

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

[X] Public or [] Non-public

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

Name of Principal Dr. Laurie Narro

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

Official School Name Monterey Hills Elementary School

(As it should appear in the official records)

School Mailing Address 1624 Via Del Rey

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

South Pasadena CA 91030-4126
City State Zip Code+4 (9 digits total)

County Los Angeles County

Telephone (626) 441-5860

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E-mail lnarro@spusd.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. Geoff Yantz

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

District Name South Pasadena Unified School District Tel. (626) 441-5800

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Suzie Abajian

(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. 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

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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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	0	0	0
K	68	66	134
1	54	55	109
2	51	40	91
3	63	49	112
4	68	52	120
5	66	58	124
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	370	320	690

*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
 - 30 % Asian
 - 3 % Black or African American
 - 27 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 20 % White
 - 16 % 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: 14%

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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	59
(3) Total of all transferred students [sum of rows (1) and (2)]	95
(4) Total number of students in the school as of October 1, 2017	682
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

6. English Language Learners (ELL) in the school: 10 %
72 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish (39), Cantonese (16), Korean (28), Portugese (1), Mandarin (49), Japanese (14), Armenian (1), Dutch (1), Farsi (1), French (1), German (1), Hindi (3), Thai (2), Urdu (1), Tigrinya (1) and other non-English (3).

7. Students eligible for free/reduced-priced meals: 15 %
Total number students who qualify: 106

8. Students receiving special education services: 8 %
55 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>10</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>22</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	97%	97%	97%	96%
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.

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

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

Yes No

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

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

All students will realize their full academic and social development potential. Student needs are met in order to develop responsible, independent, and motivated learners.

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

The teacher has just finished a lesson utilizing text sets to demonstrate multiple perspectives in the study of United States history, the topic: Jamestown and the Powhatan Indians. As the teacher brings the lesson to a close, she asks why the students' analysis is important. Chimes one student, "We are going to grow up and make decisions to change the world."

Welcome to Monterey Hills Elementary School, literally nestled in the Altos de Monterey area of South Pasadena, a small community in Southern California. Built in 1968, we recently celebrated our 50th Year Anniversary as an exemplary elementary school with a focus on developing the leaders of tomorrow. This last decade has been one of many accomplishments for our students and staff. In 2008, we received the California Distinguished School Award, and again in 2012. The school has undergone many changes since the California Implementation Plan for Common Core was released in 2012. Comprehensive staff development for teachers; implementation of rigorous curriculum; and adoption of effective teaching strategies; has brought about significant changes to ensure student readiness for college and career. In 2016, our campus received California's distinction as a Gold Ribbon School. In 2018, we celebrated our 50th Anniversary with school and community-wide recognition. In the fall of 2018, we received the honor of being recognized for the third time as a California Distinguished School. These milestones have been achieved because of the ideals held by our staff and supported in our community.

South Pasadena is a gem of a community and is committed to its children. The schools reflect this commitment and family and community engagement in the school brings this to fruition. Parents sit on the South Pasadena Educational Foundation Board and provide funds in support of the schools. Our community is active as PTA members supporting activities from cultural arts assemblies to Read-a-Thon; from purchasing an art shed to Chromebooks in the classroom. They are active on School Site Council, as they advise on our School Safety Plan; our intervention programs for struggling students and our English Language Development program. They are engaged in the classrooms, serving as stewards of healthy food classroom parties; helping with small reading groups and coordinating drivers to local field trip sites.

Six hundred and ninety children, TK-5th grade are served at MHS. Approximately 10% of our students are English Learners and 15% qualify for free or reduced-fee lunch. A culturally diverse population of students, you will find 30% Asian; 27% Hispanic; 21% White; 16% multiple-race; 3% Black/African American and 2% Filipino students in our classrooms. The diversity on our campus encourages opportunities for our students to build the multicultural understanding necessary to be productive citizens in the 21st Century.

The richness of this diversity allows for our students to learn of traditions and the heritage from various cultures. Teachers capitalize on the expertise and enlist the help of parents in celebration of; Dia de Los Muertos, Diwali, and Lunar New Year. Musubi, latkes, tamales, and friendship soup, might be prepared in classrooms as tastes of food to help in classroom celebrations. At after-school pick up, children will engage with family members in English, Spanish, Mandarin, Cantonese, Korean, and Japanese.

Our children have vastly different needs and it is our goal to help them meet their full potential academically, emotionally, physically, socially, and culturally. Implementation of both common-core aligned curriculum and culturally responsive instructional strategies allow for quality first learning experiences. The Student Success Team and intervention supports are part of our multi-tiered system of supports. Our well-rounded program helps us meet developmentally appropriate academic and behavioral expectations. In addition, our students' emotional needs are met through meaningful interactions with the staff and students on campus. Teachers use socio-emotional learning curriculum, mindfulness activities, culturally responsive pedagogy, and pieces from their reading curriculum, to meet social and cultural goals for our students. School-wide opportunities for acts of kindness and community service address both social and emotional growth, as we build the future leaders and humanitarians of our nation. To provide additional social and emotional support to our students on campus, we have a school psychologist and a part-time school counselor who offer services through social skills and mindfulness groups. In the area of physical wellness, we have two PE assistants who assist teachers with providing 100 minutes of physical education per week.

Welcome to Monterey Hills School, through our comprehensive offerings, we believe we provide a school where children's uniqueness is embraced; a school where diversity promotes empathy; a school dedicated to the ideal of ensuring students meet their full potential and are college and career ready; a school dedicated to prepare students to change the world.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Monterey Hills School (MHS) uses Benchmark Advanced/Adelante for English and Spanish Language Arts (ELA/SLA) instruction. Teachers chose this curriculum based on a number of criteria: alignment to CCSS in English and Spanish; level of rigor; integrated and designated ELL; components for differentiated instruction, and content driven units around science, social studies and ELA/SLA.

Instructional strategies for teaching ELA/SLA are comprehensive; blending effective strategies utilized prior to adoption and strategies embedded in Benchmark. Teachers model think alouds; practice guided reading and writing; and provide vocabulary instruction. To build close-reading; the class sets a purpose for reading; students engage in annotation; use text-based evidence to respond to questions; then analyze and interpret text. Many teachers are implementing the workshop approach, allowing for differentiated instruction based on student need, interest and a love for writing.

The classroom teacher provides the first tier of intervention for struggling students. Small-group targeted instruction is provided with the use of leveled readers. Reader's theater engages students and encourages multiple reads. Scaffolded reading materials, which are chunked and have added visuals, allow all students to enjoy and access instruction. Students with additional needs are enrolled in before or after-school intervention classes. Programs address: phonics, fluency and basic comprehension skills, support English or Spanish language acquisition.

ELA/SLA assessment is formative, summative, and drives instruction. Class and partner shares, and annotated evidence, give teachers in-the-moment information about the learner. Writing conferences allow a chance for celebration of progress. Teachers use unit and interim assessments to measure growth. Data talks are conducted by grade level once a trimester during which teachers generate suggestions for re-teaching based on student performance.

MHS students master literacy skills and learn the power of persuasion and critiquing text. They also learn the magic of reading and the act of creation through writing and speaking.

1b. Mathematics:

The core curriculum used at Monterey Hills School (MHS) is Math Expressions. Selected for its potential to build deep understanding of mathematical standards and practices; students learn math in context and apply their knowledge to real-world situations. Students are exposed to multiple ways to solve problems based on reasoning and learn through active inquiry.

Teachers use the instructional approach of Cognitively Guided Instruction (CGI). CGI is based on two tenets: students have an intuitive knowledge about mathematics; there is a relationship between computation and math problem solving. Students are encouraged to solve problems any way they can, using any tools they want, and in a way they can explain. Teachers have students develop meaning through this process and then learn the algorithm associated with the concept.

Math intervention is found in multiple tiers with quality first teaching setting the foundation. High quality instruction delivered through CGI allows for small group instruction, problem solving and placing of the work in context— all effective methods to teach struggling students. With the increased amount of wait time, diagramming and pattern finding, CGI has also been an effective strategy to use with students with disabilities. CGI coupled with math talks, has greatly impacted the social-emotional and behavioral needs of students by providing a classroom where students are free to take risks and count on each other as a community of learners.

Math assessment takes many forms in the classroom. Informal data gathered during guided practice and math talks provides moment-to-moment assessment information. More formalized assessment can be found in unit tests to assess skill attainment and teacher developed word problems created to assess process. Assessments guide instruction and re-teaching needs.

MHS students achieve content standards in math and through our program, can construct arguments, critique responses, and persevere— in both math and life practices!

1c. Science:

This year, the district will screen Next Generation Science Standards (NGSS) curriculum. Next year, we pilot and adopt a program. Until then, Monterey Hills teachers, use many sources in order to address NGSS. When selecting learning opportunities for their young scientists, teachers use their knowledge about NGSS content: disciplinary core ideas, cross-cutting concepts, and science and engineering practices. Students receive instruction from Project Lead the Way (PLTW) STEM units. Mystery Science, an online program is another resource. Our ELA/SLA curriculum includes content based units in technology, earth, life, and physical science. Articles from student magazines, Time for Kids and Scholastic News, have become part of the curriculum. We capitalize on the expertise of parents who present to students on topics such as: chemistry, life science and robotics.

The instructional strategy teachers use is based on the 5Es (engage, explore, explain, elaborate, evaluate). This is not a completely new strategy; most teachers were using inquiry for science and math instruction. Teachers were allowing for exploration, asking questions, providing wait time, and constructing explanations. NGSS aligned Mystery Science and PLTW, present lessons through the 5Es.

Although a student may struggle in other areas, teachers report this is rarely the case for science. Examining a phenomena engages students to continue an exploration. Visuals, videos, vocabulary cards, are all tools in place to support continued engagement and explain new learning. Working in small groups extends opportunities for students to elaborate and evaluate their work.

Assessment takes various forms in science instruction. Learning logs, scientific sketches, class discussions and student observations all help to determine student learning. Engineering feats, experimentation, and gallery walks to examine peer work, give students an opportunity to assess their own learning.

The shifts made in science instruction are aimed at preparing students to solve the complex issues of our ever-changing planet.

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

MHS teachers utilize a variety of curriculum to build students' knowledge of social studies, history and civic learning. Teachers thoughtfully blend resources to address California Standards. These include: the district adopted textbook, social studies units from ELA/SLA curriculum, non-fiction and historical fiction books aligned to standards, Scholastic News, Time for Kids, and various Project Based Learning units developed to capture student interest.

Teachers use students' inherent curiosity to guide the instructional strategies used in the classroom. Stated one kindergarten teacher, "We have recently allowed student interest to drive much of our Social Studies curriculum to include units on Famous Americans, Black History, Women's History". Instruction of a social science unit on pollution becomes a PBL unit on replacing foam cafeteria trays with biodegradable ones; first graders study commerce and determine if a good and fair trade was made as they barter items; third graders research an important person and present a 'Wax-Museum' in which they dress in costume and recite information, while in character. Fifth graders work on a Power of One project, which capitalizes on a students' curiosity and asks students to take on civic responsibility. During these learning opportunities,

students explore history, social science, and civic learning, while building research and communication skills.

Struggling students are difficult to identify during instruction. Curiosity ensures engagement. Small group and partner work help students make sense through discussion. Visuals, video-clips, posters, input charts, provide support for students with disabilities and English Learners.

Assessment data is gathered through a number of methods. Observations of groups, discussions, student projects and presentations are informal means of assessment. Student learning logs, written reflections, an occasional quiz, help teachers determine the students' learning and needs for reteaching.

Social studies, history and civic learning build the essential knowledge for our students to become our future leaders.

1e. For secondary schools:

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

TK teachers address ELA, mathematics, science, social studies and social emotional learning. Teachers have experiences in early childhood so provide developmentally appropriate experiences and exposure to address standards. Over the years, TK and K teachers have met to examine available resources, curriculum guides and modified the report card to better align with academic and social-emotional growth for our youngest students. Our TK program provides opportunities for growth and prepares our students for success in kindergarten and beyond: to date, not any of our TK students have been retained in 1-5th grade!

2. Other Curriculum Areas:

MHS believes in educating the whole child. This, of course, means not only addressing the core curriculum, but also providing instruction to offer opportunities for creation; address physical and emotional wellness; and build the humanitarians of the future.

Our students have an opportunity to create through the arts. Three itinerant teachers (one teacher per trimester) use VAPA guidelines to teach theater, music and visual arts. TK-5th grade students have one of these arts once a week for 40-55 minutes. Classroom teachers also make time in their schedule to introduce students to various art masters, provide instruction in dance, and include creative art opportunities integrated into science or social studies Project Based Learning.

Physical wellness is addressed during our physical education period; our 'walk and talk' mornings; our wellness guidelines for class activities and celebrations and various other extra-curricular activities. Students, 1-5th grade have structured PE time of 100 minutes of week: sports, physical skills, movement and good sportsmanship are emphasized. Every morning, we open our school gates 15 minutes early and invite students and parents to join us in a walk around the perimeter of our playground. Our campus backdrop allows for communing with nature, and walking with a classmate offers an opportunity for community building. Wellness guidelines are provided to our parents and classroom teachers in order that classroom celebrations include healthy snack choices. Our PTA sponsors Sports Field Day, as well as, our All City Track Meet.

Emotional wellness, a link between health and emotional growth, is addressed in a number of ways. Teachers utilize a social emotional learning curriculum to address social skills, feelings, and group interactions. We had a Mindfulness Coach who worked in 15 classrooms and modeled techniques so teachers can keep up the practice. Our school counselor has set up a 'chill-room' in order to allow a quiet time of contemplative activity in case a child prefers to rejuvenate in a soothing environment during recess. She also provides counseling to students who need extra support. This year, seventeen staff members

received Restorative Justice training. The training highlights a student's need to feel cared for and heard when establishing classroom learning communities. The training is on-going, with the hope that by the end of the school year teachers will learn how to 'hold circles'.

To fulfill a School Board Goal, MHS established a Dual Language Immersion program. Established in 2014, in two years, we will have classes K-5th grade and a fourth of our students will have the opportunity to learn core content in both English and Spanish. In addition to this instruction, our school hosts an after-school program to learn Mandarin.

K-5th grade students visit the technology lab, or participate in computer-aided learning in the classroom with Chromebooks, on a weekly basis. Digital citizenship (using technology, safely, responsibly and respectfully), technology literacy, and presentational skills are the focus for most of this time. Technology integration is supported by our Technology Coach who works with teachers and students to cultivate digital fluency.

On a weekly basis all our students visit the library. Our librarian selects a story to read to students that is connected to the curriculum, a classroom activity, or a book which has been nominated for an award. Students then have an opportunity to select from a wide-array of titles which includes a collection for our dual language Spanish speaking students, as well as books in Chinese, Korean, and Japanese.

Character building is also a focus on our campus. Our social emotional curriculum is augmented by various other opportunities for learning including 5 Pillars, 'Bucket-filling,' Class Dojo, and social stories. All students attend cultural arts assemblies with a theme of tolerance and multi-cultural experiences. Our third through fifth grade teachers provide opportunities for community service through Operation Gratitude for our Veterans; fundraising for victims of natural disasters; and the Power of One in which each fifth grader selects a way they want to make a difference. Some of these projects have been conducted for the Ronald McDonald House, Humane Society, local nursing homes, and homeless shelters.

We believe that we are preparing the well-rounded scholars necessary to make creative and empathetic decisions for a better future world.

3. Special Populations:

If CAASPP measurements, district assessments, and assessments of students in intervention classes, are any indication, then MHS is doing an exceptional job of serving ALL students. Last year, Hispanic students, with an achievement gap of more than 10% points on the CAASPP in ELA and Mathematics, showed a 16% and 17% increase (respectively). Our Socially Economically Disadvantaged students grew by 13% in ELA scores and recorded a 10% growth in math. Our Students with Disabilities grew by 13% in both ELA and math. Additionally, we increased the percentage of students scoring at 'standard exceeded' by 4% in ELA. Our intervention data shows a greater percentage of use and teachers report skills attained through targeted instruction in intervention classes, transfers to standards attainment.

Achievement for our students is ensured through a number of means. Our multi-tiered support begins with delivering core curriculum through rigorous materials made comprehensible by exceptional teaching. Teachers employ inquiry based strategies, supported with explicit instruction, as necessary. Differentiation is provided by examining the needs of the class as a whole, small groups, and individuals. Teachers use leveled readers, employ writing conferences, and assign on-line re-teaching materials for struggling math students.

Assessment, both formative and summative, help determine needs for all. After initial placement assessments, teachers meet with the principal and counselor to discuss students who may be in need of

intervention. Each trimester, administrators meet with grade levels to examine district assessment data. We celebrate student success and generate ideas for re-teaching struggling students.

Students, who may need Tier 2 interventions, are offered before and after school classes. This extends the school day and keeps students in class for core instruction. Teachers meet with small groups building motivation, confidence, and content knowledge in reading and math. Some students are enrolled in classes in the computer lab with targeted computer programmed instruction in reading fundamentals, comprehension, ELD, SLD, and mathematics.

Our Student Success Team kicks into action when students need even greater support. The team develops an intervention plan to address academic, social-emotional and behavioral needs. If a student continues to struggle, s/he may be assessed to determine if special education supports are necessary.

Our special education programming is exceptional. A fluid triad aimed at least restrictive environment; general education mainstreaming/push in; pull out support in a resource room to assure achievement of goals; and a special day class to provide more intensive support.

Students who are above grade level and need extra challenge are provided differentiated instruction. Through formative assessments, students may be grouped for acceleration. Students might be assigned writing prompts designed to access a greater depth of knowledge and build the skills to inform, persuade or offer an opinion. Math students explain their thinking to those students who might not problem solve in the same manner. Students can also work in a computer adaptive mathematics program which offers differentiation through various pathways.

MHS believes through tailored instruction, confidence building, systematic practices, all students are offered a program to ensure success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Creating a positive school environment in which each student feels a sense of belonging, is motivated to learn, and continues to grow academically, socially and emotionally, is a school and community-wide effort. Monterey Hills provides an engaging and rigorous curriculum with opportunities to work in small and partner groups to promote academic and social growth. Positive Behavioral Intervention Supports are in place to adhere to the agreements of safety, respect, and responsibility on our campus. Mindfulness and Second Step, create emotionally supportive classrooms. Administrators follow restorative justice practices when working with children to mend broken agreements and rebuild trust. During parent teacher conferences, SST meetings, and at family events, teachers and administrators learn from parents what they can do to assure growth of the whole child.

Teachers work hard to enhance the experiences children have in their classrooms. Teachers describe making ‘personal connections with children’ in order to build a loving, trusting and safe environment. Teachers use humor, community building activities, and social emotional learning curriculum, to build these classrooms. Positive behavior is rewarded with specific praise, external rewards, growth monitoring sheets and Class Dojo. Teachers celebrate students’ growth with parents.

Teachers find that allowing students to take the lead and make decisions about what they will study adds to the positive classroom environment as well as student achievement. Stated one teacher, “aiming instruction that is just beyond...a little sophisticated...motivates and interests my students to learn.” Curiosity is encouraged through google-searches, Project Based Learning units, and working with learning partners.

School climate and culture continues to evolve on a campus which has undergone a great deal of progress in curriculum and instruction, dual language programming, and student population growth. Changes and lack of resources can cause stress. In an effort to mitigate this, Monterey Hills builds opportunities for support of its’ staff. Grade-level, professional development meetings and celebratory data talks offer time for teachers to share ideas, triumphs and laughter. The Student Success Team helps teachers problem solve interventions for students, so teachers feel supported. Monthly birthday celebrations bring staff together for food and fellowship. Attendance at after-school events and pitching in on school projects also builds bonds. Teacher Appreciation Week is acknowledged by students, parents and administrators, with cards, gifts and luncheons. Teachers receive appreciation notes from their peers and administration at staff meetings. At Monterey Hills, we strive for a supportive environment for students and staff, alike.

2. Engaging Families and Community:

Back to School Night at Monterey Hills is a soiree. Our MPR is packed with parents excitedly catching up. Monterey Hills’ sixth grade alumni serve food donated by local restaurants and businesses. During the evening, parents are invited to volunteer time or make contributions to ensure continued quality programming. Parents eagerly sign up to volunteer. They may serve as chairs for our Multilingual or English Book Fair, or coordinate the massive volunteer event, Sports Field Day. They may share their love for reading at our Annual Read-In, provide presentations as authors, immigration specialists, or Roboticians. The principal marvels at the attendance and asks parents to join the teachers with whom they will partner throughout the school year. So sets the stage, for engaging the community, as we work towards student success.

Teachers share their academic and behavioral expectations with parents at this time. Throughout the year during formal parent conferences, parent-teacher meetings, or as part of an audience, parents are informed of students’ academic achievements. Parents are invited to celebrate student progress: during Author’s Chair; Wax Museum presentations; a play based on a woman in California who changed her-story;

folklorico, square dancing or at the colonial ball. Lunar New Year and Cinco de Mayo bring members of the community together, in annual after-school celebrations.

Teachers engage parents in partnership when children experience challenges. Teachers reach out to parents as they pick up their children from the class, by phone or through email. They arrange family conferences to discuss academic, behavioral, and/or social emotional needs and plans of action. More formally, teachers or parents may initiate a Student Success Team meeting to determine additional supports and interventions.

Various parent committees work to secure engagement of the community. Our PTA holds its monthly meetings and will often host a special presentation: the Safety Plan, the Dual Immersion program, and curriculum used for struggling students, have all been topics. The PTA has also sponsored parent workshops with a focus on social-emotional wellness. The Wellness Committee promotes healthy living through Walk-to-School Wednesdays; annually preparing the school garden; and promoting the initiative to install water filters. School Site Council offers parents a chance to inform school practices aimed at student success and school improvement.

We celebrate the close of the year with our Annual Year End picnic, secure in the thought that the students and school have had another successful year of learning.

3. Professional Development:

Professional development is a critical component at Monterey Hills. The impact on instruction in the classrooms, and the capacity building for teachers and administrators, cannot be overstated. Beginning in 2012, South Pasadena began its' work to develop an understanding of Common Core Standards and shifts, and over the following years, introduced instructional strategies and curriculum that is aligned to meet academic standards. In addition to the academic focus, our teachers have also had an opportunity to be introduced to practices for over-all school improvement: Positive Behavior Intervention Supports, Mindfulness, Leadership and Restorative Justice training. Major initiatives were planned at the district level and site administrators built follow-up opportunities based on the needs' of our students and teachers.

Training on the standards in math, ELA/SLA, ELD, NGSS and next school year, in social studies, has always included an examination of the shifts in instruction and practices necessary to impart upon our literate students. The process continues; teachers participate in the piloting and selection of standards aligned curriculum and receive training on the implementation of curriculum, including the supportive techniques to use with struggling students. Following in-service on curriculum, an effective instructional strategy (Cognitively Guided Instruction, Project Based Learning, Writer's Workshop, 5E's) is introduced. To build a professional learning community, build support and ensure implementation, administrators attend trainings with teachers.

This comprehensive district-wide training on standards, curriculum and instruction, is then supported through continued professional development at the site. Teachers and administrators engage in additional readings and discussions about effective practices. Lesson studies, as well as peer observations, help them fine-tune their practice in the classrooms.

In addition to the professional development provided to our teachers to support academic growth, teachers have also received training in order to build our student's social-emotional and behavioral growth. Introducing PBIS, helped teachers realize the power of positive behavioral interventions. Mindfulness training began as a response to our students' needs to increase focus, regulate behavior and decrease stress. Restorative Justice training has just begun and is allowing our teachers to build a classroom environment in which children are taught to be empathic listeners; active problem-solvers; and learn to forgive peers. Our teachers have also just begun training on the 7 Habits of Highly Effective people, building habits in themselves and practicing these will help them interact synergistically with their peers.

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4. School Leadership:

Shared leadership permeates MHS and ensures students, parents and staff base decisions on student social and academic growth. In the business of shaping the world's future leaders, student leadership opportunities exist school-wide. From classroom monitors to student council membership for 2nd-5th graders, students act in leadership roles. They are prepared to serve as officers and problem solvers: soccer field issues; lunch-time concerns and weighing in on the installation of water filters. At the beginning of the school year, our 5th graders attend Leadership Day. During the school year they work on Power of One projects and act in leadership roles in the community. To achieve leadership skills, students receive instruction on Government and Citizenship and study important leaders throughout ELA/SLA, PBL and social studies units.

MHS parents also take on roles of leadership. As PTA members, they promote community and provide funding for enrichment activities. They are active on our Educational Foundation and serve on School Site Council (SSC). SSC includes parent and staff leaders who suggest intervention plans for our struggling students; approve our Safety Plan and monitor school-wide academic progress. Staff provide anecdotal and data driven evidence of student progress and explain strategies and programs to our parents who serve on the Council.

Staff members have a strong voice in ensuring our focus is on student achievement. Instructional leaders help to select district ELA/SLA and math curriculum. Leaders organize and conduct lesson studies and serve as demonstration teachers for visitors from other schools, as well as, each other. Dual language teachers take on leadership roles as we build our program. They bring multi-cultural experiences to their classrooms and partner classes. Grade level representatives meet as our Leadership Team. Ever-evolving, the group problem-solves everything from after-school supervision to professional development needs. They examine district policies. They serve as facilitators for grade level meetings.

Student Success Team's mission is to ensure academic, behavioral and social emotional growth of our students. This highly effective team builds the relationship between home and school and offers an opportunity to share resources and reroute a students' path towards success. Special Education Team work both as peers and as mentors, as they provide resources, services, and suggestions to our classroom teachers.

Our principal and assistant principal serve alongside these leaders: inspiring, supporting, guiding the work that needs to be done to create scholarly and empathetic leaders who will change our world.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Cognitively Guided Instruction (CGI) is the one practice Monterey Hills implemented which had the greatest impact upon our school's success. It improved math instruction; encouraged an inquiry approach later adopted for other curricular areas; and the professional development model used for implementation, served as a model for other instructional changes.

CGI was selected to address the need that all students achieve the CCSS in mathematics. Engaging to students who excel in math, research also indicates that CGI is a very powerful method to use with hard to reach students. Small group instruction, problem solving, and placing of the work in context, are all effective features. Coupled with math talks, CGI has impacted the social-emotional and behavioral needs of students by providing a classroom where students are free to take risks, count on each other as a community of learners, and understand that there is no one 'right answer.' Evidence is provided in our CAASPP results that CGI has helped our students achieve the goal of common core math standards and practices.

The impact of this strategy on student achievement in mathematics is important. Doubly important is what the teachers found out about students during implementation: students bring more knowledge to the classroom than given credit; student performance improves when given time to build conceptual understanding; students learn through inquiry. As teachers embraced the new curriculum in ELA/SLA, implementation of NGSS and what is to come in social studies; teachers are re-thinking lesson delivery. The workshop approach for writing and the grand discussions held during ELA/SLA time build upon student's knowledge. Essential questions guide instruction. Student conferences are built from inquisition. NGSS instruction begins with an examination of phenomenon and questions derived from observation and is followed by explanation, evaluation and elaboration. Many of our teachers have been trained in Project Based Learning (PBL), a strategy that incorporates aspects of CGI, and our teacher integrate components of PBL when providing instruction in social studies.

The professional development model used to build skills for our teachers in CGI was comprehensive. This was the first time all our teachers engaged in lesson studies and peer observations. This gave us a model for ELA/SLA professional development and will offer a guide when we begin more intensive work in implementing NGSS and social studies.

A Gold Ribbon practice, CGI continues to have a great impact on all forms of instruction, professional development and student achievement.