learning at home so no student is left behind. Students are taught digital citizenship habits and traits so that they can safely navigate the web. Our school library has a variety of texts for students to check out and read. Teachers plan trips to the school library where students are taught how to find books that are at their instructional levels.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

Buena Terra prides itself on providing quality instruction to all of its students. As such, a lot of emphasis is directed toward students performing below grade level. These students are identified throughout the year using multiple data points such as district benchmarks, diagnostic data, and state assessments. Teachers use this data to flexibly group students to receive targeted instruction at their instructional levels. Teachers also use iReady reading and math to tailor instruction to meet students where they are at academically both with lessons that can be done in class and at home. Students are given accommodations to gain access to concepts and curriculum. We also have an intervention specialist who pulls groups to help reinforce students' phonics skills and reading comprehension. Students performing below grade level are in after-school intervention groups where they are given an opportunity to relearn important concepts and ideas in a smaller group with a highly effective, credentialed teacher. Unduplicated students, those who are identified as qualifying for free and reduced lunch, are English language learners, and/or designated as foster youth are offered spots in our Extended Learning Opportunities Program (ELOP) where they are offered tutoring in language arts and math as well as have access to extracurricular activities.

Teachers meet regularly in their weekly professional learning communities (PLCs) to discuss student progress and share intervention supports for identified students. Students are reevaluated approximately every six to eight weeks to monitor learning growth. Those who do not make adequate progress are then referred to our Student Study Team (SST) where a group of specialists and teachers meets to recommend supports for the student and create an action plan with goals that are strategic, measurable, attainable, results-oriented, and timely (SMART).

3b. Students performing above grade level:

Differentiated instruction is the hallmark of our instructional approach at Buena Terra. Students identified as performing above grade level through district benchmarks, diagnostic data, and state assessments are given ownership of their learning. These students are also grouped flexibly to receive differentiated instruction. Students are assigned lessons through iReady and ST Math that are at their individual instructional levels including additional challenge material. Teachers are trained in Sandra Kaplan's Depth and Complexity icons to encourage students to think critically and differently about topics and ideas. Students formally identified through our Gifted and Talented Education (GATE) program are afforded opportunities to work together on project-based learning assignments as they are clustered together in classes beginning in fourth grade. Once a year, students identified as GATE are invited to participate in our district wide GATE Conference where they can apply what they have learned throughout the year as well as learn new skills. Many of our students apply to a highly competitive academy once they matriculate from Buena Terra. Teachers work with these students to complete their applications and prepare them to communicate effectively for the in-person interview.

3c. Students with disabilities:

Students with disabilities are identified through comprehensive assessments and placed in our special education program. Students identified with disabilities are given an Individualized Education Plan (IEP). Our special education program is serviced by a credential resource specialist, a speech and language pathologist, a school psychologist, and school social worker. The special education team works in tandem

with general education teachers to provide individual accommodations and supports. Students are also serviced through push in or pull out models or a combination of the two. IEPs are developed by the special education team with input from general education teachers and parent(s).

3d. English Language Learners:

Our students identified as English Language Learners are given a minimum of thirty minutes of designated English Language Development (ELD) lessons. This structured English immersion provides additional support for the various needs of our English Learners depending on their level of proficiency. Teachers use targeted instruction to help students develop their listening, speaking, reading, and writing skills. Instructional methods include choral chants/response, sentence frames, Thinking Maps, anchor charts, and partner talk. All teachers have print rich classrooms students can reference throughout the day. We have a bilingual aide providing targeted instructional strategies to support the language needs of these students. Students have access to an online program called Lexia English which is an adaptive learning program that supports English language development. Students are monitored annually to assess their language proficiency. Teachers incorporate Guided Language Acquisition Design (GLAD) strategies to make curriculum accessible to students. The staff works together to identify those who are ready to be re-designated as fluent English proficient and those who qualify are celebrated through a special awards assembly.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Buena Terra offers many opportunities for students to engage in and with their school on an ongoing basis. Our student leadership is for those in grades four through six. This allows them to participate in the democratic process. Our student leaders plan spirit days where the school can participate in themed dress up days and activities such as twin day or pajama day. Our student leaders also help lead the weekly flag salute where our entire community gathers to hear announcements, sing the Buena Terra song, and celebrate weekly birthdays. The principal reads off the names of those with birthdays that week and they are given a hearty “Happy Birthday” and round of applause from their Buena Terra family. Student achievement is celebrated through awards assemblies each trimester where honor roll, principal, and character awards are presented to those who meet specific criteria. Student of the month awards are given at morning flag salute assemblies. Daily successes are celebrated in simple ways which help support students’ social and emotional growth. Buena Terra celebrates college days on the first Wednesday of each month. Staff and students wear college spirit wear to represent colleges and universities from around the state and country to encourage students to pursue higher education.

Each year, we take a week in the month of January to honor kindness. Each day of the week our students and staff are encouraged to perform random acts of kindness around the school or community. This year, students took time to write notes of appreciation to our district office staff as well as the local police department and fire stations. Students also painted rocks to contribute to our kindness rock garden.

As part of our PBIS program. Students are expected to SOAR by being safe, organized and ready, responsible, and respectful. Our SOAR store celebrates students’ commitment to being safe, organized & ready, (always) responsible, and respectful. Students earn SOAR cards which reinforce the behavior expectations for all students.

We celebrate literacy through our Read Across America activities such as our Cat in the Hat assembly and inviting community members to read to students. This year, we had a special guest when Snoopy and his friends visited from Knott’s Berry Farm to for Read Across America! Each year, our social worker highlights mental health week through simple activities during lunch recesses. Staff and students volunteer to run these activities for students. Activities have included gratitude jars, breathing awareness, and creating positive affirmations walls.

2. Engaging Families and Community:

At the very core of Buena Terra’s success is its parent volunteers and partnerships with local businesses. Restaurants donate meal vouchers for those students who earn honor roll or principal awards. Businesses regularly donate to support our Parent Teacher Association (PTA) sponsored events throughout the year. PTA events foster student growth and build community such as our annual carnival, photos with Santa, parent/child events, and Trunk or Treat. Our community police and fire department participate in Read Across America events, our annual Walk to School day, and our school carnival. Community members work together to provide holiday meals and shopping sprees for families in need. Twice a year, families are invited to participate in Lunch on the Lawn with their children during lunch time. Families enjoy a meal together and play giant lawn games and spirited dodge ball and basketball games. For the past decade, Buena Terra has had a track team participate in city track meet. Our families come together to cheer on our Buena Terra Eagles as they participate in track and field events with students from Buena Park. We have partnered with a local non-profit Olive Crest to provide wrap around services to those families in crisis. These families receive counseling, classes, and therapy. Our district Neighborhood Resource Center is available to all families who experience a loss of income, need medical and dental resources, and/or social services. We have also partnered with the Tiger Woods Learning Lab to provide unique STEAM field trips to our students.

Frequent communication is essential in ensuring that all families have access to vital information about the

school. The principal holds monthly coffee chats where parents are invited to ask questions, provide feedback, and learn more about school programs, activities, and events. Parents contribute to advisory boards such as our School Site Council, English Language Advisory Council, and school safety meetings. Parent surveys are distributed annually to gather responses about our school plans, curriculum and instruction, culture, and safety. PTA meetings are held monthly and promote parent participation in school events. Additionally, our school website and social media platforms highlight ways for families to join in student learning as well as distribute valuable information. Parents are invited to participate in numerous parent education classes such as math support, reading strategies, and behavior interventions. Teachers use online platforms such as Class Dojo to communicate with parents. Class Dojo offers the feature to translate messages into many other languages.

3. Creating Professional Culture:

Teachers at Buena Terra have many opportunities to participate in professional development both at the school site and through the district office. The principal includes information about the yearly instructional focus in weekly communication. This year's focus is on Number Talks and building strong number sense in students. Each staff meeting begins with a number talk so that teachers can experience working through a number talk themselves. The district office offers monthly professional development on topics such as Thinking Maps, training for new curriculum adoptions, and social-emotional learning and behavioral support. Teachers have had extensive training in best practices in educational technology. The district offers teachers on special assignment to provide model lessons and instructional planning.

In addition to formal professional development, teachers support each other and their students through bi-weekly professional learning communities (PLC) time. In PLCs, teachers discuss instruction and reflect on student learning. Teachers access resources or curriculum needed to support students' learning. Teachers are encouraged to take risks and try new instructional approaches with the support of their grade level colleagues and the principal. Through teachers hard work and dedication, we were incredibly proud that Buena Terra did not show any regression on state test scores during the COVID-19 pandemic.

One factor that sets Buena Terra apart is that all staff members take responsibility for all students. This collective responsibility is what sets us apart. Our staff believes that their work at Buena Terra is so much more than a job. Teachers and staff work tirelessly to create an environment where all students believe they can and will achieve. We work cooperatively to solve problems. The entire team establishes expectations for learning and takes responsibility to ensure students reach those expectations. For students who require intervention or challenge work, they are identified quickly and the team works together to establish additional support in a timely manner. Teams write SMART goals for students who require more help. We are proud that three of former district Teachers of the Year work at Buena Terra. Several other teachers serve in leadership capacities such as master teachers, induction mentors, and classroom observation rooms for current and prospective teachers.

Our classified staff meet several times a year to assess their impact on the students and programs at Buena Terra. Classified staff understand that they play a vital role in our overall success. These meetings are strategic in ensuring that classified staff see the influence of their work in student achievement. We take pride in the work that we do each day.

4. School Leadership:

Buena Terra has had three principals in as many years. While there has been transition in the role of the principal, the staff has remained largely unchanged. This continuity is one of the reasons that Buena Terra continues to thrive. The principal believes in a shared leadership model. There is a leadership team that meets throughout the year to make instructional decisions and sustain our school's mission and vision however, the principal sets the direction for each year with input from staff. This means that the principal sets a shared vision, communicates the expectations, and maintains high expectations for staff and students. The leadership team is comprised of a representative from each grade level. This allows for vertical articulation between grade levels. This articulation is so important to maintaining a seamless academic program.

The staff believes that all programs, relationships, and resources should work together to support student achievement. The principal is committed to giving all staff a voice. This collective commitment permeates through the school from classified to certificated staff. The principal encourages new ideas from staff with the belief that those doing the work should be given autonomy to make decisions that impact the work. The principal, leadership team, and staff work together to ensure that all students continue to make academic growth. The leadership team created time in the school schedule to ensure grade level teachers had collaboration time. This meant pairing up with similarly sized grade levels and taking turns planning for buddy time. This schedule allows all grade levels to meet twice per month to continue with their work.

Recently, the principal and a lead teacher have been learning about Marzano's High Reliability Schools model. During the training, we've learned to celebrate the excellent work at Buena Terra. We also take examine areas for improvement. The purpose of the professional development is to push schools toward excellence and to be able to maintain that status. We have begun the work of sharing these ideas with the rest of the staff. Our next step is to continue to disseminate Marzano's work to all in order to keep moving toward excellence.

5. Culturally Responsive Teaching and Learning:

With the rich diversity of the students and families at Buena Terra, our staff celebrate how cultural backgrounds impact students' learning. This diversity is an asset that allows students with different backgrounds to feel valued and seen. Teachers use different strategies such as equity sticks, talking chips, and restorative circles to ensure that all voices are heard and understood. All classrooms are modernized to include flexible seating and multiple instructional focal points to guarantee that students have access and proximity to the teacher and to each other. Classrooms are outfitted with wireless microphones to ensure that all learners can hear the instruction clearly.

Teachers celebrate diversity with literature to highlight cultural celebrations and emphasize different viewpoints. Projects such as an annual ancestry report for second graders and arts and crafts celebrating cultural occasions including Lunar New Year and Diwali honor diverse ethnic experiences. This year, we had a Multicultural Spirit Day where students were encouraged to dress in traditional clothing. Seeing students dressed in hanboks, huipils, saris, and puletasis was a beautiful sight to behold. Our annual BT Talent Show often features students dressed in traditional clothing performing traditional songs or dances from their countries of origin.

While cultural diversity is certainly celebrated, we have found that sometimes diverse viewpoints and experiences are not always honored in and through traditional curriculums. Our teachers work diligently to ensure that they adapt the curriculum to be culturally responsive to students' cultural and linguistic needs. Teachers offer literature from a wide variety of authors with diverse heritages. Including students' access to a variety of diverse authors and viewpoints is an area of focus as our student population continues to expand and diversify. Primary teachers often have student of the week presentations where students share information about what makes them unique. Students are always proud to share something new with their classmates about their culture or heritage.

At parent meetings, interpreters are available so parents can have access to information being shared and weekly communication is sent home in multiple languages.

At Buena Terra, we believe that cultural awareness should extend beyond the classrooms. We maintain a culture that respects, values, and seeks to understand others. Through our schoolwide PBIS program, students are explicitly taught behavior expectations. Our goal is to have all students feel accepted culturally and to develop positive relationships with each other and staff. We strive to have every child reach their fullest potential.

PART VI - STRATEGY FOR EXCELLENCE

Buena Terra recognizes that students today are walking into a world that is largely unknown. We are preparing our students of today for the jobs of tomorrow. This means that our students need to be intimately familiar with 21st century skills such as critical thinking, communication skills, creativity, perseverance, collaboration, and problem solving. These soft skills have been cited as one of the most important indicators of success. Therefore, we work diligently to craft a program where students can explore and process real world problems. Staff model the skills our students are developing in our Launch Pad. Our Launch Pad is where we provide STEAM lessons and MakerSpace activities for our students. The Launch Pad is home to 3D printers, a green screen, robots, and a Glowforge, that can etch into wood, leather, plexiglass, and more.

Prior to the COVID-19 shut down, teachers were trained in design thinking using Engineering is Elementary. They worked with students to give them opportunities to move through the design process. This design process includes 1) identifying the problem, 2) collaborating with others to solve the problem, 3) designing a solution, 4) building, testing, evaluating, and refining solutions or prototypes and finally, 5) sharing solutions with others while asking for feedback to improve solutions. As students work through the design process, they begin to develop flexible thinking and perseverance.

Our STEAM curriculum and programs provide a way of thinking and working for students. These projects allow students to demonstrate how they can adapt to challenges. Our learners engage in coding activities with Spheros, Rovers, and Beebots while others experiment with circuit boards and building bridges. These STEAM projects highlight students' mastery of higher-level thinking and problem-solving skills. This innovation lab is instrumental in giving students a space to explore, innovate, and experience hands on learning. Lessons are designed in such a way that students can choose how they demonstrate their learning and understanding.

We have seen our students blossom in ways that we could not have imagined. They are more confident and are not afraid to take risks because they know that refining and redesigning is an important part of learning. We will continue to prioritize our STEAM program at Buena Terra because we know that our students are thriving in this rigorous and exciting environment.