

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Robert Devich

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

Official School Name Pacific Rim Elementary

(As it should appear in the official records)

School Mailing Address 1100 Camino de las Ondas

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

City Carlsbad State CA Zip Code+4 (9 digits total) 92009-3400

County San Diego

Telephone (760) 331-6200 Fax (760) 929-1778

Web site/URL http://pacificrim.schoolloop.com/ E-mail rdevich@carlsbadusd.net

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Benjamin Churchill Ed.d. E-mail bchurchill@carlsbadusd.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Carlsbad Unified Tel. (760) 331-5000

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

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

## **Part I – Eligibility Certification**

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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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

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

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	60	60	120
1	56	58	114
2	73	76	149
3	88	60	148
4	86	67	153
5	84	63	147
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 or higher	0	0	0
<b>Total Students</b>	447	384	831

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 10 % Asian
  - 1 % Black or African American
  - 12 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 67 % White
  - 8 % 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 2015 – 2016 school year: 8%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	39
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	67
(4) Total number of students in the school as of October 1, 2015	802
(5) Total transferred students in row (3) divided by total students in row (4)	0.084
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 5 %  
34 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Japanese, Hindi, Telugu, Spanish, Farsi, Amharic, Russian, Mandarin, Italian, Portuguese, German, Turkish, French, Norwegian

7. Students eligible for free/reduced-priced meals: 6 %  
 Total number students who qualify: 48
8. Students receiving special education services: 10 %  
81 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 7 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 3 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 17 Other Health Impaired
- 15 Specific Learning Disability
- 38 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects	30
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 27:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

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

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

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

Pacific Rim Elementary embraces technology and academic excellence to develop intrinsically motivated life-long learners who are responsible, productive citizens and follow the Golden Rule.

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

Parents residing within the attendance boundaries of the Carlsbad Unified School District may choose to attend their home school or may choose to apply for an intradistrict transfer to another Carlsbad Unified School District elementary school. Additionally, if a student moves out of the attendance zone assigned to Pacific Rim Elementary, within the Carlsbad Unified School District, parents may apply for an intradistrict transfer so that the student may continue to attend Pacific Rim. Finally, families with students already in attendance at Pacific Rim Elementary may apply for an intradistrict transfer for incoming younger siblings.

## **PART III – SUMMARY**

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Pacific Rim Elementary is a kindergarten through fifth-grade school that has served students in the Carlsbad Unified School District for the past eighteen years. It is the largest of nine elementary schools in the district and regarded as one of the most outstanding schools in the country and state. While attending Pacific Rim, students receive instruction of the highest quality and learn to interact responsibly and respectfully with the world around them. Our teachers, support staff, administrator, and parents contribute to students' success through effective collaboration and ongoing dedication to excellence.

Pacific Rim currently serves 831 students with diverse backgrounds and needs. Our population is 67% Caucasian, 9% Asian, 12% Hispanic or Latino, 1% Black or African American, 1% Pacific Islander, 1% Filipino, and 8% are of two or more races. In addition, 10% of our students have special needs, 6% are socioeconomically disadvantaged, and 4% are English Language Learners.

The mission of Pacific Rim Elementary is to embrace technology and academic excellence while developing intrinsically motivated, lifelong learners who are responsible, productive citizens who follow the Golden Rule. The mission provides the foundation for our school culture. At Pacific Rim, we focus on high expectations, strong accountability, and excellent effort on campus. The enthusiasm for learning and the drive to achieve are contagious among staff and students. Teachers utilize a comprehensive curriculum with differentiation strategies. Promoting school spirit and involving the community are vital to student achievement. Visitors often comment on the positive attitude and teamwork evident on campus. Our students, known as "Waveriders," demonstrate kindness to each other and always strive to do their best.

The principal at Pacific Rim is a leader who models his philosophy of "working hard while having fun." He can be seen flexing his muscles to symbolize hard work and giving high-fives to students to offer encouragement as he makes his daily rounds through the classrooms to uphold accountability. He is visible opening car doors, greeting students by name, and connecting with parents daily. In 2016, a parent responding to the annual survey summarized his presence perfectly, "The principal sets a tone of positive energy, accountability, cooperation, and teamwork by supporting his teachers and taking the time to learn the story of each child."

The faculty is a highly trained team who have embraced the Common Core State Standards (CCSS) to develop 21st century learners. They operate in grade-level professional learning communities (PLCs) to collaborate and plan data-driven curriculum with academic rigor. All teachers have been trained in strategies to provide differentiated instruction that both challenges the advanced learners and ensures success for at-risk students and English language learners. There are grade-level leaders, both on-site and at the district level, serving as facilitators, committee chairpersons, district team members, and technology coaches. Our staff's dedication and teamwork have earned great respect throughout the district and community. We are proud to have achieved a high ranking on the 2015-16 Smarter Balanced Assessment. According to schooldigger.com, Pacific Rim ranked 16th in California out of 5,621 schools and 3rd among San Diego County schools.

Concurrent with our academic emphasis, school spirit is a key component for student motivation. Our students take great pride in Pacific Rim and are actively involved in many ways. The Student Council is comprised of third- through fifth-grade elected positions. The students organize philanthropic events, spirit days, and volunteer opportunities. They produce Waverider News, a news broadcast highlighting campus events that received the Outstanding Educational Program award. One segment of the broadcast features students on the Character Committee. Students promote positive monthly citizenship traits through skits and entertaining dialogue. Waveriders enjoy bimonthly assemblies which also include skits, dances, engaging chants, and our school song. Pacific Rim surfboard decals are proudly displayed on car windows and spirit wear is worn regularly by the community. Chants of "Pacific Rim is number one!" echo throughout the campus, demonstrating students' pride in belonging to our exceptional community.

Parent participation and community support are invaluable assets to our school success. The Parent Teacher Organization (PTO) is dedicated to supporting the overall wellness, academic life, and enrichment needs of

our students. Over 30 parents serve on the PTO board. One key event held at the beginning of each school year is our school-wide Jog-A-Thon. Family and corporate sponsors fund many of our enrichment programs and activities. Numerous volunteers dedicate thousands of hours each year in the classrooms, in the office, and on field trips. Partnering with the parents and the community allows Pacific Rim to offer a variety of educationally balanced programs.

In summary, Pacific Rim develops citizens who achieve academic excellence and become lifelong learners. Through the combined efforts of our dedicated staff, supportive community, and highly motivated students, Pacific Rim continues to be an exemplary school in the Carlsbad Unified School District.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Pacific Rim’s core curriculum offers robust opportunities for students to engage in the learning standards and acquire foundational skills for life.

Our school’s language arts program offers a comprehensive curriculum that gives students core skills. In kindergarten, our phonics-based program gives students a foundation for phonemic awareness. As students develop reading skills, they make progress in fluency and accuracy using the online reading programs Raz-Kids and Smarty Ants. In addition to our district-adopted language arts program, students in grades 1-5 participate in literature circles and novel studies to analyze character and plot development and to learn vocabulary and thematic elements. Through Icons for Depth and Complexity, students learn how to engage with literature and to relate themes to their lives. Additionally, Standards Plus and Achieve3000 are used by all teachers to improve each student’s Lexile and provide exposure to both fiction and nonfiction texts.

Pacific Rim’s math instruction is guided by the Confucius quote, “I hear and I forget. I see and I remember. I do and I understand.” Students are placed in flexible, ability-level groups in all grades to target instruction. Teachers model concepts using all eight CCSS mathematical practices, and students respond in math journals and through hands-on application projects with manipulatives. One example of applying math skills to real-life situations occurs in second and third grade during marketplace activities. Students create handcrafted products, set prices, market and sell to their peers. Students purchase items and track funds they have earned in ledgers as they sell their own inventory. Online programs Front Row and TenMarks, as well as district math benchmark assessments, are used to customize instruction, to develop groups for support and intervention, and to ensure student achievement.

Our staff has worked diligently to implement the new California Next Generation Science Standards (NGSS). Students engage in inquiry-based lessons to build, deepen, and apply their knowledge of core ideas. Grades 2-5 spend 45 minutes weekly with a credentialed science teacher doing hands-on investigations and experiments. Each year, we have a school-wide Science Day, involving our parents and community members. The activities allow students to develop a coherent, scientifically-based view of the world around them. Also, engineering practices are implemented in many classrooms during Genius Hour. Student teams follow the Engineering is Elementary process, “ask, imagine, plan, create and improve,” to meet the challenge of building a project within time constraints and with limited materials. The intent of our science instruction is to produce 21st century learners who use communication, collaboration, critical thinking, and creativity skills. Our goal is to stimulate interest in science and to increase college and career readiness.

In social studies, we encourage students to learn about their world from local to global perspectives. Students learn map skills and conduct ancestral research. Grade 4 takes part in Native American Day to experience cultural practices from California tribes and to understand our nation’s history. Participation by grade 5 in Colonial Day and by grade 4 in Gold Rush Day engages students with topics of disciplinary and historical significance. To learn about civics, third grade participates in the Junior Achievement program, City Stuff. A city representative visits to teach students about zoning, business development, and advertising. To learn about city government, they travel to Carlsbad City Hall and hold a mock council meeting. Third graders visit the Agua Hedionda Lagoon to learn about local conservation and environmental responsibility. Fifth grade participates in the Junior Achievement program, BizTown, in which each student applies and interviews for a desired job after classroom instruction on fiscal responsibility. They work in teams to design logos and write advertisements to sell their products. Students culminate the unit with a trip to the BizTown facility to experience having a job, managing their money, and overseeing the government of their city.

All grade levels use our district writing program, Learning Headquarters, as an application piece across all content areas. As students learn basic sentence structure and progress to writing multiple-paragraph essays, they compose pieces in every text type: narratives, arguments, and informative/explanatory texts. Writing fluency is gained through responding to literature, writing fictional and autobiographical narratives,

explaining their thinking process in math problem solving, and in conducting informative reports for science and social studies.

## **2. Other Curriculum Areas:**

Along with our strong academic focus, Pacific Rim provides an education for the whole child. Our PTO sponsors a “wheel” where all students are exposed to drama, art, and technology enrichment. In eight-week blocks, students take 45-minute weekly classes with credentialed teachers who are experts in these areas of study. Our drama teacher focuses on listening and speaking grade level standards. Students perform as literary characters in front of their peers and learn to be respectful audience members. The art teacher provides opportunities for students to learn a variety of techniques, utilizing different types of media. Students’ works are showcased in the classroom and in the art show at the end of each year. The technology teacher exposes students and staff to a multitude of programs and applications for further use in the classroom. During their tech time, students utilize Google Tools for Education, ThingLink, Seesaw, Kahoot!, and Prezi, openly embracing technology across the curriculum.

In addition to their wheel classes, K-5 students participate in a 45-minute weekly music class. These classes are funded by the Carlsbad Educational Foundation (CEF), a nonprofit organization that raises funds to support programs in our district. Our skilled music teacher guides students through grade-level appropriate activities. Students can be seen playing instruments ranging from egg shakers to recorders. They work together to produce winter and spring performances showcasing what they have learned, and parents are always impressed to see the skills their children have developed.

Physical fitness and healthy habits are encouraged and are aligned with our high expectations. Each class has a weekly P.E. period of 30-45 minutes. During this time, our credentialed coach focuses on proper stretching techniques and cardiovascular endurance. Students develop motor skills through athletic games. Additionally, grades 2-5 participate in the running club. Students, teachers, and many parents spend 20-30 minutes running laps to build strength, endurance, and positive attitudes toward physical fitness. To further promote teamwork, sportsmanship, and fitness, teams of fifth-grade boys and girls participate in the district’s annual March Madness Basketball Tournament and the Copa de Carlsbad Soccer Tournament.

Our school technology goal is to use Substitution, Augmentation, Modification, Redefinition (SAMR), a model designed to help educators infuse technology into teaching and learning. Our 21st century learners are well equipped with 6 Chromebook carts and one iPad cart that enhance learning. Students learn to code throughout the year and showcase these talents during the school-wide Hour of Code. They excel in transferring this knowledge and applying what they learn to engineering activities in the classroom. Students learn to integrate technology with the curriculum through Google Classroom assignments, Google Apps for Education, and more. Chromebooks and iPads are part of every student’s educational toolbox. Our computer lab technician supports staff and students in visits to the lab 1-2 times per week for 30 minutes each time. Additionally, a team of fifth-grade students applies technology skills by filming and editing Waverider News, a biweekly broadcast promoting student council activities and character trait awareness and also highlights current and upcoming school events.

After-school enrichment programs led by parents and teachers offer hands-on technology opportunities in clubs such as Lego Robotics and Jr. Lego League. The Lego Robotics teams competed locally last month and won awards in innovation, project, and core values. Our Jr. Lego League, comprised of K-2 students, will be partnering and presenting to ViaSat, a Carlsbad technological company. Odyssey of the Mind team participants are encouraged to think outside the box and apply critical thinking skills learned in the classroom. This year, three of our five teams represented Pacific Rim at the state championships. Spanish enrichment classes are available for all grade levels once a week after school. The Green Team is a large group of students in grades 1-5 that advocates ecological responsibility and healthy eating. This year they sponsored Green Week, encouraging the Pacific Rim community to reduce waste, bike or walk to school, and clean up local beaches. The Waveriders Care Club offers all students valuable community service experiences. Some Care Club events include holiday carols for seniors, Valentines for Vets, and joy jars shared with Children’s Hospital. As we educate the whole child, extracurricular activities are an essential piece of the puzzle.

### **3. Instructional Methods, Interventions, and Assessments:**

Pacific Rim Elementary strives to provide high-quality instruction to meet the varied academic needs of our students. Grade-level teams collaborate weekly to develop appropriate assessments, instruction, interventions, and enrichment while constantly evaluating implementation to make revisions and additions as necessary in the spirit of continual professional growth.

### **1. School Climate/Culture:**

At Pacific Rim Elementary, it is our esteemed philosophy that student success is achieved by creating a positive and engaging environment with a laser focus on high expectations and personal responsibility. We value a strong work ethic and encourage each student to take pride in their work daily. Students with varying backgrounds and abilities are all held to the same high expectations, helping to ensure not even one student slips through the cracks. Additionally, we believe success all begins with instilling strong character development in our students and creating future citizens who are thoughtful with their actions, statements, and roles in the community. Our ultimate goal is that all of our students reach their greatest potential. A quote by Winston Churchill reflects our belief, “Continuous effort - not strength or intelligence - is the key to unlocking our potential.”

Due to our shared conviction, Pacific Rim implements a school-wide, character-based awards system. Students focus on exemplifying a different character trait each month, including responsibility, perseverance, ambition, caring, trustworthiness, fairness, citizenship, respect, and cooperation. Through school-wide character education practices and bimonthly assemblies, students are encouraged daily to work hard, be responsible, and follow the Golden Rule. As a result, several students in each class are recognized for their individual academic effort and character development by earning awards. The awards are used to uplift and recognize students who regularly excel and also to encourage those who may struggle in certain areas. For example, teachers may choose to celebrate a child who has made a marked improvement in his or her effort or has persevered through severe challenges. We believe in celebrating small and big victories students achieve, showing them that the adults in their lives recognize their efforts and believe in them.

The Pacific Rim faculty is a highly motivated and talented professional team of individuals. The staff makes a personal and professional investment in each other and truly enjoys working together. Our teachers operate as grade-level teams in professional learning communities that emphasize collaboration as well as vertical planning. Our social committee plans team-building activities throughout the school year to strengthen staff camaraderie. As evidence to the confidence in our colleagues and programs, Pacific Rim has educated over 25 staff members’ children. A parent in our 2016 survey stated, “There is a great feeling that everyone is on the same team at Pac Rim. Teachers, parents, and students seem to be happy there.”

### **2. Engaging Families and Community:**

Parent participation and support are extremely important at Pacific Rim. The staff encourages parents to get involved and become accountable for their child’s education and to uphold our high academic and behavioral expectations at home. Classroom volunteers can be seen daily working with students, preparing materials, and organizing events. Parents log an impressive monthly average of over 2,000 hours. Pacific Rim’s PTO raises funds for physical education, art, drama, technology, instructional assistants, and science lab. They fund special programs such as Playground Pals, Art Masters, and many enrichment activities, including Lego Robotics and Odyssey of the Mind. Our PTO also organizes community-building events, such as the Pacific Rim Fall Carnival, Mother-Son Bowling, a Father-Daughter Dance, movie nights, school campouts, and kindergarten playgroups. Pacific Rim values parent support because “at the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.” - Jane D. Hull

Pacific Rim strives for excellent communication to promote our home-school connection. We are active on many social media platforms to highlight the engaging activities our students participate in daily. Our teachers have up-to-date websites with information and resources for parents. Teachers also communicate with parents via Remind, ClassDojo, Shutterfly, or email. Our PTO sends a biweekly email blast with information about upcoming events on campus and volunteer opportunities. Parents are provided many ways to stay connected.

Each month, we have two school-wide assemblies. At these assemblies, students and faculty perform songs

and skits, and students are recognized for academics and citizenship. Parents of students who are receiving an award or performing are personally invited to the assemblies by their child's teacher.

Pacific Rim Waveriders interact with the Carlsbad community and have developed amazing partnerships over time. During our annual Science Day, many local businesses, such as Thermo Fisher Scientific, Versum Materials, and the Agua Hedionda Lagoon Foundation donate their time and expertise. The students of Pacific Rim reach out to local organizations promoting service learning and giving back to their community. Our Waveriders Care program gives students an opportunity to participate in projects for Fill-A-Belly, Soles for Souls, the Carlsbad Animal Shelter, Creek to Bay Cleanup, and others.

A parent responding to our 2016 survey sums it up best, "The teaching staff, other staff, principal, students, and parents collaborate effectively to create a warm and nurturing environment for learning that is unlike anything I have ever seen at another school."

### **3. Professional Development:**

The Carlsbad Unified School District and the Pacific Rim Elementary professional development plans are aligned and focused on equipping teachers and administrators with the necessary tools and knowledge of research based strategies to meet the needs of students for success at every educational level and to be prepared for college and career.

A team of teachers participated in a district-wide Summer Institute to create NGSS units and supplemental materials for our Go Math! program. The teachers presented the units they developed to their peers, focusing on interactive materials and engaging teaching practices. In addition, the district provided a day for all staff titled "Innovate, Ignite, Inspire" where teachers who designed technology workshops presented to their peers. Our own colleagues in Carlsbad are often our greatest resource.

On-site, our PTO sponsored a training from the local Fleet Science Center. In three sessions, our teachers participated in hands-on engineering projects and discovered ways to integrate language arts and science. In addition, the district technology teacher on special assignment (TOSA) provided training at a staff meeting. He taught about Screencastify, Chromecast, and Padlet. He also created an extensive website with resources for teachers and informative videos that he calls Tool-Torials. The TOSA works closely with our on-site tech coaches in order to inspire new practices using technology. Pacific Rim's tech coaches provide training in order to integrate technology across the curriculum in every grade level. Teachers have been trained in Socrative, Kahoot!, Google Cast, Google Classroom, Padlet, HyperDocs, Seesaw, ThingLink, and Prezi. The tech coaches on campus have created a Pacific Rim tech website to provide further professional development resources for staff. In addition, teachers observe the tech teacher during their students' technology wheel session to learn effective ways to incorporate technology into their lesson planning.

Several teachers have participated in optional teaching conferences, such as the San Diego Computer Using Educators (SDCUE). Those who attended the SDCUE conference shared information about the following topics: GAfE for Littles, Tweet to Learn, Chromebook Integration 101, Empowering the Read Aloud, and much more.

Professional development is further explored on our site within weekly grade-level professional learning communities. Through these meetings, grade-level teams collaborate to analyze the curriculum, plan together, and share best practices. Our administrator often participates in the meetings to offer clarification and guidance in decision making. These professional development opportunities support the goals we seek to achieve with our students throughout the year.

### **4. School Leadership:**

High expectations are not limited to the students at Pacific Rim Elementary. The staff is composed of passionate and motivated individuals who are determined to provide educational excellence. All of our teachers are fully credentialed. In addition, three teachers are certified by the National Board, and 49% of

our teachers have obtained a master's degree or higher. As stated by a parent in our 2016 survey, "Teachers provide an excellent learning environment" and "do a great job keeping the students engaged in learning and making it fun."

The leadership philosophy at Pacific Rim is to collaborate as a team in order to provide an engaging work environment that instills a love of learning for students and staff. Our principal leads with positivity and enthusiasm; greeting students, parents, and teachers with a smile. He visits all 32 classrooms daily to check for focus and responsibility, which sets the climate for student and teacher accountability. Our principal warmly interacts with all students as they strive to earn character tickets for a trip to his treasure box. Recipients of monthly awards are invited to eat lunch with the principal to celebrate their accomplishments.

Teachers collaborate weekly in grade-level teams to plan standards-based, differentiated instruction. Our principal considers these meetings as imperative and often joins the teams for discussion. Lead teachers from each grade level attend monthly school leadership meetings with the principal and then report back to their teams. Three staff members act as the district's lead grade-level facilitators to implement and to design new curriculum for all elementary schools. Additionally, two staff members are on the NGSS Vertical Leadership Team for the district. Site Council meets regularly to discuss the spending of site funds. Our PTO meets monthly with the principal and a teacher liaison to discuss fundraising and school programs. The student council on campus meets twice a month to plan activities and philanthropic opportunities for students. This collaboration in leadership fosters a strong home-school connection through regular communication and parent participation.

A parent responding to our 2016 survey wrote, "It is very apparent the principal has set high expectations... giving the very best each and every day. I see this in everything from the administrative staff to the teachers, to the students and parents. I'm beyond grateful my children are at such a wonderful school." Pacific Rim staff and students thrive in the positive learning environment created by collaborative leadership.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Success at Pacific Rim Elementary is a result of forming instructional intervention for at-risk students and English Language Learners. Through multiple measures of assessment, our staff identifies students who are performing below grade level and an intervention team provides appropriate support to the student, utilizing engaging and influential practices that produce results.

Intervention for fluency and reading comprehension begins in first and second grade with The Literacy Connection (TLC) program. The goal of TLC is to help students that struggle with phonics and reading skills. English language learners are included for vocabulary development and language acquisition. Assessments ensure placement at the appropriate instructional level. The credentialed coordinator and trained tutors from the community work one-on-one with students using leveled readers. We serve approximately 30 students per year who attend three 15-minute sessions per week. The student takes the book home for extra practice which lays the foundation for academic success and promotes a love of reading. In 2017, with the help of this intervention, all participants are on track to meet CCSS in reading.

Another effective intervention are PTO-funded credentialed assistants for 3 hours per week in kindergarten through third-grade classrooms. Qualified teachers assist the classroom teachers with assessment, reteaching, and small-group instruction for at-risk and low-performing students. Our credentialed assistants lower the student-to-teacher ratio and allow for targeted small-group instruction.

Math Club is an intervention for students in grades 4 and 5 struggling with math facts. The principal meets with approximately 80 identified students to improve math fact fluency. They meet every day for 15 minutes between October and January. The students receive instruction, motivation, and inspiration to master the grade-level content. With this foundational support in place, our students' success with higher-level math skills is increased.

Principal's Academic Club (PAC) is a lunchtime intervention serving students in grades 2-5 who are under performing in language arts or math. Students meet weekly for motivation, academic review, and problem-solving strategies. Attending PAC improves academics and increases confidence because the students know that their principal is dedicated to their success.

Results from the 2016 California Assessment of Student Performance and Progress (CAASPP) reporting system indicate the statewide average for proficient and advanced students was 49% in ELA and 37% in math. Pacific Rim achieved 93% in ELA and 88% in math because of targeted interventions. Our students receive appropriate and effective interventions to meet their needs and to increase their academic performance.