

**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) [X] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Ms. Nancy E. Williams-Mourao

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

Official School Name Vintage Science/Technology/Engineering/Math Elementary Magnet School

(As it should appear in the official records)

School Mailing Address 15848 Stare Street

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

City North Hills State CA Zip Code+4 (9 digits total) 91343-1423

County Los Angeles

Fax (818) 830-9456

Telephone (818) 892-8661

E-mail new5993@lausd.net

Web site/URL http://www.vintagemagnet.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. Michelle King

E-mail superintendent@lausd.net

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

District Name Los Angeles Unified School District Tel. (213) 241-7000

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 Dr. Ref Rodriguez

(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):
  - 513 Elementary schools (includes K-8)
  - 112 Middle/Junior high schools
  - 179 High schools
  - 8 K-12 schools

812 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	26	32	58
1	72	71	143
2	69	75	144
3	69	75	144
4	77	90	167
5	81	86	167
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>	394	429	823

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 11 % Asian
  - 1 % Black or African American
  - 62 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 20 % White
  - 6 % 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: 1%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2015	823
(5) Total transferred students in row (3) divided by total students in row (4)	0.006
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 7 %  
60 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Armenian, Bengali, Bulgarian, Filipino, Korean, Mandarin, Mongolian, Russian, Sinhalese, Spanish, Thai, Urdu, Vietnamese, Other

7. Students eligible for free/reduced-priced meals: 59 %  
Total number students who qualify: 485
8. Students receiving special education services: 6 %  
50 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.

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

9. Number of years the principal has been in her/his position at this school: 3
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	2
Classroom teachers including those teaching high school specialty subjects	31
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

**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 X

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.

Our vision is to prepare students for college and careers in mathematics, science, technology, and engineering.

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

Vintage STEM Magnet is a full Magnet from grades 1-5 and must maintain an ethnic/racial balance of 70% minority 30% white/non-minority. In order to attend our Magnet program, students must live within Los Angeles Unified School District boundaries, and must have completed a Choices Application to the school district. Because the Magnet Program is a voluntary integration program, parents are required to mark one federally identified ethnicity/race for their child on the application. Each applicant is assigned Magnet Priority Points, which is based upon the Court-Ordered reduction of the Harms of Racial Isolation.

Below is the list of possible Magnet Priority Points:

**12 POINTS MATRICULATION:** Applicants who have completed the highest grade level in a Magnet program and apply to continue in another Magnet program at the next level, receive 12 matriculation points.

**4-12 POINTS WAITING LIST:** Applicants who remained on a valid on-time Magnet waiting list receive 4 points for the following year. Applicants may accumulate waiting list points for the prior three consecutive years for a maximum of 12 points.

**4 POINTS PREDOMINANTLY HISPANIC, BLACK, ASIAN AND OTHER NON-ANGLO (PHBAO) SCHOOLS:** Applicants, whose 2017-2018 resident LAUSD school is designated as PHBAO by the District, receive 4 points.

**4 POINTS OVERCROWDED:** Applicants whose 2017-2018 resident LAUSD school is designated as overcrowded by District criteria, and are currently sending Capacity Adjustment Program (CAP) students, receive 4 points.

**3 POINTS SIBLING:** If an applicant is applying to the same Magnet school/program in which a brother or sister will be continuing, he/she receives 3 points. Siblings must reside at the same address at the time of application, which must be reflected in the District's computer system.

Once information on the application is verified, the District's Information Technology Division (ITD), through a fair and secure computer process, automatically assigns priority points to each applicant and then randomly selects which applicants are offered a spot in the Magnet and which applicants will be on the waiting list. The waiting list is in order of applicants with the most Magnet Priority Points. If a selected applicant decides not to take the Magnet Spot, that spot is offered to the next applicant on the waiting list that meets the school's need for the 70%:30% ethnic/racial balance.

## **PART III – SUMMARY**

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Vintage is a Science, Technology, Engineering, and Mathematics Magnet (STEM) that services 825 students in grades K-5. Our school focus and vision is to prepare students to be college and career ready in the Science, Technology, Engineering, and Mathematics fields and focuses on supporting student growth through labs, inquiry, projects, and constructive learning activities and emphasizes the implementation of a cross curricular model to develop 21st century skills.

Our school is a full magnet for grades 1 through 5 and must maintain an ethnic/racial balance of 70% minority 30% white/non-minority. In order to attend our Magnet program, students live within the Los Angeles Unified District boundaries, and complete a Choices Application. Because the Magnet Program is a voluntary integration program, parents mark one federally identified ethnicity/race for their child on the application. Each applicant is assigned Magnet Priority Points, which is based upon the Court-Ordered reduction of the Harms of Racial Isolation. Once information on the application is verified, the District's Information Technology Division (ITD), through a fair and secure computer process, automatically assigns priority points to each applicant and then randomly selects which applicants are offered a spot in the Magnet and which applicants will be on the waiting list. The waiting list is in order of applicants with the most Magnet Priority Points. If a selected applicant decides not to take the Magnet Spot, that spot is offered to the next applicant on the waiting list that meets the school's need for the 70%:30% ethnic/racial balance.

Students in Grades 1, 2, and 3 are organized into 6 classes per grade level and 4th and 5th grade students are organized into 5 classes per grade level. Our Kindergarten students live in the neighborhood and are not part of the Magnet. Vintage Magnet is geographically located in North Hills, California. All of our magnet students travel from various locations mostly within the San Fernando Valley. Approximately 300 of our students live farther than a two-mile radius and must take a bus each day.

In 2016, Vintage Magnet received "The Gold Ribbon" and "Title I Achievement" awards for academic excellence. Previously, the school has been recognized as a Title I Achievement School and California Distinguished School.

The students at Vintage benefit greatly from a dedicated staff and unparalleled amount of parent involvement who encourage and challenge students to develop their full potential academically, emotionally, physically, socially, and culturally. We offer a wide range of special interest academic activities for the students. Students experience cutting edge instructional practices and strategies such as Socratic Seminars. Digital learning such as networking with astronauts and engineers expands scientific knowledge and creates an understanding of Earth's environmental issues. National Aeronautics and Space Administration (NASA) Nights with keynote speakers who are astronauts and engineers, memorializes in students' minds, the importance that hard work and effort results in achievement. These excellent role models supply the students with the belief that a future career in Science, Technology, Engineering, and Mathematics are obtainable.

The school invests in providing yearly author visits. Students meet twice a year with real authors who share experiences and provide descriptions as to what inspires their writing.

Vintage Magnet meets the specific learning needs of our students by investing in an instructional coach and eight teacher assistants who support instruction during Universal Access time to all learners- Gifted and Talented, English Learners, Intensive and Strategic Students including Special Education Students.

When parents, visitors, and volunteers walk onto campus, they observe how engaged students are in learning in a safe and secure school. They hear students explaining their answers by citing evidence from texts, or instruction on grade level projects in the Computer Lab supported by our full-time microcomputer assistant. In the classrooms, they see students working on research projects with classroom technology. They notice students in the auditorium dancing, acting, or singing. They learn about how 4th and 5th grade student play leaders assist kindergarten, first, and second grade classrooms during recess and lunch play time by teaching how to play the games, or how our full time librarian and microcomputer assistant organize the Garden

Club, Endangered Animal Species Club, and Weather Forecasters Club. After school, they are excited to see robotic teams programming and the Odyssey of the Mind group collaborating to solve a problem as they prepare for competition.

Parents are key and critical to our overall success. They serve as classroom volunteers, Parent and Teacher Association Board Members, field trip chaperones, project managers, and coaches. A parent recently commented on this and said, “The community at Vintage is special. From the outstanding NASA Nights and Fall Festival to the Garden Club, these events make a difference in the school’s program. Vintage is an award winning school and the staff and parents all love the school!”

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

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

We prepare students for college and careers through rigorous implementation of the Common Core State Standards with equitable access for all learners. Teachers provide high quality instruction, are aware of the students' individual needs, and communicate with parents regularly.

Literacy instruction ensures that students read, write, speak and listen accurately and fluently by the end of second grade, implement a comprehensive English Language Development program, and a multi-tiered support system for academics and behavior, and develop the instructional leadership team to collectively build capacity that increases the ability of all educators to make the instructional changes needed for students.

English Language Arts instruction includes fiction and nonfiction texts. In Kindergarten through Second grades, literacy instruction is focused on mastery of phonics, fluency, vocabulary development, reading comprehension and spelling. Students learn to analyze text through close reading strategies, a thoughtful critical analysis of a text that focuses on significant details or patterns in order to develop a deep precise understanding of the text's form, craft, or meaning. Close Reading includes using short passages and excerpts, diving right into the text with limited pre-reading activities, focusing on the text itself, rereading, reading with a pencil, noticing things that are confusing, discussing the text with others, and responding to text-dependent questions.

All teachers implement a writing program that includes the systematic use of graphic organizers. Students respond to prompts in narrative, informative, and opinion genres in all grades. Writing tasks are aligned to grade level standards and student work is evaluated with criteria that are communicated to students and parents.

In English Language Arts, students are provided with civic learning in texts. Kindergarten students learn about a different animal each month and determine if it is endangered. First graders read and write about Flag Day, Dr. Martin Luther King, Jr., Cesar Chavez, and George Washington. Second graders compare and contrast famous African Americans and Artists, and write about important American History Landmarks. Third graders create and illustrate timelines and models in projects about California's geographic regions, water sources and famous Americans. In fourth grade, students create presentations about California Native American Tribes and California Missions. Fifth grade students research and create brochures about the original 13 colonies, the causes of the Revolutionary War, and write a fictional narrative from the point of view of one of the colonists in the war.

Mathematics Instruction engages students in real world problems as they apply the Math Practice Standards in three phase lessons. Students demonstrate conceptual understanding, construct meaning through multiple strategies, and analyze their responses through instructional discourse. These problems generate active classroom discussions, promote the development of conjectures, and lead to understanding.

Math Instruction incorporates intervention and accommodation strategies for all learners. Based on assessment data, selected students are provided differentiated lessons focused on mastery of grade level standards.

Grade levels focus on mastery of mathematical fluency standards. Kindergartners add and subtract within 5. First graders add and subtract within 20 and demonstrate fluency for adding and subtracting to 10. Second graders add and subtract within 20 using mental strategies and know from memory all sums of two one-digit numbers, and add and subtract within 100. Third graders multiply and divide within 100 and know from memory all products of two one-digit numbers, add and subtract within 1000. In grade 4, students add and subtract multi-digit whole numbers. In grade 5, students Multiply multi-digit whole numbers.

Through the History/Social Science standards, students learn that history relates to people, places, and

events in other times. Students learn about important people in our History, geographic and historical events and their connection to our lives. This knowledge allows them to reflect on these people and events in order to understand the themes of empathy, justice, courage, and individual responsibility.

Students learn Science through the inquiry model in the Science Lab. Students receive lessons in our Science Lab with the support and assistance of our Science Lab Teacher Assistant. Teachers pose questions and students conduct experiments to find possible answers. Students work collaboratively in small groups, record their results in notebooks, make conjectures, and learn scientific concepts.

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

Our school participates in the “Creative Arts Network.” Students in grades K-2 participate in weekly visual arts lessons. Students in grades 3-5 receive 10 weeks of instruction in drama, dance, music, and visual performing arts. Lessons are aligned with the California Visual and Performing Arts Standards. Through dance, students create, observe, and appreciate dance. They process and perform basic motor skills, learn the cultural and historical influences of dance, and critically derive meaning from the works of dancers and the performance of dancers. Through visual arts, students develop perceptual skills and vocabulary, analyze visual elements and principles of design, and communicate and express through visual works of art. Through music, students learn that music is spoken everywhere in the world and to appreciate various musical genres. Students learn to read and annotate music. They listen to, analyze, and evaluate music. Students apply vocal and instrumental skills and learn about the historical contributions by composers and diverse cultures. Theater education allows students to imagine and create their stories. The theater program promotes the development of each student’s imagination, knowledge, problem-solving ability, understanding of human relationships, and communication skills. Through role playing, pantomime, and improvisation, students demonstrate understanding of important concepts. By dramatizing, story events or historical events, students demonstrate comprehension of subject matter.

Teachers instruct students for a total of 200 minutes of Physical Education in 10 days. Teachers explain, teach the rules of playground games and students play the game that they are assigned on the playground. Teachers plan instruction that is developmentally appropriate for students. They are familiar with the Physical Education standards and learn ways that they can instruct students that are fun, engaging, and standards based.

Health education focuses on the following expectations: Students accept personal responsibility for lifelong health. Students develop respect of and promotion for the health of others. Students gain an understanding of the process of growth and development, and are informed on how health related information, products, and services are used. Lessons focus on how they can maintain their well-being, understand ways to prevent disease, and how they can reduce the risk of potentially dangerous situations. Students learn ways to promote the well-being of their families and how to cultivate positive relationships with peers. Students understand the various physical, social, and emotional growth that happens in life and the individual differences in growth and development. Students learn to identify the types of information, services, or products that may be healthy and those that are not.

Technology is integrated in classroom instruction to engage our 21st century learners. Students use technology to complete integrated Science and Social Studies units and lessons with computer based projects and activities. All students have access to online “Ticket To Read” curriculum. Students use Chromebooks and instructional resources to complete the following: First and second grade students participate in shared research and writing projects using a variety of digital tools that includes Google Docs or Slides. They create audio recordings of stories or poems, add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Third grade students use technology to produce and publish writing as well as to interact and collaborate with others. They gather information from digital sources, take notes on sources and sort evidence. They create audio recordings of stories or poems, produce visual displays when appropriate to enhance certain facts or details. In Grades 4 and 5, students use technology to produce writing as well as to interact and collaborate with others, conduct short research projects, use technology for taking notes, paraphrasing information, combining audio, video, and text in Movie Presentations, and annotate documents.

A Microcomputer Support Assistant installs and maintains technology in the computer lab and classrooms that supports supplemental Language Arts, Science, and Math instruction and Smarter Balanced Testing. This includes supporting computer projects and lessons aligned with Common Core State Standards and providing technical support to teachers with district data systems that enables data-driven instruction and intervention for all students.

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

Every student is assessed with a Universal Screening Tool to determine in grades K-2, foundational reading skills and in grades 3-5 their Lexile levels and ability to understand grade level text. From this data, we identify students who need additional support through our in school interventions and our after school and Saturday Interventions. Teacher assistants under the guidance of a classroom teacher and instructional coach, support our strategic and intensive students during in school intervention with mastery of reading foundational skills and reading comprehension. In Primary Grades, they provide instruction on Phonological Awareness Skills by Level such as sentence segmentation, blending, and deletion. In the upper grades, they target fluency, comprehension, and close reading.

We quantitatively monitor our instructional program by using the following data sources: Smarter Balanced Interim and Summative Assessments, District Writing and Math Assessments, Dynamic Indicators of Basic Early Literacy Skills for grades K-2, Special Education Students, and English Learners, English Learners' Reclassification Rates, California English Language Test Data, Test of Reading Comprehension for grades 3-5, Report Card Grades, Student Attendance, and teacher made formative assessments. Qualitatively, we monitor our students' experiences with the School Experience Survey and the annual Magnet Survey.

In class, teachers use a variety of assessment strategies, formative and summative, formal and informal, including goals and benchmarks that both teachers and students set and use. Students are fully aware of the criteria and performance standards. Teachers reflect on assessments to inform instructional practice, to identify next steps, and to determine the level of student understanding.

Instructional planning incorporates appropriate intervention and accommodation strategies for English Language Learners, Standard English Language Learners, at-risk students, Special Education, and GATE students. In English Language Arts and Mathematics, we group students in order to promote productive cognitive engagement.

On the 2016 Smarter Balanced Summative Assessment, Vintage Magnet's student outcomes compared to the Los Angeles Unified School District's data was almost double. In English Language Arts 75% of Vintage students Met or Exceeded the standard. In LAUSD, 39% Met or Exceeded. In mathematics 63% of Vintage students Met or Exceeded the standard. In LAUSD, 29% Met or Exceeded.

SBAC Math Assessment results by grade levels show that 70% in Grade 3, 67% in Grade 4, 51% in Grade 5, met or exceeded the Standard on the 2015-16 Assessment. While these results surpassed the Los Angeles Unified Average, 37% of our last year's students scored nearly met or did not meet the standard. Though we showed a 3% overall growth, analysis has led us to conclude the following: Teachers were not fully implementing the new Math Program, "My Math" which provides cognitively engaging tasks that are aligned with CCSS. Data indicates that additional professional development must be provided for teachers on the new Math Shifts in the Common Core Standards.

The English Learner population had the largest percentage of student scoring below standard in Math Concepts and Procedures with 52% compared to 21% for English Only Students, and 16% for the Reclassified Students. This may be due to the additional challenge of solving mathematical problems in the context or rigorous academic language in the new Smarter Balanced assessments. The 2012 California English Language Development standards place a bigger emphasis on using content standards as the basis for lessons, which provides support for English Learner students in working with the language demands in Math.

To close this achievement gap, we provide training from the English Learner Designee and Local District

Content experts on designated and integrated ELD, using complex texts to teach and to develop language in the content areas, and constructive conversations. Teachers meet collaboratively with the English Learner Designee during grade level planning time to review data, share best practices, and identify student misconceptions. Training guides teachers on how to design English Language Development lessons based on the language needs of the different content areas being taught.

Based on the data analysis findings, our school implements Language Arts and Math intervention programs for English Learner students in grades 1-5 to address the needs of students who are not meeting benchmark status on Dynamic Indicators of Basic Early Literacy Skills or Test of Reading Comprehension. During the sessions, we focus on Close reading, writing, and discussion techniques. Pretests and post-tests are administered to measure students' initial levels and subsequent progress in reading comprehension and writing.

## **PART V – SCHOOL SUPPORTS**

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

Student responses from the 2015-16 School Experience Survey indicate that 88% feel that teachers go out of their way to help them, 95% feel that teachers treat them fairly, 91% believe that teachers work hard to help with schoolwork when it is needed, 94% believe that adults at this school treat all students with respect, 89% of students feel like they are part of this school, and 93% are happy to be at this school. These results indicate that students are fully engaged with learning. To do this, our school has implemented a positive behavior support plan, instructional supports for at risk students, a rigorous, standards based curriculum, a school-wide writing program, a science lab, a computer lab, and enrichment activities such as robotics, endangered animal club, Odyssey of the Mind, techie students on patrol, gardening clubs, student council. Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

In order to acknowledge outstanding students, we have student of the month assemblies. Teachers acknowledge student academic achievement, outstanding performance or citizenship. At each assembly, students are awarded with a certificate. In addition, we award an attendance trophy to the class with the highest percentage of attendance for the month in each grade level.

Teachers are valued and supported at Vintage. They create the environment for learning and with a laser like focus implement the school's vision. Teachers' ideas and opinions related to school initiatives are valued in discussions at faculty meetings. Teacher input on school goals and aligning resources to those goals is necessary and important to our overall school mission. Because of teacher leaders, teacher led professional development, teacher lead committees and adjunct duties, our school is academically achieving and exceeding other schools in our district.

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

Vintage provides assessment data to parents through conferences, workshops, council meetings and PTA meetings, daily communication with parents in student planners, and assessment reports. During Conferences, teachers of English Learners share progress using the Student Progress Profile and/or Long Term English Learner Goal Sheet.

Parents are involved through a variety of volunteer opportunities. The Parent Teacher Association plans enriching activities such as the Harvest Festival. Parents travel on field trips as chaperones and serve as coaches for our Lego and Vex Robotics Programs and are members of our English Learner Advisory Councils, School Site Council, School Local Leadership Council and District Northwest Council of Councils.

We communicate with parents weekly through Blackboard Connect (phone calls and email). Our Website provides information on programs, workshops, events, and curriculum resources. Each teacher has a website with classroom information. We send home notices written in the home language of the student. These notices can vary from upcoming school-wide events, to committee meetings, to progress reports, or to individual classroom activities. We monitor and assess our stakeholder engagement through the yearly school experience survey. Last year, 88 percent of our parents completed the School Experience Survey. Of those surveyed, 96 percent feel welcome at Vintage.

Parents learn strategies that reinforce student learning by attending monthly Literacy and/or Math workshops conducted by the Principal, Instructional Coach and the parent community representative. These workshops include the following topics: Graduation Requirements, Reading Foundational Skills (Assessment), Criteria for English Learners to Reclassify, Grade Level Common Core State Standards in Reading and Writing, and Reading Lexile Ranges. The topics addressed will build knowledge around the

new content standards and math practice standards, instructional implications in a 21st century classroom, math fluency expectations, understanding Smarter Balanced Assessment results, and how to provide students with support at home.

The English Learner Designee provides parent workshops to better understand the role and language demands in mathematics learning. These workshops support parents on how to structure and lead productive mathematical discussions and questioning for their English Learners. The English Learner Advisory Council meets monthly to review English Learner data in order to track progress and to ensure that resources are provided for English Learner interventions.

The Local School Leadership council monitors attendance, safety, and discipline data. At Student of the Month Assemblies and Parent Workshops, the Principal reinforces the importance of regular daily attendance and how absences negatively affect student progress.

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

Vintage Magnet's professional development is designed to support a diverse population of students and to improve teachers' instructional practices in the classroom. We implement a continuous cycle of improvement in which the School's Leadership team (grade level representatives, the instructional coach, magnet coordinator, and the Principal) reflect on school-wide data, plan professional development, and discuss Professional Development implementation. Teachers are provided time to collaboratively plan and reflect on data and the resources needed to grow professionally.

Our professional development goals are aligned to the following district instructional priorities: Full high quality, rigorous implementation of the Common Core State Standards for all students with equitable access for English Learners, Standard English Learners, students with disabilities, socio-economically disadvantaged students and foster youth. Delivery of literacy and language instruction that ensures that all students read, write, speak and listen accurately and fluently by the end of 2nd grade. Implement the California English Language Development Standards in tandem with the Common Core State Standards through a comprehensive English Language Development program. Implement a multi-tiered support system for academics and behavior. Development of the instructional leadership team to collectively build capacity that increases the ability of all educators to make the instructional changes needed for all students to be college-and career-ready.

This year's focus for professional development has been to increase teacher's capacity in implementing a writing program so that 100% of our teachers implement "Write from the Beginning" strategies with each genre- narrative, informational, and opinion writing, in integrating technology in the classroom so that all K-5 students are interacting with Google Classroom as a useful tool at least once a week, in growing in awareness of Next Generation Science Standards, and in integrating Webb's Depth of Knowledge (DOK), rigorous tasks in the core curriculum so that 100% of our teachers integrate DOK 3 problem solving weekly in Math and ELA. After professional development, teachers are provided with planning time to plan lessons that incorporate the strategies that they learned. We want all of our teachers to implement in each classroom from Kindergarten through Fifth Grade the strategies and practices that they learned, so that there is consistency in our writing program, technology implementation, and a continuity of program. We believe that effective and consistent professional development directly impacts student achievement.

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

The Principal guides the overall vision of our STEM magnet by ensuring that teachers provide high quality classroom instruction, engaging all stakeholders in leveraging resources to support our STEM program, and collaborating with parents and community members.

The Principal monitors and assesses the effectiveness of instructional learning activities by visiting classrooms and identifying how strategies are being implemented. A classroom observation form is shared with the teacher that identifies the standard, activity, what the teacher is saying or doing, how students are engaging in the activity, and how the students explain their thinking and justify their answers. There is a

space to share two strengths and an area of improvement. The Principal shares actionable feedback. Paraprofessionals participate in monthly professional development led by the Instructional Coach. We build their capacity by providing information on instructional and operational issues related to their jobs.

The English Learner Designee (1/2 time assistant Principal) monitors student progress on assessments, supports classroom teachers and parents by providing professional development on meeting the needs of at-risk populations such as our English Learners and Targeted Student Population.

The Special Education Assistant Principal (1/3 time) works with families, students, district support personnel and teachers of students with disabilities to ensure compliance with state and federal requirements and that each child's special needs are addressed through a personalized individual education plan.

The Magnet Coordinator monitors federally funded programs and maintains accurate data reports. She works closely with teachers in monitoring instructional programs, assigns and monitors paraprofessionals, informs parents about our STEM Magnet Program, and provides magnet tours for parents. She performs many other duties that positively influence the overall STEM Focus of our school such as College and Career Week, NASA Nights, and Science Fair.

The Instructional Coach delivers professional development on strategies related to Common Core State Standards in Language Arts and Mathematics including: varied instructional grouping, differentiated instruction, and systematic phonics. He serves as a member of the District's Instructional Leadership Team where he receives professional development on instructional initiatives such as Next Generation Science Standards. He in turn presents these initiatives in our professional development sessions. He provides support to teachers through demonstration lessons, frequent observations, peer coaching, and feedback about lesson effectiveness to share best practices.

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

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Our Academic success is largely attributable to the practice of teachers providing cognitively engaging tasks aligned to the higher levels of Webb’s Depth of Knowledge. These tasks require students to explain and justify responses. Students draw on prior knowledge to plan strategies that require multiple steps as they explain their thinking. Students synthesize information and create unique presentations which showcase complex reasoning. Students investigate solutions to real world problems. When writing or speaking, students support conclusions drawn from the text. In Science, students complete investigations and explain how changing variables alters results. Students respond to questions such as, “How can you use it? What is the cause/effect?”

In Mathematics, students critique the reasoning of others by analyzing a solution and explaining the misconceptions. Students use multiple strategies in division such as the area model to solve problems. They explain their thinking. Second graders create and solve a word problem for a given number sentence using two strategies. Fifth graders also create word problems when given fractional amounts using strategies such as fraction pieces or models. They collaborate to write and solve each other’s problems.

In English Language Arts lessons, students examine a text to identify evidence to support an inference. Students identify the theme of the story using evidence from the text. Primary students make predictions about future events by using evidence from the pictures and text to explain and justify their responses. First graders explain why “Soccer is the best sport!” Second graders complete predictions about the story based on evidence. Students were asked to look for evidence in the text as to why a selection that they were reading was a fable. Third through Fifth graders participate in Socratic Seminars in which students create questions and discuss the text with evidence to support their opinions.

The practice of integrating these cognitively demanding tasks is aligned to Common Core State Standards and to how students are assessed on the Smarter Balanced Assessment, Because of our consistent implementation of this practice, our Smarter Balanced English Language Arts score increased 11% and our Smarter Balanced Math scores increased 3%. We have narrowed the achievement gap of students from lower socioeconomic backgrounds and our Hispanic/Latino students.