

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. James Hines

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

Official School Name Aviara Oaks Elementary School

(As it should appear in the official records)

School Mailing Address 6900 Ambrosia Lane

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

Carlsbad CA 92011-5059  
City State Zip Code+4 (9 digits total)

County San Diego County

Telephone (760) 331-6000

Fax (760) 438-4576

Web site/URL https://aoes-cusd-ca.schoolloop.com/

E-mail jhines@carlsbadusd.net

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

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

Name of Superintendent\*Dr. Benjamin Churchill

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail bchurchill@carlsbadusd.net

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

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

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

Name of School Board

President/Chairperson Kathy Rallings

(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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 (2018-2019) unless otherwise stated.

### DISTRICT

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

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	14	24
K	44	49	93
1	40	57	97
2	56	65	121
3	50	69	119
4	56	64	120
5	50	57	107
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>	306	375	681

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 8 % Asian
  - 1 % Black or African American
  - 25 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 56 % White
  - 9 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 4%

If the mobility rate is above 15%, please explain.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2017	648
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 17%  
119 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Farsi, French, German, Greek, Gujarati, Hindi, Japanese, Mandarin Chinese, Portuguese, Punjabi, Russian, Spanish, Tagalog (Filipino), Tamil, Turkish, Vietnamese

7. Students eligible for free/reduced-priced meals: 17%  
Total number students who qualify: 117

8. Students receiving special education services: 11 %  
75 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.

- |                                  |  |
|----------------------------------|--|
| <u>1</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>17</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>19</u> Specific Learning Disability         |
| <u>3</u> Emotional Disturbance   | <u>34</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school 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 0:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

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

Yes  No

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

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

At Aviara Oaks Elementary, our Mission is to develop lifelong learners through quality education, collaboration, and communication to build productive, successful citizens of our community.

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

## **PART III – SUMMARY**

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Aviara Oaks Elementary School (AOE) is located in Carlsbad, California, in the heart of north San Diego's coastal community. Our unique setting is conveniently adjacent to Aviara Oaks Middle School. Since its inception in 1990 with 350 students, enrollment has nearly doubled. Currently, AOE has 681 students. The school's proximity to the city's library, cultural arts center, and a neighborhood senior center provides educational outreach opportunities within the community. Housing developments surrounding AOE include: affordable housing, apartments, single-family homes, and townhomes. Families are drawn to this school due to its high standards of academic excellence and positive culture.

The staff and family community uphold the highest expectations for our diverse population of students by creating an environment which leads to success. Providing equitable access of resources allows students to achieve regardless of their socio-economic status. For example, AOE consists of a 17.2% socio-economically disadvantaged population, which is significantly higher than our neighboring schools within our area. This subgroup continues to show growth in academic improvement since students are provided an enriching, rigorous environment with high expectations and accountability. As academic achievement continues to improve for this sub-group, the staff also recognizes the need to continue to implement support strategies for these students. To meet these demands, the staff receives ongoing professional development and collaborative training with targeted goals specific to our unique student population. Common Core State Standards (CCSS) are successfully implemented into instruction and STEM (Science Technology Engineering and Mathematics) practices are firmly embedded into the daily curriculum.

As a current California Distinguished School and a 2016 California Gold Ribbon Award recipient, we continue to update teaching practices in innovative and meaningful ways through professional development. Our focus is to support students with 21st-century skills in order to prepare them for a global workforce by integrating technology and rigorous curriculum. Since earning California Distinguished School recognition in 2018, AOE took on the challenge, with success, to increase test scores once again.

Leadership starts with our principal. Walking on our campus, you will see him welcoming parents and students. He has made it his mission to personalize relationships by knowing every family member. Children are consistently greeted with fist-bumps and words of encouragement. He is attuned with their personal and academic well-being. For example, he will approach students about their reading progress and set realistic goals. Students know he will follow-up to ensure self-accountability. His presence is visible on campus as he connects with students from playing football on the field to reading their essays in the classroom. Every lunch period, our principal interacts with students and welcomes discussions related to their interests. Parents feel a sense of inclusion based on his personal connections as he makes an effort to know every parent, child, and individual on campus by name.

Community and parent organizations, such as CEF (Carlsbad Educational Foundation) and PTA (Parent Teacher Association), assist in providing support programs in the form of specialty teachers in music, PE, art, science, literacy, and math. Additionally, funding from CEF and PTA supports educational field trips, Science Day, and an award-winning Lego Robotics program. School site funds are allocated to purchase updated technology to ensure students are exposed to current digital trends.

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

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

#### **1a. Reading/English language arts:**

Explicit reading and writing instruction are embedded in all core curriculum. To align language arts instruction with Common Core State Standards (CCSS), the site has chosen curricular approaches based on balanced literacy programs. Houghton Mifflin is utilized in kindergarten to build phonemic awareness and foundational skills, with a guided reading and writing workshop approach. Benchmark Advance, taught in grades 1-5, builds on spiraled knowledge while strengthening fundamental skills. These comprehensive programs, used daily, develop strong phonics by isolating phonemes and graphemes with ongoing repetitive exposure. Based on assessment data, we differentiate instruction to target the needs of each child. Flexible literature groups use high-interest, complex leveled text to meet the needs of every student. Additionally, we supplement language arts with online programs such as Smarty Ants for all students in Kindergarten through second grade, Achieve 3000 in second through fifth grades, and English in a Flash for our English Language Learners (ELLs). Achieve 3000 is a program which provides precise lexiled informative text. Students are challenged to increase their lexiles with incentive scoreboards at school and home. Monthly reports show lexile growth or areas of difficulty. Specifically, in writing, students are expected to incorporate content-specific vocabulary while referring to rubrics and targeted guidelines. Smarty Ants guides emergent readers by developing phonological awareness, mastering phonics, and building sight-word fluency. Technology further supports writing by expanding the writer's audience to allow for collaboration, increased accountability, and constructive feedback from both peers and teachers. Across the grade levels, students are exposed to similar graphic organizers to provide familiarity and consistency throughout the years. Teachers model and guide students using templates while modifying expectations for each subgroup. All genres of writing are differentiated through vocabulary, varying sentence structure, and evidence-based writing. These programs create a personalized learning experience for every student and guarantee that all students are engaged within their zone of proximal development.

#### **1b. Mathematics:**

Math instruction at AOE consists of implementing the eight mathematical practices. Students are leveled in flexible ability groups in all grades to target instruction. Teachers use our district adopted comprehensive Go Math program, which supports CCSS. Starting in kindergarten, counting and cardinality knowledge and number sense are developed with hands-on guided practice. Vocabulary activities, scaffolded sentence frames, and questioning strategies benefit all students, especially our ELLs and students with special needs. The program emphasizes essential questions and big ideas, with depth of understanding as the goal, while supporting students with adaptive workflow, enrichment, and reteach opportunities. To further increase rigor for our advanced learners, project-based learning is provided. Students learn the value of entrepreneurship by identifying the needs of a business. This builds students' economic literacy through real-world experiences. Each project-based thematic unit provides opportunities to build a business from the ground floor to its fruition. Students work collaboratively with relevant scenarios. Students learn about profit and loss, addition and subtraction with money, and business needs through advertising and marketing. Additionally, online programs such as Think Central, Reflex Math, TenMarks, Prodigy, and Math Facts in a Flash are used to develop individualized instruction to support and challenge each learner.

#### **1c. Science:**

Focusing on three-dimensional learning, the teachers at AOE plan their instruction using Next Generation Science Standards (NGSS). Students are initially engaged by intriguing anchoring phenomena and then partake in inquiry-based lessons. Grades K-5 spend 45 minutes bi-monthly with a credentialed science teacher in a designated science lab. During this time students participate in hands-on investigations and experiments. Additionally, through AOE's agricultural experience, students learn about the life cycles of plants and how to compost in our outdoor classroom. Activities include incubation of eggs, caring for chickens, germinating seeds, maintaining and harvesting vegetables, and selling our produce at the AOE



Farmer's Market. Kindergarten students participate in STEM lessons every other Friday. Second-grade students complete a six week Lego Robotics coding STEM solution program supported by the Carlsbad Educational Foundation. Each year students participate in a school-wide interactive science day which includes expert-led activities, such as: DNA extraction from strawberries, viewing live specimens under microscopes, the effects of UVA/UVB rays, coding, hands-on animal encounters, and squid dissection. These opportunities are supported by our local community members and businesses. Field trips are also planned accordingly in each grade level to support classroom instruction, including the City of Carlsbad Agua Hedionda Lagoon, USS Midway, Palomar Planetarium, and Gemological Institute of America. Online programs used to support our science instruction include Mystery Science and Mystery Doug.

#### **1d. Social studies/history/civic learning and engagement**

Social Studies standards are integrated throughout our ELA lessons, focusing on the following concepts: history, geography, civics, and economics. Starting in kindergarten, cultural awareness and acceptance is built by encouraging students to share their ancestors' cultural heritage and customs on special holidays, such as Chinese New Year and Thanksgiving. In each grade, concepts are introduced through historical fiction and non-fiction text, so that students begin to understand what life was like long ago compared to present day. Third graders learn about the history of our city and participate in a Junior Achievement program run by business members from our own community. They end their unit with a visit to Carlsbad City Hall, where they role-play individuals at a city council meeting and have an opportunity to meet the mayor. Fourth graders take part in Walk Through California and are offered a trip to our state's capital. Grade five participates in Walk Through the American Revolution to retell specific times in colonial history. Fifth grade also participates in the Junior Achievement Biztown program, which includes project based economics lessons where students learn to apply for a job, manage finances, and be successful citizens within a community. Students work together to create advertisements to promote their company and sell products. The four week program ends with a culminating day-long visit to a simulated town, where students manage and run a variety of businesses.

#### **1e. For secondary schools:**

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

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

Our bi-weekly visual and performing arts programs help nurture creativity and allow children to express themselves outside of the general classroom. Carlsbad Education Foundation funds a full time credentialed music teacher for grades K-5. Each child experiences 45 minutes of instruction with a highly engaging musician, who incorporates drums, recorders, ukuleles, xylophones, and other rhythm instruments. Students are also introduced to reading music and using math to determine the value of each note in the measure. In addition to the regular school day, our students are given an opportunity to be a part of our musical with the inclusion of special education students. Students attend art class every two weeks, where a credentialed art teacher leads the kids through in-depth art history and artist studies. These lessons are followed by art projects that incorporate all the elements of art, utilizing a variety of media and techniques. Monthly, artwork is showcased in our main office for all visitors on campus to appreciate. Each year, our PTA recognizes standout students who demonstrate a talent in the arts through our Reflections Arts program. The goal is to find a love for learning, build confidence, and celebrate uniqueness. Creating and recognizing art is a valuable process that allows kids to explore creative thinking through dance, photography, drawings, music, and digital media.

Promoting a healthy body and active lifestyle is an essential practice at AOE. In all grades, movement and stretch breaks are given to promote mindful thinking and stress relief. Each week students have a 45 minute P.E. period taught by a credentialed teacher, who incorporates national and state PE standards into a variety

of team sports. During this time, students work on gross motor skills and cardiovascular endurance. These skills motivate all students, regardless of their athletic abilities to continue a healthy lifestyle both physically and mentally. Kindergarten students attend “Kinderate” class every other week, provided by a local karate dojo. Students work on gross motor movements, building overall strength, self-confidence, self-discipline, and listening skills. Furthermore, grades 1-5 participate in Running Club once a week, tracking weekly progress and building aerobic stamina, with an online program, EZ Scan. Students are motivated by incentives and recognition at our Student of the Month Awards Assembly. Healthy habits are reinforced during snack time, by encouraging healthy, high protein snacks. Our cafeteria menus are analyzed for nutrient content to ensure that we meet the dietary guidelines as required by the United States Department of Agriculture.

As a Google district, we use G Suite to tailor instruction by providing an innovative way to work online, while collaborating and communicating with a wider audience. We have one to one Chromebooks in grades 1-5, as well as a computer lab that all students K-5 visit. Students access a variety of apps at home and at school through their single sign-on Clever portal, such as Smarty Ants, Achieve 3000, Reading Counts, TrueFlix, Britannica, World Book Online, etc. Through the use of Smart Boards, teacher document cameras, and chromecasting, teachers can interact and further engage students, while supporting all modalities of instruction.

Our librarian engages kids outside of the classroom by encouraging students to participate in California Young Readers Medal and Battle of the Books. She also trains students to be library helpers, volunteering during their recess to reshelv books and gather materials for teachers. Our library also has a Makerspace, which allows kids to collaborate and use their imagination, while exploring with no tech tools.

At AOE we value the development of the whole child. At the end of every month, the students attend character building interactive assemblies where noteworthy accomplishments are celebrated. This is an opportunity for students to be recognized on a platform in front of their peers.

Green Eagles is our school-wide student-led team that promotes ecological sustainability, by educating peers during lunch. Responsibilities include separating trash from recycling, and properly using compost waste to be used in our AOE garden. AOE offers many after-school enrichment programs. The LEGO Robotics teams collaborate with hands-on technology and compete to win awards based on projects, innovation, and core values. Additionally, we offer broadcasting where students film and interview individuals during school functions. After school, they use a green screen and other technological tools to showcase their reports school-wide.

### **3. Special Populations:**

In August, meetings take place to evaluate students’ standardized test scores from the previous year to determine our special populations. We dedicate this time to determining student academic levels and itemizing strands to guide instruction and provide additional support for all subgroups for the upcoming school year. Advanced learners have the opportunity to go to ELA and Math enrichment, where specialty teachers align projects that correlate with the grade level’s unit of study, thus allowing teachers to target and remediate within the general education setting. Additionally, struggling readers and writers receive further support in a pull-out/push-in model as credentialed specialty teachers front load precise language, comprehension strategies, and the big idea. Differentiated, targeted support encourages discussion that allows students to brainstorm in a comfortable, small group setting. Students identified by our Student Study Team (SST) as performing below grade level standards receive support through Response to Intervention methods. English Language Development is scaffolded for our ELLs through cooperative learning, reciprocal teaching, and differentiated grouping based on each child’s English Language Proficiency level. Every ELL student and those with financial hardships are guaranteed a Chromebook to use at home, thus providing equitable access for all learners.

As an example of our analysis of test priority clusters, our team recognized weakness in students’ ability to identify the main idea of a passage. With reinforcement from our ELA specialty teachers, specific skills in Smarter Balanced Assessment Consortium (SBAC) Claim 1 are targeted based on assessments. Academic  
NBRS 2019

goals are reached by giving children relevant examples and precise exercises. Further emphasis is provided by Lexile based practice in Achieve 3000 and English in a Flash, to focus on identifying main ideas.

Each year we analyze data to create a new site goal in order to continue to close the achievement gap. In order to bridge the gap from home to school, students are encouraged to advocate for their own learning by preparing for class and reviewing classroom lessons at their own pace. In math, students have access to: online tutorials to build mathematical discourse; recorded reciprocal student videos such as Flipgrid; and access to individual manipulative kits for kinesthetic and visual learners. All students, especially our struggling students, have daily tutorials to help synthesize information and make new material more meaningful.

Students meeting and exceeding standards also receive targeted support. Flexible grouping methods are utilized to meet the needs of these students. Enrichment groups are fluid which allows students to receive high-level project-based instruction. Specialty teachers in both ELA and math design curriculum using SBAC targets and claims. These groups have been proven to push our advanced students to exceed personalized goals. A parent with three children who have attended AOE since kindergarten stated, "In math enrichment group, my children have been given the opportunity to build upon math skills while working on fun and challenging projects. They always look forward to it."

Through a comprehensive plan of aligned curriculum, strategies, supports, and interventions along with a school culture of meeting and exceeding expectations, our students are supported and persevere. AOE has increased over 200 places in California school rankings based on our purposeful teaching approaches, and is currently ranked in the top 100 elementary schools in California.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Academic, social, and emotional growth are valued at AOE. A culture is created to engage and motivate students. Our philosophy is exemplified by our Eagle Core Values: Act responsibly, Be Honest, Care for others, and Show respect. The ABCS of AOE help students take flight by closing the achievement gap. The Eagle Core Values program also addresses two of Carlsbad Unified School District's Local Control Accountability Plan (LCAP) goals: Standards-based learning in safe schools and Engaged School and Community. Students and teachers feel highly regarded and supported in their positive environment. Maintaining excellent character, reaching the greatest potential, and being productive global citizens are emphasized for both students and teachers

Through our school-wide character education program, AOE implements monthly assemblies where students are recognized. Students and staff focus on different character traits including ambition, respect, responsibility, caring, perseverance, trustworthiness, fairness, citizenship, and cooperation. At the assemblies, multiple students from each class are celebrated for their character development and academic success. At AOE, we believe students should be uplifted and recognized for all their victories, both big and small. The awards recognize students who continue to succeed and encourage those who persevere in areas of struggle. Throughout the year, every student has the opportunity to participate in a social club run by our school's counselor and speech therapist. Small groups are formed with individuals from different classes to create unification among peers. Students play games in these groups to foster social skills and develop emotional growth.

AOE staff consists of a myriad of professionally driven individuals who are never stagnant in our practices and are constantly updating our pedagogy to stay current with trends. Our teachers not only collaborate in grade-level teams, but we share resources in vertical planning sessions. All teachers share responsibilities and resources to expand opportunities among all grade levels. Our vision is to recognize that all students are part of one learning community, not just the children assigned to each teacher. Our social committee coordinates several events throughout the year to stimulate a cohesive community among faculty. Providing opportunities for staff members to collaborate outside of school fosters friendships and improves morale. A parent of two elementary students since kindergarten states, "The entire staff at AOE is an extended family for my boys. They nurture my children into becoming well-rounded individuals."

### 2. Engaging Families and Community:

At Aviara Oaks Elementary School, we make home-school connection a priority. In fact, one of our districts' LCAP (Local Control and Accountability Plan) goals is Engaged School and Community. To provide this, we offer Spanish speaking parent university courses and continue these course topics based on feedback, thus bridging the communication between the district and school sites. Once a month our district offers informational sessions ranging from college-career readiness to emotional growth. To increase student and parent accountability, multiple forms of communication are utilized. At AOE we prioritize clear communication between home and school. Social media is utilized to highlight activities and announcements. Furthermore, each teacher has a website that has resources and information for both students and parents. Online apps, such as ClassDojo and Shutterfly are also used for communication. The PTA at AOE does an excellent job in keeping families connected with the events occurring on campus. They send out weekly email blasts describing upcoming events, volunteer opportunities, and school achievements. In addition, communication is delivered by phone calls, weekly principal phone messages, digital classroom newsletters, and daily student planners.

Parent volunteers and our PTA support AOE as an essential part of the community. Additionally, the community comes together every year for our Veterans' Day ceremony which is one of our many outreach programs. This is one example of how the Eagle Core Values provide the underlying foundation for the district and site goals. Walking into any room at AOE, you will see parent volunteers working in the classroom, gathering and preparing science materials, working on various committees, and supporting our

positive school culture. Parent-sponsored Aviara Reading Friends consists of trained community volunteers who work with struggling readers two times a week while focusing on reading comprehension. Our library serves as an important community resource. Local authors visit our school supporting classroom curriculum. The author of *Esperanza Rising*, Pam Muñoz Ryan, shared first-hand accounts of her family's immigration to America from Mexico. As with other authors, such as Juliet Cody and Lisa Wiehebrink, students were presented with examples of the complete writing process, including rejected manuscripts. Our PTA is involved in coordinating an interactive Science Day. SDCOE sponsors Splash Lab which is a water cycle mobile laboratory. Additional experiments include DNA extraction from strawberries and dissecting squid. With the support of our community, we are able to expand learning beyond the four walls of our classrooms.

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

Standards-based learning in safe schools which highlights Professional development (PD) and collaboration aligned with strategic initiatives is a focus in our district. Summer Institute, PD on Site, EdTech cohorts, Teacher on Special Assignment (TOSA) workshops, and online Alludo are just some of the professional development activities that are aligned with academic standards to support student achievement and school improvement. To support our curriculum, new CCSS and NGSS summer institutes are strategically formed to create supplemental materials and resources. Prior to the school year, the team of teachers provide materials and training at each grade-level to ensure successful implementation.

The district TOSA provide multiple training opportunities throughout the school year. For example, the technology TOSA will come to a staff meeting to train teachers on new practices and resources. These include Google Classroom, Google Cast, Digital Portfolio, Illuminate, and HyperDocs. In addition, all teachers are given the opportunity to attend PD Cohorts. For example, the TOSA offered four Edtech courses aimed at providing teachers with the time and digital resources to build dynamic media projects. Our elementary TOSA visits classrooms regularly to model and support all components of our curriculum. Throughout the school year, the TOSAs create networking opportunities, PD on Site, for district instructional staff to meet in a social setting to share best practices.

Alludo offers another platform for every educator to access asynchronous information and training at their convenience. Two highlights are 3-D printing and digital portfolios. This on-demand, self-paced, cloud-based learning approach offers an alternative to conventional learning. Offering choice-driven learning promotes individual creativity and personal interests.

Staff meetings occur twice a month, grade level meetings are held once a week, and ongoing district support is provided throughout the school year. During staff meetings data is shared to influence teacher instruction by updating pedagogy. As a result, instruction becomes increasingly meaningful and relevant for student learning. For example, at one recent staff meeting, we compared students' Go Math paper/pencil test scores to the digital component. The results revealed daily exposure to online support (Personal Math Trainer) increased student proficiency. Due to our ongoing PD, teachers are continuously implementing new practices with up to date instructional strategies. Overall, our English Language Arts and math scores increased from previous years.

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

The leadership at AOE plays a pivotal role in determining our academic success. The leaders on AOE's campus empower students, parents, and staff alike to feel unified, which encourage us to challenge each other and take risks for the benefit of all.

Our principal has a unique approach in encouraging our AOE community to work together to achieve the ultimate goal - student success. He shows presence by visiting all classrooms daily with a positive and enthusiastic demeanor promoting focus and accountability. His high expectations encourage everyone to work to their ultimate potential. The words from our superintendent say it best. "He is present, connected, and is in tune with best educational practices and current pedagogy. His goals are aligned with the expectations of the community. He works well with everyone; students, staff, parents, and [everyone at]

district office.” His optimistic energy and approachability make coming to school a place where both students and staff thrive.

At AOE, all staff members take pride in some form of leadership on campus, ultimately strengthening student success. Catered toward personal skill set and interests, teachers volunteer to assume roles ranging from PTA executive board membership to student council facilitator. School Site Council, which is composed of parents, teachers and our principal, aims to find ways to support students, fulfill safety measures, and improve school climate. Grade level leaders meet on a monthly basis with our principal for vertical coherence and curriculum mapping. The staff also includes grade-level district facilitators that outline new curriculum. Our site goals guide our leadership discussions.

We have a very strong PTA presence on our campus, providing a wealth of knowledge of individuals who are driven to make our school the best it can be. From lawyers to stay at home parents, our PTA partners dedicate their time and talents to support kids in the classroom and the community. Fundraising efforts fund our annual musical and specialty teachers such as science lab, art, math enrichment, language arts support specialists, music classes, and PE. Every year brings new opportunities to grow and our PTA is there to enhance the experience of every student on our campus.

Regardless of the school event, students are involved. Two students from each fourth and fifth grade class are elected by his or her peers to represent our school at student events. Teacher advisors facilitate spirit days, homecoming activities, and assembly skits to introduce the month’s character trait focus, while also promoting what citizenship and leadership look like. Additionally, students lead the pledge of allegiance, National Anthem, announcements, skits, and speeches at school events.

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

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Using data to drive instruction, teachers at AOE maintain scaffolding of systematic support. Aviara Oaks reclassified 17% of our EL students. AOE's test scores in both ELA and math exceeded our district overall average. The district's scores met or exceeded 78% in ELA and 73% in math. By comparison, AOE scored 88% in ELA and 84% in math. This data validates the success of our programs.

Students performing below grade level standards receive support through intervention. For example, while analyzing our test priority clusters from prior years, we recognized a weakness in students' ability to identify the main idea of a passage. Based on targeted SBAC claims, our ELA speciality teachers support students in reaching academic goals. Our staff emphasizes Close Reading skills, collaboration, and peer discussion. Further emphasis is provided by Lexile based practice in Achieve 3000 and English in a Flash, to focus on the skill of identifying main ideas.

Additionally, math proficiency continues to be one of our site's focus areas. Students requiring extra support are identified through multiple measures of ongoing formative and summative assessments. Teachers at AOE personalize instruction by implementing small group and one on one instruction. We collaboratively teach by sharing methods that support the areas of need. Students utilize reteach materials, spiral review, and online Adaptive Workflow where both parents and students have been trained. This blended learning environment is the key to our winning strategy of mastery for students of multiple skill levels.

Uniquely at AOE, modifications are not only made for struggling students, but we also address proficient and advanced learners. Once proficiency is met, teachers increase the rigor to individualize students' mastery based on their zone of proximal development. Previously we focused our support solely on our underperforming and ELL populations. By reversing the traditional model, we now see growth with all of our subgroups. Thus our scores have significantly risen across the board.

Through a comprehensive plan using data driven instruction, our students benefit from our cyclical approach. We constantly analyze assessment data to drive our plan of action, and then reassess to determine where modifications are needed. Instruction at AOE is intentional, relevant, and meaningful. We attribute our improvement in school ranking from 331st in 2015 to currently 96th in the state of California, according to SchoolDigger.com, to this approach.