

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Vicky Yasenchok

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

Official School Name Peach Hill Academy

(As it should appear in the official records)

School Mailing Address 13400 Christian Barrett Drive

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

City Moorpark State CA Zip Code+4 (9 digits total) 93021-2817

County Ventura

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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*Ms. Kelli Hays

E-mail khays@mrpk.org

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

District Name Moorpark Unified School District Tel. (805) 378-6300

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 Mr. Robert Perez

(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

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

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):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools

11 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	12	12	24
K	37	38	75
1	35	37	72
2	44	26	70
3	39	51	90
4	37	40	77
5	38	46	84
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
Total Students	242	250	492

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 40 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 53 % White
 - 0 % 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: 6%

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, 2015 until the end of the 2015-2016 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2015	490
(5) Total transferred students in row (3) divided by total students in row (4)	0.061
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 22 %
108 Total number ELL

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

Spanish, Arabic, Bengali, Mandarin (Putonghua), Vietnamese, Dutch, Portuguese, Punjabi, Russian

7. Students eligible for free/reduced-priced meals: 34 %
Total number students who qualify: 165
8. Students receiving special education services: 15 %
73 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.

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

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	19
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	14
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 25:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	96%	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.

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 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.

Peach Hill Academy's staff is committed to educating students with an emphasis on the development of each individual student. We, as educators, are entrusted with educating all children, no matter the diversity

of their backgrounds, to realize their potential through academic excellence and development of their self-esteem. Our role is to empower today's youth with the knowledge and decision-making skills that they will need to function effectively as responsible citizens in tomorrow's society. Good citizenship qualities such as respect for others, respect for the environment and compliance with rules are emphasized throughout the child's school years.

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

Peach Hill Academy is a boundary school, but the district allows for school of choice through a lottery system. If a parent would like their student to attend a school out of their boundary area, they fill out a School of Distinction/School Choice application. Initially, the enrollment center at the district office places all students who live within the boundary of Peach Hill Academy. If openings remain, the district office will do a random pick of students who put in a school of choice application and they will be granted a transfer to Peach Hill Academy. Finally, if additional space remains, the district office will randomly pick out-of-district transfer requests and grant them space at their school of choice.

PART III – SUMMARY

Peach Hill Academy (PHA) is a 21st century school located in the beautiful town of Moorpark, California, which is nestled in Ventura County. Some of our proudest include receiving the California Distinguished Schools Award (2008), the Core Knowledge (CK) Honor School of Distinction (2013), and the 2016 California Gold Ribbon Schools Award. In 2002, PHA became an official CK Visitation School, which encourages other schools to visit and contact us to help them with their CK curriculum and student intervention. In 2013, PHA became a CK Honor School of Distinction.

The first area of distinction is the integration of curriculum (CCSS & CK). The second area of distinction is our intervention programs-Targeted Learning Time. We have been recognized by our Ventura County School's Office of Education and have presented several times to schools in our area on our CK curriculum and Targeted Learning Time.

The entire school community shares high expectations for all students. As a result of this shared community, children feel happy, safe, and loved. The joy of learning abounds and teachers, classified employees, and administration work together as a close knit team, continually striving to meet the needs of all students.

Following a period of unusual lower than desirable test scores, the entire site set out to dramatically change the school's performance and create lasting school improvement. Our ability to reach our goals is exemplified by our journey from Program Improvement status to becoming eligible to become an exemplary high performing school. Our 2002 Academic Performance Index grew from 649 to 881 in the 2015 three year average. When data from our subgroups was analyzed, they revealed some great trends. Our socioeconomic disadvantaged students, English Learner students, and our white students all reflect similar achievement growth.

Evidence of our journey to becoming an exemplary school continued when we analyzed the new 2015 and 2016 CAASPP data. In 2015, in the area of English Language Arts, 72.2% of our students met &/or exceeded and continued to show growth in 2016 with 80.8% of our students meeting and /or exceeding. Our socioeconomic disadvantaged students went from 41.3% to 56.8% met/exceed. Hispanic students went from 50% to 65.9%, English Learners grew from 25% to 51.1%, and our white student population increased from 86.4% to 89.5% in ELA.

In mathematics, the results were equally as impressive. In 2015, 57.6% met and/or exceeded in math and increased to 64% in 2016. Our socioeconomic disadvantaged student growth went from 57.6% to 64%. Hispanic students increased from 38.5% to 51.6%, English Learners increased from 13.6% to 37.8% and our White population increased from 68.2% to 70.6% met/exceeded in math.

In California, fifth graders are also assessed in Science. Our fifth graders have increased their proficiency levels from 81.8% in 2015 to 88% in 2016. These results speak well for our science program and our differentiated and effective instructional practices that are used to meet the needs of all students.

PHA is a community school that reflects the diverse cultures and economic ranges of our small town. Languages spoken by our families include: Spanish, Arabic, Bengali, Mandarin, Vietnamese, Dutch, Portuguese, Punjabi, and Russian. Students' learning needs range from gifted to those requiring Special Education services. PHA mirrors the community's economic levels which range from below the poverty line to upper middle class. One goal of PHA is to provide all children with the shared knowledge they need to feel included in our national literate culture. Teaching clearly defined content provides equity; it helps us build background knowledge and reduce variations in the opportunities students have to learn in informal environments. PHA recognizes diversity and has selected curriculum from many cultures to produce literate, informed thinkers, and life-long learners. PHA's Core Knowledge (CK) curriculum offers equity for English Learners (EL) by providing them with much needed background knowledge. For students with disabilities we have seen the curriculum provide the motivation and interest to make learning come alive and help these students engage in higher level thinking skills. For students of high ability the topics and opportunities for enrichment have provided the teachers with multiple ways to differentiate instruction and allow high ability

students to stretch their imagination and discover new areas of interest.

PHA encourages family and community involvement. We honor our parents as partners in the educational process and invite them to work with us on multiple levels. PHA recognizes that their presence on the campus and their support at home helps emphasize the importance of education.

School spirit opportunities are plentiful and parents, staff, and students proudly wear Peach Hill t-shirts every Friday, sing the school song and participate enthusiastically in our Posse spirit assemblies. We have a wonderful Posse reading incentive program that encourages and helps create a lifelong reading habit.

Students in 4th and 5th grades can become Posse Partners. This peer mediation program affirms the work and dignity of each student, builds community, so all students feel that they belong, builds friendships, trust and caring among students, emphasizes cooperation and empowers students with understanding and skills to be responsible citizens.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The goal at PHA is for all students to identify themselves as life-long learners. In order to achieve this goal, we use a variety of teaching strategies to meet the diverse needs of our students. We take great pride in our programs that prepare students for community, leadership, and college and career readiness.

ENGLISH LANGUAGE ARTS- (ELA) We believe that reading success is the key to unlocking all other academic content. Houghton-Mifflin Reading for California (2003) is our district adopted ELA curriculum for grades K – 5. In addition, all teachers, including Transitional Kindergarten (TK), follow the Common Core State Standards (CCSS) for California. The standards drive instruction enabling teachers to supplement the adopted ELA program according to student needs. Using a variety of fiction and nonfiction (informational) materials, including Scholastic/Story Works, teachers expand literacy skills. Depending on the grade and student, we focus on phonics, guided reading, and literature circles with the goal of creating independent, critically thinking readers able to communicate and collaborate with their peers as well as adults. TK utilizes the adopted ELA program to begin a solid foundation of reading for the students. The program, Zoo-phonics, is used to teach the beginning elements of reading for our TK and Kinder students so there is a smooth transition and the children are familiar with this phonics cueing system.

The CCSS identifies four areas of writing competency: Narrative, Opinion, Informational, and Poetry. In order to communicate and collaborate effectively in these areas, a variety of methods are used for writing instruction. These include Writer’s Workshop, Step Up to Writing, Response Journals, Mini-lessons, Lucy Caulkins Units of Study, and real world writing opportunities. Rubrics, student-teacher conferencing, exemplar writing pieces, and mentor texts are used to ensure proficiency in student work. Writing is interrelated across all curricular areas for all grade levels. In addition, TK uses the program, “Handwriting without Tears”, which allows students to learn their letters and how to correctly form them in a developmentally appropriate way. Students enter Kindergarten ready to learn the letter sounds and write phonetically.

MATH- Pearson enVision Math Common Core for California (2015) is the district adopted K – 5 math program. This program spirals complex concepts from the primary grades into the upper grades. In addition, PH supplements with MobyMax, a computer program, Mathematics Their Way, and Context for Learning Mathematics to build basic math skills, number sense, and critical thinking. Teachers and students focus daily on the Eight Standards for Mathematical Practice (CCSS) which create a deeper understanding of math concepts, demonstrates that there are multiple strategies for solving problems, defends solutions, and encourages persistence of thinking. A dedicated math congress time allows the class and teacher to exercise this flexible thinking method. Debbie Diller’s Math Stations are implemented in the TK program. Students explore math in a developmentally appropriate way while building their math foundational skills. Counting and cardinality, operations, and algebraic thinking are just some the standards addressed by these math centers.

SCIENCE- Scott Foresman Science for California (2008) is the district adopted science program. In addition, Next Generation Science Standards (NGSS) and the Pearson CK curriculum are used to create rich, meaningful, and hands-on lessons for students. The CK curriculum has been an integral part of PHA’s science instruction. Project-based simulations help students connect paper and pencil lessons to real life learning experiences. The overall school science program develops the Four Cs: Critical Thinking, Communication, Collaboration, and Creativity. The district has provided Mystery Science, a supplemental STEM (Science, Technology, Engineering, and Math) on-line program, to enhance our science instruction. MobyMax also provides for additional lessons. Whenever possible, science is linked to writing.

SOCIAL STUDIES/HISTORY- Scott Foresman History-Social Science for California (2006) is the district adopted social studies program. PHA relies heavily on the Pearson, CK History and Geography curriculum. CK provides a clear outline of content and skills to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent

repetitions or gaps in their social studies curriculum. The rich curriculum comes to life through learning experiences. A few examples are: TK Presidents, Kindergarten World cultural studies, first grade Ancient Egyptian cultural studies, second grade Civil War Reenactment, third grade Roman studies, fourth grade California studies and fifth grade Reagan Library Grenada simulation. These experiences provide our students with a global understanding and connection to our world.

TK uses the CK Preschool Sequence which provides instruction in all academic areas that is both developmentally appropriate and sequenced in such a way to build on prior knowledge so that students can use that knowledge to better understand new and more in depth information. This provides a solid foundation in all academic areas and builds that important prior knowledge so it can be extended throughout each grade level. Students are also academically prepared due to our TK program aligning to our common core state standards in all subject areas.

CIVIC LEARNING- Our Core Virtue character education program is closely aligned with the CK curriculum. Each month, a virtue such as Responsibility, Respect, or Compassion, is studied throughout the school. Students become familiar with the meaning of the virtue and its place in their personal life choices. Core virtue topics are integrated into daily classroom discussions; students study the lives of famous people who exhibited that character trait and read literature selections appropriate to their grade level that illustrate the selected virtue. Monthly Core Virtue Assemblies give recognition for students who have demonstrated the virtue by example.

2. Other Curriculum Areas:

CORE KNOWLEDGE (CK)-Peach Hill Academy uses the CK Sequence as a vehicle for ensuring that all our students participate in a rigorous and consistently implemented curriculum. CK is based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair education. The movement was started by Dr. E. D. Hirsch, Jr., author of Cultural Literacy. Dr. Hirsch asserts that, for the sake of academic excellence, greater fairness and equity and higher literacy, early schooling should provide a solid, specific, shared core curriculum in order to help children establish a strong foundation. CK emphasizes that knowledge builds on knowledge. CK provides a clear outline of content and skills to be learned grade by grade. This curriculum offers equity for ELs and opportunities for enrichment. CK has shown that this approach not only promises but can deliver. PHA has taken essential state standards and developed lessons using CK as the vehicle to teach those standards.

CORE KNOWLEDGE ART- PHA's Core Knowledge Arts Program is committed to empowering each student with the desire to find and enjoy their preferred areas of expression, through the Arts, with an emphasis on the creative development of each individual student. We believe that the process of creating is more important than the final product. Our Arts Program is designed to expose all students to a variety of areas of artistic study and to enable them to see correlations between the arts and other academic areas. Our goal is to build their confidence in expressing their creativity and to encourage application of that creativity in their lessons and their daily lives. Students create original compositions in their weekly visual arts class. Students experience and discuss the lives, accomplishments, and styles of many of the great Masters and their Masterpieces. Students also experience the musical compositions of various composers. Our 3rd and 4th grade students visit the Getty Center and our 5th grade students visit the Getty Villa as a culmination of their art education at PHA.

PHYSICAL EDUCATION- The students at PHA participate in physical education 100 minutes per week. Our classroom teachers and PE teachers believe in the importance of promoting and maintaining an active healthy lifestyle. PHA provides a comprehensive PE program which includes strength training, a variety of sports, good sportsmanship and teamwork, nutrition, and anatomy/physiology.

TECHNOLOGY: PHA is a 21st century school. Each classroom is equipped with an interactive Promethean board, five desktop computers, Active Expression learning devices for each student, and an interactive slate board. Our computer lab has 36 desk top computers. Our school has 60 laptop computers, 40 chrome books and 40 iPads for check out to use in the classrooms. In addition, Kindergarten has an additional 20 iPads to use in their classrooms. Students go to the computer lab at least once a week for direct instruction in

technology and digital citizenship. Our students in Tk-5th grade learn how to use Word, Excel, Google, Google Docs, Google Slides, PowerPoint, Publisher, Typing Agent, and coding. The students attend the lab at additional times to continue research based projects, writing assignments, and presentations. Technology is an integral component of our daily curriculum and the students adapt to it with ease.

SECOND STEP- PHA teachers and the counselor use this social-emotional skills program. Second Step is a classroom-based program to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and to have the skills to problem-solve and make responsible decisions. The students learn the lessons continuously throughout the year in all grades.

MUSIC: At each grade level students study music through CK composers, the instruments and sections of the orchestra, songs of the week, and historical patriotic songs which are performed for the Veterans Day Ceremony. At our Veteran's Day Celebration, each grade performs patriotic songs honoring the men and women who have served our country. Children experience many genres of music throughout the week during multiple areas of study and times of relaxation. In the visual arts class, music is selected to create an atmosphere portraying the style, era, and culture of the lesson focus. Classical instrumental music plays during the daily Kindergarten nap time. Educational songs also help our students learn their curriculum. Theatre and Music arts are integrated throughout the curriculum in various and inventive ways.

3. Instructional Methods, Interventions, and Assessments:

Differentiating instruction is critical to the success of PHA students. In order to differentiate, teachers perform regular on-going formal and informal assessments to establish student needs. We provide students with targeted instruction, scaffolding to build on prior knowledge, and skills practices needed for them to be successful. As the teachers continue to learn new strategies, they infuse them into their teaching. The teachers continuously share and model best practices which builds capacity within their grade level.

Reading is differentiated by matching students to books at their reading level in order to access grade level standards. Teachers provide small group guided reading instruction and meet with students individually to assess and provide feedback on their reading progress.

Math is differentiated through guided instructional practices that give students the opportunity to approach problems in a variety of ways, drive their thinking through inquiry, and provide students with response choices at varying levels of complexity. Depending on student's specific needs teachers work in small groups or individually to provide support for students who need clarification on concepts being taught.

Performance tasks in math and writing give students the opportunity to use higher order thinking skills to solve real-world problems. Performance tasks require that the students go beyond simple recitation to the application of new learning as is exemplified by their response to level four Depth of Knowledge questions.

PHA believes a tiered RtI instructional approach begins with strong classroom core instruction that is differentiated to meet all students' diverse needs. However, if students are not successful, or need more practice, they are provided Tier II and/or Tier III instruction in our Targeted Learning Time. Our Targeted Learning Time (RtI) is our significant strategy for our subgroup populations and for PHA's overall success. (Part VI)

In addition to our in school interventions we provide our at risk students with a before school peer tutoring reading program which partners up 5th grade students with 1st/2nd grade students. We also offer after school homework help for students in grades 2nd-5th three days a week which is provided by our own classroom teachers.

On a weekly basis, each grade level participates in a Professional Learning Community meeting (PLC). This is an embedded hour session of planning and discussion geared toward student progress. During this time, the staff discusses best practices, multiple measures to assess, and examine individual student data and work samples to ensure that students at risk are monitored and supported. This is also a dedicated time to plan data driven leveled activities for our school-wide targeted learning time. We believe that this consistent

collaboration has a direct and positive impact on the success of our students. Teachers are continuously looking to identify gaps in student learning and finding ways to enrich student success.

Parents and students in grades TK-5 are notified of academic achievement through the use of progress reports, report cards, Parent Connect, Student Connect, and parent-teacher conferences. Teachers regularly send assessments home to keep parents informed of their child's progress throughout the trimester. Students who are at risk receive progress reports each trimester that indicate their current progress toward meeting grade-level standards.

Formal Parent-teacher conferences occur once each school year with additional conferences being held at any time the student shows sign of a decline or is not making the expected progress. During these times, parents, teachers and upper grade students review student work, discuss present levels of achievement, and establish goals for success. In addition, 5th grade teachers use online Q-gradebook in Parent Connect which provides parents with access to their child's progress. Upper grade students utilize the Student Connect as well which has become a source of motivation for our students.

PHA uses CHAMPS (C—Conversation, H—Help, A—Activity, M—Movement, P—Participation, S—Success!) program school wide which is a proactive and positive approach to classroom management. The goal of CHAMPS is to develop a classroom of students who are respectful, responsible, motivated, and highly engaged in meaningful tasks. PHA believes students should be treated with dignity and respect. Our teachers establish routines, teach students explicitly and directly, are positive, provide recognition, and set clear standards. Our teachers and staff provide a welcoming environment, provide positive interactions which are non-confrontational, and engage our students in informal conversations.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

PHA is a family orientated campus. Teachers and parents consistently share that they feel welcome, comfortable, and valued. PHA devotes time to support the learning needs of the adults as well as the students. Parents tell us they are secure knowing that we treat their children as individuals and care about their well-being. They trust us to respect and be kind to their children. All students feel safe and accepted at PHA because of the positive environment that the staff provides on a daily basis. PHA strives to create an environment that gives students a balance between their academics and their social well-being. We clearly articulate the belief that all students can learn by providing multiple avenues for students to master standards. We provide a challenging and enriching curriculum that exceeds state standards, that emphasizes our dedication to academic and personal growth.

Respecting diversity is one of the cornerstones of PHA. We encourage our upper grade students to take an active role in leadership and being role models and setting the tone for our younger students. The Peer Mediation program, through which 4th-5th grade students apply and are selected to be Posse Partners, allows our older students to provide guidance and mentorship to our younger students. The peer mediators receive training on conflict resolution and assist our campus supervisors in high traffic areas, reminding students to follow school rules and live by the “Peach Hill Way” which promotes caring, responsible behavior. The presence of the Posse Partners helps reinforce the school-wide commitment to mutual respect and gives our students a leadership role in positive problem-solving. We believe that solving problems before they spill over into the classroom helps to protect classroom instructional time. We observe a strict “no interruptions” policy during instruction and every effort is made to limit non-academic disruptions.

We believe that recognizing students for good behavior has had a positive impact on school climate and decreased the amount of time we have to spend on other forms of discipline. The focus of most of our discipline efforts is to “catch students being good” and reinforce positive behavior. At the classroom level, teachers implement a variety of reinforcement systems to reward on-task learning behavior and kindness.

Staff members are always available to confer with students and their families in areas of particular concern.

Students who demonstrate a need for additional emotional or social support are referred to our school counselor to help them deal with specific issues such as grief, divorce, study skills, or social skills.

Staff meetings always begin with celebrating each other’s personal and professional achievements. PHA takes great pride in our quarterly staff socials in which we take time to enjoy each other’s company, share food, and discuss current events. PHA staff and teachers are truly a family. When a staff member is in need or in crisis, we always come together to support them and their families. The principal has an open door policy which provides the teachers and staff ample opportunity to discuss their opinions, suggestions and input with site administration. The teachers and staff recognize the value that the principal places on their expertise, and their concerns are always well considered and valued. Staff members can trust that they can always be treated professionally by their principal and colleagues.

2. Engaging Families and Community:

We honor our families as partners in the educational process and invite them to work with us on multiple levels. We recognize that their presence on our campus and their support at home help emphasize the importance of education. We need their support to help encourage homework completion and promote reading, so we spend time providing parent education in Spanish and English in these areas. We value their many monetary and volunteer hour contributions; parent volunteers provide one-on-one reading support and help staff our peer tutoring program and spend countless hours assisting in classrooms, library, and office. Our generous Parent Teacher Association (PTA) has been an essential partner in maintaining and expanding our offerings in the arts as well as supporting our reading program. They supply classrooms with

much needed consumable supplies. PTA supplements our parent education efforts through a weekly email newsletter. We also involve parents through their areas of expertise: as speakers in the classroom on various professions, translators for the PTA newsletter, or helping in our Peace Hill Garden, a place designed to commemorate the life of Christopher Hill, the son of one of our retired teachers who was killed in Iraq. When topics in CK touch on areas of their expertise and interest, parents and community members are invited to share experiences, artifacts, and insights into those topics. We invite the active participation of bilingual parents to help us provide a warm welcome to all parents and help other families and students adjust to a new culture and language.

Parents and community members are active participants at the Carnival, Back to School Night, Healthy Living week, career week, Literacy Night, and monthly Posse spirit assemblies. For our annual Veteran's Day observance, veterans from District staff, site staff, parents, grandparents, and community come for a school wide assembly where students sing patriotic songs in their honor. This year 35 service men and women from all branches of the military participated in this heartfelt recognition of their service. Symbolic of the equality and warmth of our partnership, every year parents and staff walk side by side in the Moorpark Country Days parade. Our parents and community demonstrated their involvement and support for the school by donating countless hours of time working in classrooms, sitting on advisory committees, reading in classrooms, tutoring in the before school reading program, planting and weeding in our school garden, serving as chaperones on field trips, toy drive, and helping in the library and school office.

Parents are informed about students' academic success through report cards, parent conferences, progress reports, and honor assemblies to recognize achievement and improvements. When a student is struggling teachers meet with parents to create an improvement plan to help students gain success.

3. Professional Development:

Our professional development efforts are deliberate, focused, and sustained. The district plans three full professional development days per school year. This committed time for building understanding focuses on essential practices to enhance our teaching to ensure learning for our students. There has been an ongoing focus for our professional development in the areas of writing, math practices, English Language Development (ELD), and the Next Generation Science Standards (NGSS).

In the area of mathematics, teachers have worked to develop collaborative math discussions in their classrooms and find multiple ways to solve math problems. They have received in depth training in "Number Talks" to assist math discussions. The principal monitors the quality of math instruction during class walk throughs and discussions and uses that information to drive future math trainings at school staff meetings. Teachers use their PLC time to analyze student work, set individual student goals and share what is working with other teachers.

In the area of writing, PHA teachers have received ongoing training over the past three years. The focus of the training has been on narrative, opinion, informational, writing across curricular areas, and poetry. The staff has been trained on Writer's Workshop, Step Up to Writing, Joni Chancer training, and Lucy Caulkins Units of Study.

Every teacher and the Principal received the California Reading and Literature Project (CRLP) through California Lutheran University. Staff was trained on engaging English Learners in the Common Core ELA/Literacy: unpacking and implementing California's new ELD Standards, deepening their understanding of the California ELD standards, the California ELA/ELD Framework and their alignment with the Common Core, including practical classroom application. Each staff member learned and experienced scaffolding techniques for English learner instruction across all content areas and walked away with research based strategies aligned with CCSS to increase student engagement, access, and achievement.

On-site professional development has been focused on learning the NGSS and incorporating our current CK curriculum to best meet the needs of all students. Staff has been given time to analyze the new and existing science curriculum. Regular collaboration between colleagues across the grade levels fosters a high level of trust. We are fortunate that our site has many content area experts. In the areas of ELA, math

and science every grade level has a common core state standard specialist who meets with district and county committees. This enables us to give specific training in-house to meet our teachers' and students' diverse needs.

4. School Leadership:

Our leadership structures serve to facilitate our focus on implementing rigorous academic standards, providing students support, and assessing our progress. Through ongoing communication and dialog, they help us stay accountable to our parents and the wider school community. The School Site Council (SSC) serves as the key advisory group for developing the Single Plan for Student Achievement (SPSA), analyzing data, setting school goals, monitoring program implementation, and deciding how to allocate resources. The English Language Advisory Committee (ELAC) meets three times a year to advise the staff and SSC on the development of the school plan, offering input into ways to improve our EL program. Once a month, the leadership team meets to make decisions on school-wide issues, disseminate information to and from colleagues so that the entire staff stays informed about our successes and challenges, and review and analyze data from grade level Data Teams. These leadership structures facilitate the collaboration of all stakeholder groups on behalf of student achievement and program improvement. Every grade level has identified curriculum experts and these teachers provide support to others on the team, mentoring to both new and experienced teachers.

The principal shares a clear vision for student success with staff and parents. She is actively present in classrooms, visible on the playground and cafeteria, involved in the learning process, and connected to parents and children through her open door policy. She believes in investing time and resources in the development of parent and teacher leadership.

The principal especially models the power of high expectations by consistently expecting the best from the staff and students, and especially herself. She never asks her teachers to do anything she would not do herself. She contributes actively in grade level meetings, participates with teachers in all professional development, and works tirelessly to praise, counsel, encourage, and support her students. The principal facilitates the yearly process of data analysis, identifying areas of focus and writing goals for the academic year with the staff.

The fifth grade students are elected by their peers as representatives on student council. These student leaders have a wide variety of roles on the campus ranging from being greeters at student events, assisting with Posse Assemblies every month, set up spirit weeks and student activities, an annual toy drive, represent the student body on various interview panels, as well as collaborating with and manage Posse Partners as the voice of the student body.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Targeted Learning Time-(TLT) is a staff wide commitment that takes place for one dedicated hour per grade level four to five times a week. During this time all students in grades K-5 are served in homogeneous groups by grade level according to their individual needs in ELA: reading intervention, designated ELD, or enrichment. These are fluid groups; students are moved among the groups as they progress. Special Education specialists, RtI specialists, and speech pathologist also serve their students during this hour so as not to remove their students from core instruction at other times during the day. During TLT students who have already mastered grade level standards are provided enrichment or opportunities to extend and accelerate learning.

PHA believes in meeting each individual student's specific needs. In order for this to occur, the teachers, specialists, and principal look deeply at each student to insure we are meeting their needs. At the beginning of the year, teachers and the principal use student achievement data from state tests, classroom and grade level common assessments to group students by common learning needs. As the year progresses, student data from standards-aligned assessments is continually reviewed during weekly PLC meetings giving teachers information to drive their instruction and to move students between groups, as needed. Students with more intensive needs are referred to PRIDE Team (Student Study Team) who provides classroom teachers and those students additional support. The PRIDE team meets monthly to monitor progress of at risk students, come up with an intervention plan, and provide the teacher with necessary supports to help the student.

We have selected research-based intervention programs to use at each level. First, students are provided preventative interventions at the classroom level. Next, if students are not making the expected progress then targeted small group instruction is provided. These students are referred to and receive individual, high-intensity intervention. Some students receive individualized instruction in reading in the computer lab using MobyMax. Students work in small groups of six to eight students using the Read Naturally program (Fluency), SIPPs (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Soar to Success, and LLI (Leveled Literacy Intervention). Students who have already mastered grade level standards are provided enrichment and opportunities to extend or accelerate learning. Designated ELD is by proficiency level, so that instruction can be targeted to the appropriate level, sequenced, and aligned to the state-adopted ELD standards.

The school wide implementation of TLT reserves that grade level hour specifically for intervention and enrichment instruction and is protected from all interruptions and distractions.