

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Jody Pastell

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

Official School Name Montemalaga Elementary School

(As it should appear in the official records)

School Mailing Address 1121 Via Nogales

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

City Palos Verdes Estates State CA Zip Code+4 (9 digits total) 90274-1671

County Los Angeles County State School Code Number* 19-64865-6021299

Telephone 310-378-5228 Fax 310-375-7484

Web site/URL http://www.edline.net/pages/1_1 E-mail eganr@pvpusd.net

Twitter Handle

@beckyegan_monty Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Donald B. Austin, Ed.D.

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

E-mail: austind@pvpusd.net

Other)

District Name Palos Verdes Peninsula Unified School District Tel. 310-378-9966

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Larry Vanden Bos

(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 that it is accurate.

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	9	24
K	26	31	57
1	34	27	61
2	32	40	72
3	63	31	94
4	39	50	89
5	30	35	65
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	239	223	462

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 35 % Asian
 - 3 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 45 % White
 - 9 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 15%

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, 2013 until the end of the school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1	442
(5) Total transferred students in row (3) divided by total students in row (4)	0.147
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 13 %
59 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Cantonese, Farsi, Italian, Japanese, Korean, Mandarin, Spanish, Other Non English
8. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 8

Information for Public Schools Only - Data Provided by the State

The state has reported that 21 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %
31 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>9</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	95%	98%	99%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2003

15. Please summarize your school mission in 25 words or less: Our mission is to prepare our students to assume productive, meaningful, responsible roles in an increasingly competitive global society.

PART III – SUMMARY

Montemalaga Elementary School is named after its location, a lovely mountain above Malaga Cove, on the Palos Verdes Peninsula. Our mascot, Monte the Eagle, aptly represents our students, who are encouraged to fly to great heights. This year, we have 462 “eagles”. Some are newly arrived from Asia and many other areas, and many were born here. The majority of our students are with us from kindergarten through fifth grade. We take pride in the strong educational partnership we have developed among all members of our community. Students, teachers, parents, staff, and the principal form a dynamic decision-making team that provides exceptional educational support for our children. We last received the National Blue Ribbon School award in 2003. Although the majority of the staff is new since that time, the award cemented Montemalaga's reputation as a student-centered, community-based academic powerhouse focused on developing and supporting the whole child through a standards-based curriculum and a myriad of enrichment opportunities.

This team concept is demonstrated through the Leadership Team (School Site Council), Principal's Advisory Committee, PTA Executive Board, and Palos Verdes Faculty Association. Montemalaga School is committed to fostering a safe and caring environment, while preparing students to become lifelong learners, to achieve academic excellence and to live as responsible citizens who value and respect all individuals and make positive contributions to society. The teachers and staff at Montemalaga launch students by helping them reach and exceed state standards. Since our students have begun taking the SAT 9 and STAR tests (more recently the SBAC via CAASP), their scores have been among the highest in the state. Montemalaga is responsive to new directions from the state and from the district, and our teachers embrace opportunities to learn the best ways to help our students succeed. The district and school site offer a variety of staff development to deepen skills and our PTA generously funds teacher conferences and workshops. Many teachers hold master's degrees and others are in the process of completing theirs. Some of our teachers are support providers for beginning teachers. Others provide staff development workshops in reading, writing, spelling, math, and technology. Our primary focus for the past two years has centered around Writer's Workshop, CGI trainings in math, technology use (both teacher and student) along with understanding and working with Common Core State Standards (CCSS) in math and language arts. These areas of focus can be observed through our use of early release Monday agendas, after-school district trainings, on-site trainings during the school day and off-site conferences and trainings.

At Montemalaga, parents, teachers, and the community work together to provide a rich experience for our children. During the year, parents help teachers in the classroom and with activities like our Science Lab, Library and Computer Center, Nature Garden, Grandparent's Day, Outdoor Science School, Open House, Art at Your Fingertips, and numerous fieldtrips. In addition, the PTA sponsors many community-based activities, including a Family Barbecue, Fall Festival, Holiday Sing-Along, Author's Fair, Science Night, Cultural Enrichment Assemblies, the Reflections Art Contest, and the Multicultural Festival, which celebrates the food, music and dance of all countries represented by our diverse student population. Because our school has a small funding base, we greatly value the tremendous support we are given by our Palos Verdes community. Our PTA generously funds enrichment activities for all of our students to access during the school day such as the morning Running Club, ElectriKIDS fitness program, Artist in Residency program for 2nd grade, Garden Club and Enrich LA Garden program/curriculum, Computer Coding Club, Team Kids and lunch-time sports tournaments. The Peninsula Education Foundation provides funding for our 4th and 5th grade STEM curriculum, teacher training and materials, our library and computer assistants, our PE program for grades K-5 and our music program for grades K-5. The Palos Verdes Art Center continues to guide us through delightful Art at Your Fingertips projects, and The Friends of Music provide exciting concerts. Visitors to our school comment about the kind, caring attitude of our students. We are proud of our school library and new science lab as well as our recently added Learning Center. Just last year in 2014, we modernized our library and renamed it the Multimedia Center; we added 40 Chrome Books, two flat screen tv panels, and a teacher work station, in order to create an updated, interactive learning space for our students. Our local partnerships with the Palos Verdes Library (PVL), Norris Performing Arts Center, PV Arts Center, Enrich LA, Grades of Green, and Waste Management provide a rich experience for our students and introduce them to concepts that connect them to their community.

The adults at Montemalaga model positive behavior and teach character development in the classroom as well as through: Team Kids program, Social Skills Club, Game Club during lunch (through our special education BASIS team), Be the Change Club, Student Council Ambassadors, Grades of Green trash-free lunch challenge, school Garden curriculum and club, and Yellow and Red Ribbon Weeks. Older students are encouraged to look after younger ones, and students with special needs and EL needs work side-by-side with regular education students. We are proud of the children who call themselves “eagles.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Montemalaga, we are constantly evaluating our teaching tools to ensure the curriculum simultaneously meets our demand for rigor, collaboration and intervention support. Consequently, due to our diverse learning needs unique to our school, we utilize multiple layers of curriculum to align our teaching practices with our vision. Our instruction fervently seeks to challenge our advanced students while providing intensive support to our intervention students.

In language arts, science and social studies, thematic units at each grade-level guide our content, while essential questions drive our instruction to support collaborative learning. Each grade level has between four to six units that guide the cross-curricular activities. Formative and summative assessments are embedded into each unit, which guide teachers' use of materials to appropriately apply instructional needs. Thematic units rely on an anchor text to guide student inquiry. Anchor texts are books that are fiction and nonfiction such as *Esperanza Rising*, *Peter Pan*, or *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* Within each unit, students refer to our science and social studies textbooks as part of larger units that encompass other literature material. These other thematic items include reading news magazine like *Time for Kids* (grades 3-5) and *Weekly Readers* (grades K-2), supplemental fiction and nonfiction text, and utilizing our reading anthology series and our close reading activities from *Ready Reading by Curriculum and Associates*. To further support our curriculum, every grade has a field trip that correlates with their theme units. For instance, the 5th graders visit Outdoor Science School for a week each year. 5th graders also host a State Fair in which all students in the school visit each booth representing a different state. 4th graders experience living history when they climb aboard a tall ship to relive the California Gold Rush. Students also participate in an interactive assembly where they “Walk Through” California history and the American Revolution. Fundamental skills are reinforced at every grade with phonics lessons from *Sitton Spelling and Word Skills* and *Modern Curriculum Press Phonics*. Each grade level utilizes these materials to ensure fundamental phonic and word skills are incorporated into the thematic units. We have two instructional assistants who work with our English Language Learner students. Students receive weekly assistance depending on their CELDT scores and language needs. These instructional assistants work with each teacher to align their intervention to support the thematic units and instructional material.

Writer's Workshop is our uniform format to teach writing, with ongoing professional development with *Growing Educator's* to support consistency across all grade levels. Every teacher uses the *Units of Study* by Lucy Calkins to instruct writing in all disciplines (narrative, informational and opinion). Writer's Workshop occurs in every classroom, three to four times a week. While writing is supported in all disciplines, Writer's Workshop is an essential aspect of our curriculum and a thread of commonality from grade to grade, which is consistently applied across all grade levels.

In math, teachers rely on CGI strategies to implement our math curriculum, *Everyday Mathematics* by the University of Chicago School Mathematics Project. Teachers supplement this curriculum with materials such as *Math Minutes* by Creative Teaching Press, *Math 4Today* by Carson-Dellosa, and *Daily Words Problems* by Evan Moor. Furthermore, students in 2nd through 5th grade utilize *Hands On Equations* to develop a deeper level of understanding algebra. Advanced math students are given enrichment projects to complete during class time. Identified teachers at each grade level are responsible for creating the enrichment materials for all advanced students in the grade. These projects help students prepare for the annual district “Math Field Day” competition. Students performing above grade level are provided with enrichment materials such as *Junior Great Books* and *Math “Word Problems of the Week”* (from *The Mailbox*). Students in need of intervention, receive Tier 2 support in the classroom and Tier 3 support at the RtI Reading Club and RtI Math Club.

Lastly, this school year is the first time that we have had a transitional kindergarten (TK) program on our campus. Our TK teacher works closely with the kindergarten team on early release Mondays to ensure consistency, communication and collaboration for our TK students who transition into kindergarten, in particular those who are in the process of SSTs, intervention or special education assessments. The TK

teacher attends all workshops for Montemalaga teachers along with multiple trainings at the district level. The trainings for TK emphasize phonemic awareness, intervention, Writer's Workshop, CGI math, CCSS, and social development.

2. Other Curriculum Areas:

Technology plays a major role in our curriculum. Every classroom has a high-quality SMART board, a document camera, an Apple TV, at least five iPads and two student computers. Teachers use apps such as Educreations for students to creatively explore technology. Our science lab hosts a grow lab and six digital microscopes, along with iPads and a digital projector. In our Science Lab, 4th and 5th grade students utilize our STEM lessons and materials. Parents help teachers prepare labs and inventory the STEM materials. Our library has been converted to a contemporary media center, complete with a teach-work station, class set of Chromebooks and student computers. Our school partnered with the Palos Verdes Library District to support student use of digital materials. Students use a variety of software and Apps on these devices to enhance their learning experiences. Several teachers each year to attend the National Computer Using Educators (CUE) conference to ensure our staff has the most contemporary understanding of how technology better our instruction. Students benefit from our school subscriptions to such programs as BrainPop, Discovery Education, Type To Learn 4, Moby Max, Raz Kids and Successmaker. With programs like these, students access information at their Lexile reading level and perform tasks with teacher feedback. An example of this is our Discovery Education program. Advanced students are assigned videos and articles to read on a given topic at their Lexile level, which students can access at home. Then, they create a digital wall of images, text and related articles that explore an essential question. This program promotes authentic project-based learning. For students who require intervention, these programs are helpful in how they allow teachers to monitor progress while providing more exposure to content. Our school learning management system is Edline. This allows teachers to run a website where they can post materials, links to suggested websites, and organize calendars. The school also hosts a main Edline site, which parents utilize to best communicate important dates and download forms and materials. In addition to Edline, parents have access to Aeries, which is another learning management system that teachers use to implement grades, review student data and communicate with parents. Parents also have access to this information. Parents and staff receive a weekly email update from the principal, along with daily postings from the principal on Twitter.

While technology is embedded within all layers of our curriculum, we also strive to provide our students with rich experiences in the humanities and physical education. Students can learn Chinese at our before-school enrichment language class. Every student in our school receives a weekly music lesson from our credentialed music teacher. 4th and 5th graders have the opportunity to participate in instrumental music classes once a week for an hour. Students can either join school choir or instrumental ensemble, which meets before school. To promote our students in Performing Arts, acting coaches from our local theater (The Norris Performing Arts Center) worked with every class once a week for 60 minutes for 8 weeks to perform a musical that correlated with our thematic units.

All students receive two physical education classes a week, taught by a credentialed physical education teacher. One of our P.E. teachers hosts a Running Club which meets twice a week before school, and hosts our annual Fun(D) Run. Students receive a monthly fitness lesson from our ElectricKIDS instructor who teaches students the importance of fitness and nutrition. Students learn the components of a work-out while they are engaged in aerobic exercises. Additionally, students visit our Outdoor Classroom in the school garden once a week to learn about nutrition and science from our Garden Ranger, run by a program called Enrich L.A. These lessons correlate with the Next Generation Science Standards and focus on teaching students about the value of nutrition. These activities are guided by one of our teachers who serves as our Garden Coordinator. This teacher received a five-day training on implementing a school garden at the Edible Schoolyard Academy. Our school earned two grants to help fund the garden expansion. One grant for \$1,000 from the Chuck Miller Peninsula Education Foundation, and another grant for \$2,000 from the Whole Kids Foundation helped transform the existing garden space into an outdoor classroom. Students are actively involved in the planting, maintenance and harvesting of the produce grown in the garden. We participate in the Grades of Green contest where students are learning how to compost their food waste and

utilize this compost in the garden. Students began a trash-free lunch initiative and have now reduced their lunch waste to just one bag of trash per day. Prior to this initiative, it was seven bags per day.

Parents help teachers implement art lessons once a month in our Art at Your Fingertips project, which models a famous artist technique. 2nd grade students participated in an art project led by a local artist in residency. This initiative came from our partnership with the Palos Verdes Arts Center.

3. Instructional Methods and Interventions:

In math, teachers utilize Cognitively Guided Instruction (CGI) strategies, as all of our teachers will be trained in this methodology by the summer of 2015. Learning with CGI strategies, students have created innovative group projects and journal writing that demonstrate their higher level of mastery over the content. CGI emphasizes the indelible relationship between computational skills and problem solving, which allows for greater exploration of complex problem solving in the classroom. Teachers rely more on this collaboration of math, instead of individual repetition of number facts. For instance, teachers spend more time dissecting a math problem by finding multiple ways to reach the correct answer. This allows for multiple perspectives to reach a mathematical consensus. All learning needs are supported within this model.

Teachers utilize close reading strategies to teach evaluative exploration of varied text in these disciplines. Close reading lessons are embedded within the thematic units for language arts, science and social studies. Close reading explicitly teaches students strategies to deconstruct robust literature and text, as well as understand the content. Not only do they read to access content (like reading a novel like *Charlotte's Web*), they are reading using strategies to help them become more discerning readers. While using close reading strategies, teachers are constantly seeking questions to the essential questions that guide each thematic unit. Using a cooperative grouping model, foundational skills are taught in small groups to differentiate content accessibility for all students.

To ensure progress and monitor intervention needs, all students are tested at least three times a year using AIM's Web Assessment program to measure their reading fluency and comprehension. Results help guide determination for individualized projects and materials for students performing above or below grade-level. Students who are performing below grade level, including EL students, attend a daily Reading Club (RtI) and Math Club (RtI) to support progress. These are the students teachers and the special education team have identified as requiring Tier 3 support. In these clubs, students work closely with credentialed teachers (our Resource Specialist and a credentialed teacher) to preview and review the material in the thematic units and our math curriculum. Our Learning Center model supports student with the increased exposure to material using research-based intervention strategies to ensure students are accessing the curriculum. Furthermore, students who are identified as Tier 2 support receive the same research-based intervention strategies within the classroom. Teachers and the special education team collaborate every 6 to 8 weeks to review data from benchmark assessments, student work and strategize different intervention strategies.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Data drives our instruction, and has always determined how our school focuses its efforts and new instructional programs. Based on the evidence from our CST scores and a writing test previously implemented by our district (ERB), our writing instruction has been in need of improvement. Though we received a high API score (947 in 2013), we felt it necessary to be discerning and thorough as we sifted through the layers of data to find areas of needed improvement. This was most evident in our writing scores. Within our ERB scores, our tests have dropped significantly over the past three years. In every subcategory we noticed decline with the most significant drop in organization, support and sentence structure. In addition, we noticed a steady decrease in our API score from 2010, dropping from 967 in 2010 to 947 in 2013. Looking further, the most noticeable area of decline was within our ELA cluster. Our school had decreased scores in Writing Strategies, Writing Conventions, and in the 4th grade CST writing test. Our overall proficiency rate in ELA writing dropped from 4.5 to 4.4 over a four-year period. Lacking a comprehensive district writing curriculum, we felt it important to adopt a robust and quality writing program like Writer's Workshop to address gaps and promote consistency within our teaching practices. For the last year, our faculty meetings have included the support of Growing Educators, professional development provided by experienced teachers who serve as mentors for our staff and specialize in effective writing instruction across the curriculum. Our collaboration with Growing Educators will be ongoing and adapt to the needs of our students as we continue to assess their progress and identify areas of need and gaps in our instruction. It is worth noting that although our test scores do not show any significant drops or gaps in achievement, our demographics in our Special Education and EL populations have been changing over the last few years. We are aware that with these changes comes the responsibility to consistently use assessment data to drive our instructional decisions in order to meet the needs of all of our students.

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

The consistent use of data analysis has allowed us to identify and address areas of need and to focus our efforts on implementing a variety of strategies and programs to support our students. The adoption of district-wide thematic units with embedded formative and informative assessments, essential questions, and a variety of anchor texts has not only contributed to consistency, but also to collaboration. Staff members meet regularly to discuss best practices, share student work, and identify students for whom intervention and enrichment efforts will be the focus. AIMSweb data is used weekly to identify students in need of intervention support, as well as their progress in our Reading and Math Clubs. These RTI assessment results are communicated weekly to the staff and used to identify specific areas of focus with our Tier 1 and Tier 2 students. Our students that have been identified as English Learners thorough district assessment are provided individualized support through our EL push-in program. Our English Language aides visit students in their classrooms to observe (informal assessment) and provide language and vocabulary scaffolding when needed; making lesson content more accessible to our English Learners within the General Ed classroom. In addition, small group instruction and assessment in vocabulary development takes place in our Learning Center on a regular basis and is reinforced with use of technology such as Brain Pop ESL. It is also a goal of our school community to provide those in need of enrichment opportunities to grow. Fourth grade students are invited to take a math placement assessment to determine if he/she meets the criteria to advance to an accelerated class starting in 5th grade where they will report to the local intermediate school for math instruction. Our 5th grade students are given an assessment and results are used, along with teacher recommendation, to determine placement in appropriate math classes in 6th grade; helping facilitate a smoother transition and success of each student as they move forward into intermediate school.

Part VI School Support

1. School Climate/Culture

Montemalaga provides many outlets and opportunities for students to grow as eagles and develop socially, emotionally and academically. There are multiple supports built into the school day that students and teachers can access for academic support: Response to Intervention (RtI) Reading Club, RtI Math Club, Homework Club in our RSP/SDC room, and our Learning Center, which is open to all students. We use AIMSweb to track our students' progress in these areas and educate our teachers on implementing Tier 2 intervention strategies, along with weekly monitoring, in the classroom. Math Club and Reading Club are considered Tier 3 interventions and Tier 4 is qualifying for special education. Our EL students receive the majority of their supports inside the classroom. There are some pull-out sessions for our EL students, but we prefer our two EL aides to push-in to the students' classes. Not only do we focus on intervention during the school day with the above mentioned programs, but we also emphasize enrichment opportunities for those students who are academically ready and prepared. During the school day, we offer Computer Club and Garden Club and fund one teacher in each grade (second through fifth) to be the enrichment lead for her grade level. This teacher is responsible for designing units in reading, writing, math, science or social studies that challenge and extend a student's learning. We offer a Social Skills Club for grades kindergarten through fifth grade, in which we target skills in listening, sharing, taking turns, and positive thinking. Students are referred to the group by their teachers; the Social Skills Club runs three days a week in small groups for 30 minute sessions. The special education behavior team (BASIS) runs a lunch club called Game club for students to practice social skills. The school has multiple clubs, run by our own teachers, which promote positive emotional development, leadership, and a sense of community building: Student Council (and the Ambassadors program), Be the Change Club, Green Team (recycling and composting), Garden Club, and Team Kids. All of these student clubs embrace the concept of kindness, compassion, leadership, and respect and community. We also take Red Ribbon Week and Yellow Ribbon Week very seriously on our campus and hold week-long activities, assemblies and class assignments focused around the messages of being healthy and making good decisions. Lastly, we have monthly school-wide assemblies, led by the principal, PE teacher and Student Council, that celebrate student academic achievement, citizenship, school spirit, healthy decisions, and student contributions to the campus. Our teachers play a huge role in the culture of the school as well; we emphasize team building, collaboration, and professional growth throughout the school year during our Monday meetings and various activities such as the school spirit assemblies. The school site budget and PTA budget include line items for grade level plannings days (with use of substitutes for off-site meetings), conferences and trainings, both on-site and off-site such as Growing Educator's, Daily 5/CAFE, and project-based learning workshops.

2. Engaging Families and Community

Montemalaga is proud of its relationship and engagement with families and the surrounding community. Our PTA is highly involved with our school and supports a majority of the enrichment programs that we offer our students: Art at Your Fingertips, Norris Performing Arts Program, ElectriKIDS fitness workshops, Science Lab materials and support, school newspaper, Garden Club, Enrich LA garden curriculum and instructor, Computer Club and Coding, Student Council, Be the Change, sports tournaments during lunch, and Team Kids. Along with enrichment opportunities for the students, our PTA also supports our professional development needs each year: Growing Educator's trainings and workshops (Writer's Workshop), technology needs and conferences (Cue Conference), and release time for grade levels to meet and plan their curriculum. Even more importantly, the PTA creates multiple opportunities during the school year for our families to meet, engage, and spend time together: Back to School BBQ, Fall Festival, Winter Music Night, Book Fair evening, Reflections evening (focus on student art and visual arts), Parent Fall Social, Science Fair Night, Author's Day, Author's Night, Spring Parent Social, Fund(d) Run and BBQ, Spelling Bee, Family Fun Bingo Night and Multicultural Festival. Parents are encouraged to volunteer in their students' classrooms, and each teacher has an assigned room parent to help coordinate and facilitate the volunteer sign-ups throughout the course of the year. The Peninsula Education Foundation (PEF) is actively involved at our school site and supports many of our most important programs: 4th and 5th grade STEM programs, Music teacher, PE teacher and PE instructional aide, library aide, and a

technology aide. Without the funding from PEF, we would not be able to offer such important opportunities and programs for our students. Currently we have over 40% of our families donating to PEF, and we are hoping to increase this percentage after our PEF Awareness Week Campaign in late April. One of our student clubs, Team Kids, is the true epitome of philanthropy in that the club focuses solely on giving back to others. The local police chief and fire department are highly involved in this program and attend our Team Kids assemblies, leadership meetings and fundraisers. All of the proceeds go to a chose charity or our “sister” school in Watts: Weigand Avenue Elementary School. We also partner with the Palos Verdes Library (PVLDD), Waste Management (composting lessons), PV Arts Center, Norris Performing Arts Center, local eateries to raise funds (Ruby’s and Locale 90), and Whole Foods (Whole Kids Grant) during the course of the school year.

3. Professional Development

We are fortunate to have every Monday as an early release day, in which teachers have ninety minutes to use for a multitude of purposes. The Leadership Team, teacher union (PVFA), and principal, create a monthly schedule for use of Monday early release time. Twice a month, teachers use their early release time to meet with their grade-level teams and plan accordingly. The principal will join meetings to hear feedback, input, progress updates and needs from each team. These grade level meetings foster a sense of community, continuity, and collaboration among the various grade levels and ensure that all teachers are working together to create content equity and a shared understanding of California Common Core Standards (CCSS) in reading, writing, and math. We are currently piloting math textbook in grades kindergarten, second and fourth grades as well as piloting a reading program in second grade and developing new report cards aligned to CCSS. Every six weeks, our RtI team meets with each grade level to review RtI reading and math scores, along with EL student progress, to make decisions about whether students remain in Tier 2 or 3, enter or exit the RtI programs or are assessed for special education services. These RtI meetings help the staff determine the needs and progress of their students; the meetings better inform teachers as to needed student interventions in the classroom. Once a month, the staff will meet as a group and discuss: items from the previous Leadership meeting or Principal Advisory Committee (PAC) meeting, prior CST science scores, SBAC testing preparation, school district updates, current staff needs, and other team building strategies. These staff meetings help us focus on school improvement issues and school goals. Once a month, we focus on our time on: (1) Writer’s Workshop strategies and trainings and work closely with Growing Educator’s, a group that works with our teachers on site to better develop units of writing, aligned with CCSS, in narrative, persuasion and information. (2) Planning, discussing, and creating language arts units, based on essential questions or “big ideas” aligned with CCSS standards, non-fiction and fiction reading, and content from science and/or social studies. The principal or lead teachers will lead these professional development trainings with an emphasis on teachers acquiring current teaching strategies and practices to use in the class such as closed reading, learning targets, and collaborative settings. (3) Various CGI math strategies to use with the math curriculum, and how these strategies support student learning in both math fluency, computation and applications.

4. School Leadership

The leadership philosophy at Montemalaga reflects the idea that being one team is far greater and more successful than acting alone in the classroom. Decisions that are made by the principal, Leadership Team, or other stakeholders empower teachers to work together and support each other toward meeting school goals. Lead teachers are an important part of our school culture; these teachers design and deliver content-based professional development on early release Mondays and work within each of their grade levels as the lead teacher. We have one lead teacher in each grade level, and these teachers attend district trainings, site Leadership Team meetings and other conferences as needed. The primary focus for the past two years has been on CCSS math, writing and language arts standards along with an emphasis on use of technology and teaching strategies. Teachers are highly encouraged to use release time with substitutes to spend the day planning with their team and to attend an array of conferences such as: CGI, Growing Educator’s Writing and Reading Workshops, Daily 5/Café conferences, CUE (technology) Conference, EL district trainings, GATE conferences, intervention conferences (RtI), PBIS trainings and special education trainings (held by local SELPA). Our Leadership Team (School Site Council) plays a pivotal role in all large decisions that

impact our students and community. The team meets every other month, during the school day, to discuss, develop, and create long-term goals and plans such as library/media center, updated student handbook, technology use, and modernization of facilities. Along with our Lead Teachers, we also designated a teacher leader for technology and a teacher leader for garden coordinator. Both of these teachers serve as support for teachers inside the classroom when needs arise with how to use the garden (scheduling, maintenance, and curriculum issues) and how to access the technology provided to our teachers. Our technology lead teacher develops staff surveys in which staff communicates their needs with technology and then the lead teacher works with the principal about how to offer various trainings during Monday release days. The RtI team runs the intervention meetings and works directly with the teachers to identify struggling students and discuss various Tier 2 strategies to use with some of our students. The Principal's Advisory Committee (PAC) meets before staff meetings to share parent, student and teacher concerns that arise throughout the school year. The PAC then brings the concerns and the results of the meeting to the staff to share-out. The principal communicates weekly to the parents and staff through a Friday weekly update and also shares daily news via the school Twitter account as well as posting updated information on the school Edline website page. Every Monday, the principal addresses the entire school with news and information pertinent to students that upcoming week.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CST</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>STAR</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	90	93	96	95	95
Advanced	74	54	78	74	81
Number of students tested	57	74	72	96	79
Percent of total students tested	98	97	96	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above				85	75
Advanced					
Number of students tested	3	7	5	13	12
3. English Language Learner Students					
Proficient and above				84	
Advanced					
Number of students tested	6	6	8	19	5
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	95	100	100	97	97
Advanced					
Number of students tested	20	21	28	30	32

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	88	92	95	92	93
Advanced					
Number of students tested	26	39	37	50	41
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CST</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>STAR</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	90	97	97	95	95
Advanced	65	81	84	82	87
Number of students tested	83	74	103	89	83
Percent of total students tested	97	96	98	99	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	4	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above			91	82	80
Advanced					
Number of students tested	7	5	11	11	15
3. English Language Learner Students					
Proficient and above			100		
Advanced					
Number of students tested	7	9	12	8	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	96	97	100	100	96
Advanced					
Number of students tested	26	29	35	34	27
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	93	97	96	90	98
Advanced					
Number of students tested	40	38	51	42	51
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CST</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>STAR</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	92	94	92		
Advanced	64	63	68		
Number of students tested	74	99	92		
Percent of total students tested	96	98	98		
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		73			
Advanced					
Number of students tested	5	11	10		
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	100			
Advanced					
Number of students tested	30	33			
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	85	90			
Advanced					
Number of students tested	39	52			
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California Standards Test (CST)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Standardized Testing and Reporting (STAR)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	80	78	90	81	86
Advanced	59	33	46	48	58
Number of students tested	56	73	71	96	78
Percent of total students tested	97	96	95	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	3	3	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above				58	
Advanced					
Number of students tested	6	6	8	19	5
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	85	90	93	80	88
Advanced					
Number of students tested	20	21	28	30	32
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	76	74	89	80	85
Advanced					
Number of students tested	25	39	36	50	40
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CST</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>STAR</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	85	93	97	93	94
Advanced	55	71	80	76	79
Number of students tested	83	73	103	89	81
Percent of total students tested	97	95	98	99	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	4	1	1	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above			82	73	77
Advanced					
Number of students tested	7	4	11	11	13
3. English Language Learner Students					
Proficient and above			92		
Advanced					
Number of students tested	7	9	12	8	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	77	86	97	91	85
Advanced					
Number of students tested	26	29	35	34	26
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	93	97	96	95	98
Advanced					
Number of students tested	40	37	51	42	50
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CST</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>STAR</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	92	92	95	93
Advanced	64	72	72	71	63
Number of students tested	74	99	92	92	81
Percent of total students tested	96	98	98	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	1	2	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		64			64
Advanced					
Number of students tested	5	11	10	10	11
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	5	8	6	4	8
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	93	91	91	97	88
Advanced					
Number of students tested	30	33	35	29	26
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	90	90	96	94
Advanced					
Number of students tested	39	52	42	52	50
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: