

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Susan B. Anthony Elementary School
(As it should appear in the official records)

School Mailing Address 15320 Pickford Street
(If address is P.O. Box, also include street address.)

City Westminster State CA Zip Code+4 (9 digits total) 92683-7015

County Orange

Telephone (714) 663-6104 Fax (714) 663-6017

Web site/URL https://anthony.ggusd.us E-mail tperez@ggusd.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Gabriela Mafi Ed.D. E-mail gmafi@ggusd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garden Grove Unified School District Tel. (714) 663-6000

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Walter Muneton LCSW
(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.

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

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):
- 44 Elementary schools (includes K-8)
10 Middle/Junior high schools
8 High schools
0 K-12 schools
- 62 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	21
K	29
1	49
2	54
3	42
4	56
5	59
6	41
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	351

*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 % American Indian or Alaska Native
 - 55 % Asian
 - 0 % Black or African American
 - 32 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 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 2021 - 2022 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, 2021 until the end of the 2021-2022 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2021	351
(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):

Arabic, Cantonese, Farsi, Tagalog, Russian, Spanish, Vietnamese

English Language Learners (ELL) in the school: 35 %
122 Total number ELL

7. Students eligible for free/reduced-priced meals: 79 %

Total number students who qualify: 276

8. Students receiving special education services with an IEP: 14 %
Total number of students served 49

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>5</u> Autism	<u>0</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>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>38</u> Speech or Language Impairment
<u>2</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: 1 %
Total number of students served: 3

10. Number of years the principal has been in the position at this school: 6

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.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 25:1

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	94%	97%	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.

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society. To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

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

<https://www.ggusd.us/pages/non-discrimination-statement>

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

Susan B. Anthony Elementary School is one of 45 elementary schools in the Garden Grove Unified School District, serving students in grades Transition Kindergarten (TK) through-sixth in Orange County, California. Over the years, the student population at Anthony has increased in diversity. Anthony now celebrates a rich blend of diverse cultures and languages among the 352 students enrolled. The population consists of 62% Asian, 32% Hispanic, 4% White, and 2% Pacific Islander. In addition, over eight different languages are spoken by students and their families. Most important of all, this cultural diversity creates an invaluable learning experience for our students.

Anthony's culturally diverse population is supported by a caring and dedicated staff who focuses on teamwork and setting high expectations for all students to meet state standards. Following the Multi-Tiered System of Supports (MTSS) model, highly-trained teachers differentiate instruction based on screening assessments, observations, and ongoing formative and summative assessments. Progress monitoring assessments are done regularly to ensure students are maintaining a growth trajectory towards mastery. Staff members regularly collaborate in vertical and horizontal teams to carefully tailor instruction to meet each child's academic needs. Anthony teachers and staff provide a daily school-wide intervention block where students receive prescriptive and targeted interventions and enrichment.

Anthony students are also supported by a tiered system of Positive Behavioral Interventions and Supports (PBIS). This positive, proactive system involves students, teachers, parents, and support staff in setting expectations for behavior. The school's PBIS team meets regularly to analyze, reflect, and revise the PBIS plan. Evidence-based interventions are utilized to teach students positive ways to solve their problems. For example, Restorative Justice practices, fondly referred to as "Talking Circles" by students, are an important way students learn to express their feelings and talk through the problem-solving process. The school motto is "Kindness Matters." Students strive to show kindness to others and are recognized by the school's "Caught Being Kind" tickets. As one student commented, "The best game at Anthony is the 'be kind' game." The community commitment to PBIS has created a culture of kindness and caring.

The Anthony Elementary staff prioritizes the social and emotional wellness of students, believing that students experience academic success when they feel happy, safe, and cared about at school. Teachers provide daily social-emotional lessons to begin and end each day. In addition, multiple layers of support are provided to students based on need. The site social worker and counselors play a critical role in supporting the social-emotional needs of students. Counselors conduct multiple, differentiated groups to support students with emotional regulation and peer relations, as well as provide individual counseling support when appropriate. The school Kindness Club plays an active and very important role in shaping the school's positive culture of kindness and respect.

Anthony Elementary is dedicated to serving the community. Teachers and staff encourage the participation of our parents and community, knowing this creates a support system for student success. Our staff includes personnel who speak and write Vietnamese, Spanish, Korean, and Tagalog. We provide simultaneous translation during all parent interactions. This enables us to offer the absolute best service to all of our parents, making them feel more at ease and welcome at school. In addition, our office provides abundant resources to support our parents including referrals for medical care, child care, counseling, tutoring, and financial resources.

At Anthony we recognize that our families are a critical part of student success and provide many opportunities for parent involvement. Our Parent Teacher Organization (PTO), School Site Council (SSC), and English Language Advisory Committee (ELAC), represent a diverse mixture of culture and socioeconomic backgrounds where we come together to focus on the success of each child. As a team we plan family nights, school events, celebrations, and family lunches where parents are always welcome. Throughout the year, parents are invited to celebrate student achievements at weekly, monthly, and trimester assemblies. Our families truly love and appreciate these memorable events and often share how it is one of the things that makes Anthony special.

Finally, the Anthony staff is a team of professionals that embodies the idea of leading with heart. Our staff believes that in a welcoming and loving environment, anything is possible. Every staff member, whether they are a teacher, paraprofessional, custodian, kitchen worker, or noon duty supervisor, is united in the commitment to provide a loving and caring learning environment for each and every student. The staff takes the time to know students by name, and students understand they have trusted adults on campus to support them. Even the custodial staff greet students and families by name at the gate every morning and say good-bye at the end of every day. It is this amazing team of professionals, leading with heart and teamwork, which ensures the success of Anthony students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

In alignment with the district, Anthony adopted the McGraw Hill Wonders curriculum as our core English Language Arts (ELA) program which includes foundational skills, reading comprehension, writing, and grammar. Anthony's consistent model of instruction across all grade levels includes a read aloud text and two related texts that tie into a targeted skill, strategy, and theme. The skills and strategies spiral throughout the year, allowing for constant revisiting of core concepts and ideas based on the common core standards. Each week focuses on an essential question that ties together with an overall unit theme. Teachers focus on critical thinking through close reading and accountable talk, incorporating Costa's Levels of Thinking in teacher questioning. Teachers encourage students to question each other to develop new and deeper understanding of concepts and ideas. Instruction is delivered at the whole class level using our effective instruction model with an emphasis on engagement strategies. Teachers also utilize daily small group instruction to meet the needs of students. Tiered readers are used to differentiate instruction for English Language Learners, as well as students performing below or above grade level.

Another important element of ELA instruction is writing. Throughout the week, scholars are encouraged to annotate, text code, and identify elements of depth and complexity as they read. Through discussions in the classroom and in small groups, our scholars relate texts to one another and synthesize the week's stories in writing at the end of each theme. Process writing is another important component, with instruction focused on the genres of narrative, persuasive, and informative writing types. Teachers provide mini lessons that build upon each other, gradually releasing students to more independence and ownership of their own writing. Students begin their process writing by generating topics, discussing content with peers, and refining their ideas prior to drafting. Anthony teachers believe that oral rehearsal with peers is an essential foundation to effective written communication. As students complete their writing, teachers conference with individual students to give targeted feedback and instruction before releasing them to revise and edit their drafts. Students have options for different forms of publishing, such as brochures, posters, slide presentations, or newspaper articles, allowing them to creatively express their writing in a more personalized format. Scholars share their finished pieces through gallery walks, author's chairs, and carousel readings. Through this process, Anthony teachers incorporate Universal Design for Learning to address all student writing needs.

Teachers utilize a variety of formative and summative assessments to evaluate each student's ELA progress. Three times a year, Anthony teachers use FastBridge assessments to screen scholars and evaluate the data to meet the individual needs of the scholars. FastBridge progress monitoring provides constant data for ongoing fluid and flexible student grouping. In addition, base program and district assessment, along with teacher-created tests are used to provide a holistic understanding of what each scholar has learned. Teachers use informal assessment, such as quick writes, teacher observations, white board check-ins, and daily student discussions to guide and modify their daily lessons. Anthony teachers understand the importance of using multiple measures of assessment to guide their instruction in order to ensure student success.

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

The district adopted math curriculum is Savvas-Realize EnVision Mathematics. In addition, our district partners with the University of California, Irvine, to create additional conceptual model lessons, referred to as the Irvine Math Project Lessons (IMPs). IMPs are designed for scholars to discover and explore how math concepts work and intertwine. Using a blend of both EnVision and IMPs, Anthony scholars first work through conceptual experiences before moving toward more traditional models of procedural learning. Lessons can be manipulative based, pictorial, situational, or inquiry based. Students demonstrate the unit's knowledge by responding to various performance tasks, or Cognitive Guided Instruction (CGI) word problems. This gives students the opportunity to apply what they have learned in open-ended tasks that illustrates the unit's relevance to our world.

At Anthony, teachers work together to build math competency through the grade levels. In the lower grades students use Rekenreks, subitizing, and number bonds to develop an understanding of number sense. As students familiarize themselves with these concepts, they eventually move toward fact fluency and relational knowledge. In addition, procedural lessons give students the opportunity to show computational fluency and apply skills to solve mathematical problems.

Scholars in all grade levels participate in class Number Talk discussions, sharing and explaining how they see numbers in various ways. These lessons help solidify the relationship between number values and identify patterns that can be found to assist in mental math calculations. Number Talks increase in complexity by grade level, starting from making number bonds of tens in kindergarten, to recognizing and utilizing patterns in multi-digit multiplication. Students engage in shared discussions and record multiple ways of solving problems so they can understand and critique the reasoning of others. To help with fluency, classes engage in Number Sprints, short timed opportunities to practice and demonstrate their application of what they learned in their Number Talk lessons.

In upper grades, students utilize interactive notebooks which help solidify learning and create a reference from which students can study. Anthony teachers recognize the value of repeated exposure and reviewing what has been learned. District-wide homework is a series of five questions each night that spiral review throughout the year. Again, this revisiting of previous lessons helps students retain what they have learned as they are constructing new knowledge.

Various assessments help our teachers provide student feedback and plan for future instruction. Technology programs such as Khan Academy, Kahoot, Quizlet, Quizizz, I Excel (IXL) and base program digital quick checks give immediate feedback to scholars and help teachers quickly correct or refine student understanding. Teachers also utilize formal assessments such as quarterly Fastbridge screening assessments, performance tasks, district benchmarks, and unit tests to gain insight into each scholar's learning. This data is used to plan daily small group math instruction in order to provide reteaching and extension opportunities, as needed. Math fact fluency goals are another component of our program and are specific to the grade level and differentiated based on student needs. Anthony scholars strive to meet their goal and enjoy celebrating their success at the school-wide "Math Madness Ice-Cream Party" each trimester.

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

To keep up with the ever-evolving world of science, the Next Generation Science Standards drive our instruction. These standards are designed to support a three-dimensional approach to learning that combines Cross-Cutting Concepts, Disciplinary Core Ideas, and Science and Engineering Practices. Focusing on these three areas together, rather than independently, allows teachers to help students make meaningful connections between different science topics while developing valuable problem-solving skills through experimentation and investigation that they can then apply in real-world contexts.

Science education at our school is greatly enhanced by the use of phenomena, which allows students to gain a more concrete understanding of scientific concepts. Students are presented with open-ended questions that explore observable occurrences in the world around them and promote critical thinking. This type of inquiry is invaluable for developing creative problem-solving skills and fostering a lifelong interest in science.

We teach science using an inquiry-based approach that encourages students to engage with the material, explore and analyze concepts, explain their understanding, and elaborate on their knowledge. From building earthquake proof structures, making shadow boxes, and observing the life cycle of butterflies, each grade level provides an unforgettable experience for students to explore. Through the discourse within the lessons, teachers facilitate student-centered and discovery-based instruction while maintaining the expected academic language and rigor of the standards. Activities such as making models, drawing diagrams, or engaging in engineering design are used to help students gain a deeper understanding of scientific concepts. At each stage of the learning process, teachers provide tasks that require scholars to think critically. They are expected to draw upon prior knowledge, make connections between facts, analyze data, and apply abstract concepts to real-world situations.

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

Our district adopted program, TCI's Social Studies Alive!, lays the groundwork for students' success. TCI immerses students into each social studies topic with hands-on projects and lessons closely tailored to relevant state standards. During each Social Studies lesson, students are asking questions, investigating a concept, drawing conclusions for the evidence and evaluating their skills.

To truly engage students in learning, teachers use creative methods that foster critical thinking, collaboration, and interactive learning. One such method is using Costa's Level of Thinking: higher-order questions that encourage rigorous conversations among students. Rather than simply reading a chapter from a textbook and answering low-level questions at the end, students are asked to think deeply about the topic and develop their own interpretations and insights. This promotes critical thinking and encourages students to analyze information in more meaningful ways.

Teachers accommodate learning styles by providing hands-on experiences that bring social studies concepts alive. For example, role play activities can be used to reinforce specific topics or themes in a fun yet educational manner. These short, memorable activities make historical events and abstract ideas accessible and meaningful by having students act out what they've read while taking on multiple perspectives.

Interactive notebooks are used to help track student learning. These notebooks become a visual representation of their learning. Students are able to engage in higher-level conversations and recall information easily. These tools help foster an environment where group discussions become more rigorous, allowing each member to share knowledge and refer back easily while reinforcing key concepts from lessons.

Students' questions, hands-on experiences, and interactive notebooks are all used by the teacher as formative assessments to gauge student learning and adjust pacing and teaching. At the end of each chapter these assessments come together to form summative data which helps guide future units.

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

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

The Transitional Kindergarten (TK) curriculum aligns with California Preschool Learning Foundations (at 60 months) and Kindergarten Standards with the goal of promoting school readiness for our youngest scholars. These new learners have a wide range of abilities at this age, and Anthony's program provides them with a supportive environment that is rich with mathematics and language arts reading experiences. Students work on foundational reading skills with a focus on phonemic awareness and identifying letter names and sounds. Writing opportunities are presented that encourage exploration with the use of drawings, words, and sentences. There are frequent opportunities for mathematical talks, where scholars learn about shapes, positional words, comparison language, and learning to count and represent numbers up to 30. Learning to identify and regulate their emotions is an important part of the social emotional component in our TK program. Students are exposed to scenarios through stories, and our teachers are adept at making peer interactions into teachable problem-solving moments. Our Anthony scholars are supported by our trained teachers and paraeducators who work as a collaborative team, planning and attending all professional development training together.

Anthony's TK program allows our youngest students to take their first steps into a new world of learning. For the first time they are experiencing what it means to be a scholar. They are learning to sit and listen as well as learning to follow classroom rules. They are assuming responsibility for their actions, for their school materials, and they are following school routines. Students are learning how to interact and work cooperatively with their classmates and with adults. As the year unfolds here at Anthony, the growth of these young individuals is evident. They have matured in their confidence, their sense of belonging, and their self-control as they are being prepared for their Kindergarten year.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Anthony has a strong and consistent performing arts program. All students have 30-minutes of weekly music time that focuses on note reading, pitch, and rhythm. Third and fourth grade students learn to play the recorder using an engaging instructional program which is often a scholar's first experience playing an instrument. Our instrumental program then builds in fifth and sixth grade to instruction on ukuleles. Beginning in fourth grade, students may choose to participate in our optional instrumental program. To ensure all students can participate, instruments are provided at no cost. In addition to our instrumental program, fifth and sixth grade scholars may choose to participate in the school choir. Each year we celebrate our scholars' musical achievements at our evening concerts performed for our school community and parents.

In visual arts students are exposed to a blend of classroom art lessons as well as creative expression through various district and schoolwide contests. Perhaps one of the greatest honors students can experience is designing our school t-shirts to celebrate Anthony Pride and Anthony kindness. Every Friday is spirit day, and there is immense Anthony pride as the school wears clothing designed by students. At Anthony we understand the important role arts instruction plays in enhancing learning and take great pride in providing our scholars with a rich blend of the arts as part of their elementary education.

2b. Physical education/health/nutrition

Each student at Anthony benefits from participating in 100 minutes weekly of physical education (PE). Activities may include yoga, relays, sports skills, team challenges and games. In primary grades, students develop and strengthen their gross motor skills by engaging in activities such as dribbling, passing, throwing, rolling, and kicking. These skills are then utilized in playing organized games in teams. In the upper grades, every Wednesday is dedicated to the mile run, where students track their individual mile run time and set goals to improve weekly. Staff members also model health and wellness by participating alongside students, sending the message that fitness is a lifelong journey.

Physical education does not just focus on exercising; the school also covers topics such as nutrition and health. Teaching students about healthy eating habits has helped them make better food choices for themselves, as well as gain knowledge about how to maintain good health overall. Our dedicated and friendly lunch servers work to monitor and provide nutritious choices for the students at mealtime. Students have the opportunity to eat free breakfasts and lunches daily. At Anthony, we believe strong and healthy bodies are the foundation for strong and healthy minds.

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

2d. Technology/library/media

Our library and media support staff work closely with teachers to ensure a seamless integration of technology and library services. During each classroom's weekly library visit, students come to the library eager to select a "just right" book or chose a book for their next genre-specific book report. Themed books are targeted each week and placed on display for easy access. Our students love the Anthony Birthday Book Club which allows them to donate a book of their choice to the library. A special birthday plaque is placed in the book acknowledging their donation. It is a wonderful way to honor and give library ownership back to students.

Anthony also takes pride in our creative use of technology. Each Anthony scholar is provided with a Chromebook or iPad in order to access core curriculum and complimentary programs and electronic

libraries. Teachers use the GoGuardian software to monitor and give private feedback to students throughout daily sessions. Best of all is our Anthony Bears Broadcast, where student news anchors record and publish videos of the events at Susan B. Anthony. Each month, students work with our technology support assistant (TSA) to write, edit, and record Anthony events, and each classroom eagerly awaits watching the monthly broadcast.

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

The impact of COVID-19 has created a lens through which we see that the emotional well-being of our students at Anthony is of the utmost importance if they are to thrive as scholars. To assist in transitioning and equipping our student population, our site has adopted social and emotional learning practices based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) five core competencies. These are lessons and videos on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. We believe that when a child's well-being is supported, academic success is enhanced. Teachers, along with our social worker and counselors, share these lessons and videos in classrooms and also in small group counseling sessions. Supporting social and emotional skills helps build students' sense of resiliency and, in turn, helps them face challenges at school, as well as in their futures.

Social and emotional learning extends to the Anthony staff, as well. Our school district encourages staff members to reflect upon their own feelings, emotions, reactions, and intrinsic biases. Seity Health, created by physicians, psychologists, educators, and artists, is a platform for wellness in which staff members receive email reminders to check-in, recognize, and investigate their own social and emotional needs. Seity offers ways to pay attention or nurture those parts of ourselves that might be in need in order to better serve our students. By modeling self-awareness and practicing self-care, our staff is better able to understand and serve our students and community.

3. Academic Supports

3a. Students performing below grade level:

In order to effectively reach students performing below grade level, Anthony teachers differentiate and scaffold instruction so that all students have access to the content and skills being taught. Assessments and screeners provide teachers with data to identify students' areas of need. For students performing below grade level, school-wide intervention sessions are provided four times a week for 30 minutes within the general education setting. During these sessions, critical skills are targeted and reinforced through data-driven instruction. As a result, these students not only catch up to their peers but also develop the self-confidence and motivation necessary for future success. To maximize the effectiveness of interventions, teachers engage in on-going, collaborative discussions regarding student progress. Intervention placements are fluid, allowing teachers to adjust groups based on the students' area of need or growth. For example, a student in a phonics group might make enough progress to move to fluency and comprehension, or a student in a vocabulary group might demonstrate gaps needing to be addressed, and move to a phonics group. When teachers find that a student is still struggling, the student is then referred to the Anthony Student Success Team (SST).

The Anthony SST plays an important role in supporting the needs of the whole student. The SST is led by the principal and includes the SST coordinator, general education teacher, school psychologist, school social worker and parents. At these important meetings, the team shares about the student's strengths as well as areas of concern. The hallmark of these meetings is the open discussion from multiple experts and the sharing of ideas for tiered interventions and supports. Interventions can be academic as well as address social and emotional needs. The SST process of meeting the student's needs ensures we intervene early when a student is struggling. Just as important, teachers foster a growth mindset among students performing below grade level. By encouraging perseverance, resilience, and a positive attitude towards learning, these students develop the skills and self-efficacy necessary to overcome challenges and achieve success.

3b. Students performing above grade level:

At Anthony, teachers, paraeducators and site administrators ensure the success and achievement of all scholars, including our students who are excelling at standards. Continual growth and challenge is a goal for all. Scholars working above grade level are given opportunities to access enrichment grade level work. During What I Need time (WIN), these students have time allotted with their teacher to access curriculum beyond their level. One example is when homogeneous groups are formed for student-led Junior Great Books, scholars read, discuss, synthesize, and explore new ideas about the text they have read. Another example is teachers guiding and facilitating Socratic seminars where students engage in formal discussions, ask open-ended questions, practice active listening, and exercise critical thinking leading to deeper understanding of new ideas. In math, teachers offer enrichment to any student who feels up to the challenge. These alternate activities are designed to enrich and extend the day's learning or apply skills to different contexts. In addition, all classes offer self-directed "may do" tasks which can include research projects or exploratory programs.

Anthony also offers a Gifted and Talented Education (GATE) program. Teachers attend a two-year district training program which covers elements of depth and complexity, inquiry, and other programs dedicated to deeper learning. At the site level, Anthony teachers collaborate to form a vertical progression between grade levels that scaffolds growth towards independence. For example, primary teachers focus on Accountable Talk and text coding to elaborate their thinking, which progresses in the upper grades to Socratic seminars, where students engage in student-led discussions about a topic or text. By sixth grade, students engage in genius hour, where students generate self-selected research topics and present as an expert to their fellow classmates. These open-ended opportunities allow for students to rise to their highest potential and demonstrate knowledge beyond traditional paper and pencil assessments.

3c. Students with disabilities:

At Anthony Elementary we maintain high expectations for all students and believe that all students, whether typical, neuro diverse, or with another disability, can make progress and possess the potential to excel academically, socially, and emotionally. The site has a caring team of professionals who work diligently and collaboratively to ensure our students with unique needs are supported. Great attention is given to a student's Individualized Education Program (IEP) which documents the specific support and goals for each student. The team provides a continuum of services and accommodations to our students with disabilities in the Least Restrictive Environment (LRE). Team specialists address a variety of areas and extend services for student needs in behavioral, social emotional, fine motor and gross motor, vision, hearing, assistive technology, and speech.

Anthony strives to provide students with disabilities an inclusive and equitable school environment. Support can be provided to our students with IEPs with push-in or pull-out support. During push-in time, the education specialist and paraeducators provide support within the general education classroom. Pull-out minutes offer students the opportunity to work individually or in small groups with the educational specialist to practice skills and strategies to be successful in the general education classroom. With the multiple supports in place, our scholars typically make excellent progress. In the case where a student is failing to make adequate progress, the team comes together to problem solve, discuss student needs, and put prescriptive supports in place. All student progress is monitored frequently and carefully. Anthony Elementary follows the Multi-Tiered Systems of Support (MTSS) focusing on the whole child. FastBridge is used as a screening platform that quickly identifies a student's needs academically, socially, and emotionally. At Anthony we understand the learning needs of each child are unique and we work tirelessly to ensure student success.

Anthony's special education team uses a transdisciplinary approach to students with disabilities. Work is a collaborative effort with each member being valued for their perspective, knowledge, insight, and experience. Parents are always an important part of the team and decisions are made with their input and with the best interest of the student in mind.

3d. English Language Learners:

Designated English Language Development (ELD) instruction is conducted for 30 minutes each day to target the needs of English Language Learners (ELL). Students are grouped by their proficiency level; this approach ensures that teachers can customize instruction to meet each groups' learning needs. It also increases teacher's ability to recognize student growth as they master the language.

Teachers incorporate a variety of instructional strategies, interactive structures, and ample speaking opportunities designed to address the unique learning needs of our ELL students. For example, visual aids, such as anchor charts and realia, are used to provide visual representations of the material being taught, helping students with little or no language background build a foundation around a topic. Additionally, Total Physical Response (TPR) incorporates physical actions with words and phrases in a fun and engaging way. Teachers take time at the beginning of a unit or lesson to build background knowledge to aid in overall comprehension.

Collaborative group dialogue allows ELL students to work together. Not only do they practice listening and speaking, but often feel a lower affective filter when speaking with classmates. By giving them ample speaking opportunities and allowing them to work in small groups, students have an opportunity to practice incorporating new vocabulary into their conversations. When appropriate, students are given sentence frames to facilitate sentence structure and help them adequately address the questions asked. Supportive scaffolds are gradually removed when appropriate. If a student is failing to make progress, additional prescriptive supports are provided and may include, additional small group instruction, one-on-one support, after school intervention, and additional at-home program support.

Our teachers create learning environments that not only support the development of English language proficiency but also empower students to become confident and effective communicators. Throughout the school day, our high population of Redesignated Fluent English Proficient (RFEP) students aid our ELL students and can often bridge the communication gap their peers are working toward closing.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Staff and students alike are committed to making the Anthony environment engaging and motivating from the moment they step on campus. Each morning students are enthusiastically greeted by staff members and wished a good day. Themed days, such as Kindness Monday, College Wednesday, and Spirit Wear Fridays help to promote Anthony values and school pride. The student council is always brainstorming ways to make Anthony a safe and welcoming environment for everyone.

Within each classroom, there is also an environment to support academic student engagement. Classrooms incorporate flexible seating to accommodate different learning styles and empower students to discover where and how they learn best. Each grade level sets its own math goals, reading goals, and classroom contests to keep scholars engaged and motivated. Classrooms focus on having a growth mindset and use student reflections to evaluate and set future goals. Each trimester end is a time for reflection, celebration, and goal setting, based on individual student needs.

To incorporate Positive Behavioral Interventions and Support (PBIS) policies, the campus has colorful, clearly defined posters for each designated campus area that outlines expectations and procedures for students. From the office, restrooms, library, hallways, classrooms, and cafeteria, there is common language and expectations for all students, personnel, and visitors. Following in the footsteps of our bear mascot, students are expected to “show their PAWS: Promote Responsibility, Act Respectfully, make Wise Choices, and Stay Safe.” All scholars who exhibit these behaviors earn Anthony Pride Tickets and Choose Kindness Tickets that go into a weekly drawing at the Friday Flag Deck assembly. This assembly is a much-loved Anthony tradition attended by students, staff, and parents. In addition, every month, there is a schoolwide scholarly trait to support and encourage positive habits such as academic humility and perseverance. Teachers honor one student who exemplifies the scholarly trait as well as one student who demonstrates the school focus on kindness at the end-of-the-month Flag Deck assembly. Anthony Bears realize that college and career readiness is not solely based upon academic achievement, but staying attentive to how they communicate with others, showing empathy, and developing productive work habits and self-discipline. This is why “peace, love and kindness is the Anthony Way.”

2. Engaging Families and Community:

At Anthony we understand the importance of engaging families and the community in the education process. ParentSquare is an important platform which enables the school and families to be in constant communication. The Anthony office staff notifies parents about every event taking place, ensuring everyone feels welcome to attend. These ParentSquare posts are automatically translated into the corresponding language of choice that parents indicate. Those who are not as comfortable with technology are welcome to get assistance from the front office, where our Spanish and Vietnamese speaking liaisons work tirelessly to make parents feel included and informed. ParentSquare also functions as a platform for direct teacher/parent communication. Teachers utilize this helpful platform to make classroom announcements, schedule conferences, and give updates on student progress.

The Anthony Parent Teacher Organization (PTO) is an important part of our school that brings together parents in a unified effort to benefit the school program. They partner with local establishments such as Saigon City, Lampost Pizza, and other local businesses to raise funds for field trips, family events, and school supplies.

Involving parents during the school day is an important part of engaging families. Parents are invited to help in our Friendship Café at recess, run the schoolbook fairs, and assist in supervising student council events. At our weekly Friday Flag Deck assemblies, coffee and refreshments are provided to make visitors feel at home and appreciated. Parents always look forward to attending our monthly awards and special events such as Walk for Education, Rubber Ducky Races, and Sixth Grade Promotion. We believe that providing these opportunities for families has positive benefits for both our scholars and parents.

Bringing the Anthony families together for evening events is also very popular with students and families. Family Math and Science Night provides hands-on interactive Science, Technology, Engineering, and Math (STEM) experiences for parents and their children. Families see the importance of supporting education and have the opportunity to engage in discussions and create lasting memories as a family. Anthony also enjoys celebrating cultural events such as Lunar New Year. Parents bring traditional food and decorations, and the local high school dance team performs traditional Vietnamese dances. Our Cinco de Mayo celebration is also a special event, celebrated with traditional food and the high school team performing traditional Folklorico dances. It is especially endearing watching Anthony alumni return to dance and celebrate, often calling out to their former teachers in greeting. Each year these well-loved events are attended by families, neighbors, community leaders, local business owners, and district personnel.

3. Creating Professional Culture:

At Anthony School, professional culture is paramount in creating a successful school environment. The strength of Anthony is in the individual personalities which work together, creating a culture that values professional growth. Anthony teachers are constantly looking for ways to improve their craft and realize that growth comes not only from experience, but also from outside research, professional development opportunities, collaboration, and staying current with evolving times.

One way Anthony staff continues to grow is through professional development opportunities. Every school year launches with the district Super Week, a series of optional workshops offered in each discipline of study: technology, math, science, social studies, reading, writing, and English language development. Anthony teachers take full advantage of this week of training, often attending 12-15 hours of additional support classes. Throughout the year, Anthony teachers also attend training to improve their skills with adopted programs such as Advancement Via Individual Determination (AVID), Positive Behavior Intervention System (PBIS), I Excel (IXL), and Fastbridge. Monthly site staff development meetings focus on research-based strategies with an emphasis on vertical alignment across the grade levels. For example, teachers analyze student writing in TK through sixth grade to identify areas of strength and weakness in order to improve writing instruction. Another example is how teachers analyze student graphic organizers, so they are vertically aligned to ensure continuity and to help students organize their thinking. In this way we are creating continuity and consistency TK through 6th grade to ensure student success.

Although training is one facet of professional growth, learning from peers and mentors in a collaborative setting is a personal and ongoing process that keeps teachers from becoming stagnant in their craft. At Anthony, teachers are constantly sharing ideas, working together, and seeking ways to improve. Weekly Wednesday collaborations are conducted either by grade level, or across grades, depending on the need. This collaborative culture is also supported by a district assigned Teacher on Special Assignment (TOSA), who assists with trainings, lesson studies, data discussions, and lesson planning. Our TOSA is an outstanding resource for guiding teachers toward the next steps and improving instructional practices to best meet student needs. Anthony teachers are committed to the fact that teaching is an ever-evolving process, and similar to our students, there is always more to learn.

4. School Leadership:

Following the “Garden Grove Way,” Anthony’s leadership begins and ends each day with the philosophy of service. Our unwavering commitment to the well-being of our students, parents, staff, and community is inspired by our Superintendent, who exemplifies servant leadership each and every day. We are guided by academic data, along with personal feedback from all stakeholders which is collected through annual surveys. Each year, the results are analyzed to reflect on how to improve practices that will continue to advance our strategic goals of equipping all students with the academic and personal skills needed for lifelong success.

There are many opportunities for all stakeholders to serve as leaders within the school. One important opportunity is our School Site Council (SSC) which is composed of parents, teachers, classified staff, and the site administrator. The SSC meets regularly and together develops the Single Plan for Student

Achievement (SPSA) which identifies school goals, interventions, professional development, and approves site budgets.

In addition to the SSC, Anthony also has teachers serving on the Leadership Team. These teachers attend monthly district trainings and bring back information to disseminate to their fellow teachers. In addition, the Leadership Team attends monthly site meetings with the principal and TOSA to discuss best practices and next steps to support student achievement. Our site has multiple teachers serving in various leadership roles to ensure the appropriate implementation of new practices. For example, we have teachers serving as technology representatives, and on implementation teams for Advancement Via Individual Determination (AVID) and Positive Behavioral Intervention and Support (PBIS). These leaders attend district professional development and then train and support teachers as they implement new strategies. Almost every teacher serves in some form of leadership that matches their strengths and interests.

In addition to our parents and staff, Anthony scholars also have the opportunity to serve as school leaders. Each year, fourth, fifth, and sixth grade volunteers come together to form student council, whose responsibilities include coordinating school events, spirit activities, and promoting school pride. Anthony students also have the opportunity to join the Kindness Club. This special group of student leaders promote, coordinate, and lead kindness activities throughout the year and serve as models of conduct for all Anthony scholars.

At the heart of Anthony, is our philosophy of unwavering service to our community and commitment to student achievement. Our collaborative focus allows the experience and knowledge of teachers, paraeducators, office staff, and parents to contribute to the progress of our students. We are proud that our leadership is student-oriented and continuously growing in our efforts to advance student success and achievement.

5. Culturally Responsive Teaching and Learning:

Understanding the student demographics at Anthony school helps our staff to be culturally responsive to the needs of our community. Anthony Elementary School is made up predominantly of 62% Asian, 32% Hispanic with 35% Multi-Language Learners and 79% of socioeconomically disadvantaged. The two predominant cultures (Asian and Hispanic) in our school are both traditionally founded in a more collectivist culture, where cooperation is valued over competition. Although food, dress (traditional), and language may differ, on a deeper cultural level our staff, students, and leadership value relationships and cooperative learning and are all similar in root values. Sharing common values amongst our Anthony families is a cornerstone of our community.

An important way we support our diverse community is through our helpful office liaison staff. These highly-trained bilingual staff members understand that a trusting relationship must be fostered with parents and students in order for them to feel comfortable and welcome at school. We take our time making sure families understand how we communicate, how they can communicate with teachers, how homework is done, and what they can do if they have questions. A major part of building family relationships is understanding and respecting cultural differences and perspectives. Our liaisons and office staff take great pride in serving our community with kindness and respect.

The idea of valuing relationships can also be seen in each of our Anthony classrooms. Throughout the school day, one can observe students working together to master new learning. For example, students regularly engage in strategies such as think-pair-share, agree/disagree, accountable talk, and lines of communication. All of these engagement strategies involve students sharing and valuing the thoughts, ideas, and learning of others. In addition, our teachers incorporate respect for cultural differences into the classroom. Our district offers professional development opportunities on Culturally Responsive Teaching where we examine our own implicit biases that we might bring into our classrooms. Awareness of our own implicit biases is first and foremost if we are to build relationships and create a collaborative learning culture.

One of the ways that Anthony embraces the various cultures represented at our school is through our Lunar

New Year and Cinco de Mayo celebrations. Drawing upon our community resources, our local high school dance teams visit Anthony and perform traditional Vietnamese and Hispanic dances. Another strength among our staff includes the diversity within the staff itself, representing Vietnamese, Japanese, Chinese, Filipino, Hispanic, Caucasian, and Korean cultures. Staff at Anthony model respect for each other, and there is a sense of pride in being an Anthony Bear, regardless of age, background, race, or religion.

PART VI - STRATEGY FOR EXCELLENCE

To encapsulate the strength of Anthony into a single practice, it would be that we lead with the heart. As a staff, we recognize that implementing programs and strategies are only effective when our families feel safe and happy at school. Our philosophy is supported by Maslow's Hierarchy of Needs, which states that in order to thrive, a person must have their physical needs met, feel a sense of safety, and have a sense of love and belonging. Each member of the Anthony community recognizes and is committed to creating just such a climate.

Our focus on leading with the heart starts the moment a family walks into the office. The Anthony office team works tirelessly to ensure families feel welcome, cared for and safe. Our goal is to establish family relationships built on trust and care. Our families know we are here to help no matter what they need, and parents quickly learn that we truly care.

Just as we focus on leading with the heart with our Anthony families, we also do the same with our students. Together we start each day by warmly greeting students, letting each and every child know they are important and cared for. Even our custodial staff welcome students each morning at the gate and help them into their cars at the end of the day. It truly is a teamwork approach to meeting the needs of students. Our scholars know there are many adults on campus to assist and support them throughout the day. Creating a sense of security, care, and belonging for our students ensures they are happy and develop a love for learning.

Our staff philosophy of collaboration and teamwork is what makes leading with heart so effective. At Anthony we value the contributions of our entire staff and realize that it is together that we have the greatest impact on our scholars. On a daily basis, staff is communicating and often problem solving about the particular needs of individual scholars. Our philosophy of leading with heart also extends beyond the school day to our after-school care providers where our close communication ensures a continuity of student support that is vital for our students and families.

By leading with heart we have created a close community where staff and students feel part of the Anthony family. There is a tradition at Anthony, where we say, "Once an Anthony Bear, always an Anthony Bear." Memorable moments, such as sixth grade promotion or a staff member retiring, are commemorated with a stuffed Anthony bear. This culture is carefully and intentionally maintained and never taken for granted. Our students' success and hard work comes because our scholars know they have a team behind them that cares.