

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 Mrs. Cheryl Busick

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

Official School Name Arroyo Vista Elementary School

(As it should appear in the official records)

School Mailing Address 335 El Centro Street

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

South Pasadena CA 91030-3006
City State Zip Code+4 (9 digits total)

County CA

Telephone (626) 441-5840

Fax (626) 441-5845

Web site/URL http://www.arroyo.spusd.net

E-mail cbusick@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) 441-5810

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	71	48	119
1	63	50	113
2	52	59	111
3	68	49	117
4	72	48	120
5	52	65	117
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	378	319	697

*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
 - 33 % Asian
 - 2 % Black or African American
 - 23 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 30 % White
 - 12 % 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: 8%

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	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2017	716
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

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

7. Students eligible for free/reduced-priced meals: 14%
Total number students who qualify: 98

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>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 8
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.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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%	96%	97%	96%	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.

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. 2005

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

Arroyo Vista School's mission is to provide a nurturing and stimulating learning environment for children of many backgrounds so that each child becomes a literate and productive citizen of our multicultural society.

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

Arroyo Vista (AV) is a dynamic TK (transition kindergarten)-5 school of 738 students located in South Pasadena, California, a family-oriented small town located northeast of Los Angeles. AV's excellence over the years is the result of a unique blend of a professionally skilled and personally committed faculty; a talented and actively involved parent community; and a student body that is extraordinarily motivated to succeed. Part of our success is due to the broad ethnic and cultural diversity of our school and our community. Celebrating this diversity has become one of AV's core values and is reflected in our mission statement. The school community shares high expectations for all students. Our shared commitment results in children feeling happy, safe, and loved. The joy of learning abounds: teachers, classified employees, and administration work together as a close-knit team, continually striving to meet the overall growth of all students.

AV dates back to the late 1800s when it was known as Lincoln Park School. The AV tradition of active parent involvement began in 1911 when parents and teachers formed the city's first PTA. In 1979, another school closed, and its students were moved to Lincoln. The tradition of honoring student voices began when the blended student body was empowered to vote for a new name for their school, choosing Arroyo Vista in honor of the nearby Arroyo Seco. In the mid-1990s our district embarked on the path to educational reform with a summit that included parents, staff, and community members. A commitment was made to shared decision-making, standards-based instruction, improved student achievement, and the development of a community of learners. This has been the heart of AV's educational philosophy ever since.

The campus was remodeled at the start of the 21st Century. Our amazing interior courtyard has become a focal point for assemblies, performances, reading buddy meetings, lunches on the lawn, and celebrations during and after school. In addition, our large multi-purpose room gives us a space for schoolwide assemblies and unique art, music, and theater arts rotating classes.

AV has wonderful traditions that have lasted the test of time and are some of the many threads that weave us together as a whole. Every year, kindergarteners celebrate the 100th Day of School with a visit from the "real" Zero the Hero; first graders welcome the Lunar New Year with a dragon parade; and our second graders celebrate America's folk roots with a square dance performance. Our fifth graders display all they have learned about the USA by creating mini-floats of each state that they present in a State Float Parade performed for the school community, local dignitaries, and the full Pasadena Rose Parade Royal Court. In addition, since our faculty adopted the Project Based Learning (PBL) approach several years ago, each grade has added new traditions with a variety of authentic presentations for parent and community audiences.

Our staff works tirelessly to stay current with educational trends, seek out best practices, and be lifelong learners ourselves. Teachers who have received extra training use grade level meetings, early release Friday afternoons, and professional development sessions to share their expertise with their peers. This persistent drive for curricular and instructional excellence helped place our school in the top five schools in California.

Our staff and community are deeply committed to educating the whole child. We ensure that our students receive a rich performing and visual arts program, a robust physical education curriculum, and meaningful character education lessons at all grade levels. Also, we continually devote ourselves to finding better ways to analyze formal and informal assessment data. This allows us to meet the needs of students who struggle despite all that we offer in the core curriculum, provide challenges for the students who need acceleration and enrichment, and continually make strides toward closing achievement gaps in identified subgroups. As a high-performing school, we are also committed to meeting the learning and social-emotional needs of gifted students. We identify gifted students in third grade, use the cluster model for organizing 4th and 5th-grade classes, and deliver differentiated instruction at all grade levels.

Many parents come forward each year to take on significant leadership positions. On-campus parent volunteer time alone exceeds 25,000 hours per year! Parents actively volunteer in classrooms and the library, provide a strong art docent program and organize an amazing variety of school-wide programs throughout the year.

AV was honored as a California Distinguished School in 2004 and 2010 and was named an NCLB National Blue Ribbon School in 2005. In 2015 and 2017, AV became a California Gold Ribbon School. All of these awards have served to enhance the reputation of our school within South Pasadena and surrounding communities. The past decade brought numerous changes in our state English language arts (ELA)/English language Development (ELD), math, science, and history-social science standards, causing shifts in both curriculum and instructional strategies at AV. Fortunately, these shifts have been in line with our commitment to providing a comprehensive educational program that gives all students the opportunity to meet the standards and develop a life-long love of learning. Arroyo Vista is special and uniquely qualified to become a Blue Ribbon School again in 2019!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

In 2014, California adopted an ELA/ELD Framework that supported our philosophy that all students should be provided with a comprehensive, standards-based, differentiated, integrated, and deeply engaging ELA/ELD curriculum that prepares them for the challenges of the 21st Century. We implemented new strategies for teaching foundational skills, expanded reading comprehension lessons to emphasize meaning-making, and supplemented book collections with a balance of literature and informational text. We augmented our Step Up to Writing program with student-driven writing workshops and targeted lessons designed to teach students how to construct complex narratives. Furthermore, schoolwide training in Project Based Learning (PBL) enabled us to build students' reading, writing, listening, and speaking abilities.

We adopted the Benchmark Advanced series as our Reading/ELA/ELD curriculum because it most closely aligns with our philosophy. It provides interactive text sets that teach students how to read closely and use annotations to talk and write about texts. Additionally, it offers vertically aligned units of study, so all grades are engaged in the same social studies or science theme at the same time of the year which allows us to share leveled books across grades for better differentiation. All students also have access to several online reading programs, including Ticket to Read, Lexia, Reading A to Z, More Starfall (K-2), and Newsela (3-5).

Benchmark's backward mapping approach supports our district-wide Common Assessment Plan for ELA/ELD. Teachers frequently administer formative, summative, and Smarter Balanced Assessment Consortium (SBAC)-like assessments to check for student understanding, adjust curriculum, and diagnose and respond to identified student needs. Every trimester, teachers review assessment data, including California Assessment of Student Performance and Progress (CAASPP) results from the previous year, interim and unit assessments, and additional assessments of foundational skills and reading fluency. We have developed a multi-tiered system of support (RTI) that outlines what students receive as part of the core program in Tier I. For students in Tier II (at some risk), our Student Success Team (SST) brings teachers, parents, and support staff together to analyze data and develop specific improvement plans. These students are provided with targeted small group instruction in class and online. If students are not making adequate progress, we offer intensive Tier III interventions, including targeted individual instruction and further in-class and outside of class support. Furthermore, we hold additional SST meetings to adjust approaches, increase the intensity of interventions, and discuss additional special education assessments.

1b. Mathematics:

Our core curriculum utilizes inquiry-based instruction and our adopted series, Math Expressions (ME). South Pasadena Unified School District (SPUSD) contracted with the UCLA Mathematics Project to provide a two-year professional development program in Cognitively Guided Instruction (CGI). The purpose was to ensure that all teachers can engage all students in a wide variety of collaborative problems solving experiences that strengthen their ability to reason mathematically. As a result, our core curriculum fully supports our goal of balancing basic skills, conceptual understanding, and problem-solving.

AV teachers are committed to challenging advanced students as well as supporting struggling students. To that end, we provide K-5 students with the online adaptive program, DreamBox, and self-paced lessons offered by Khan Academy. Additional opportunities to engage with math at a variety of levels include the Kangaroo Math Challenge (1-5), the Continental Math League (2-5), district and county Math Field Days (4-5), and annual Family Math Nights.

All teachers administer formative, summative, and SBAC-like assessments to check for student understanding, adjust curriculum and instruction, and diagnose and respond to identified student needs. Early assessments help teachers tailor their pace to students' needs and determine placement in leveled math classes for 3rd-5th grades. At all grades, unit quizzes, tests, and mid-year assessments determine

intervention needs. End-of-year assessments allow us to collaboratively analyze class and school performance. At least one IAB assessment is administered each trimester in 3rd-5th grades to help prepare students for the CASSP and give us additional data regarding student and class progress.

Our RTI plan outlines what students receive as part of the core program in Tier I. For students at some risk (Tier II), SSTs bring teachers, parents, and support staff together to analyze data and develop specific improvement plans. In all grades, these students receive additional Dreambox time and targeted small group instruction while their progress is monitored, and in 3rd- 5th grades, they also receive after-school support. Finally, teachers help parents understand how to support their children's progress through Back to School Night, progress reports, and parent-teacher conferences.

1c. Science:

AV has made a concerted effort to adjust our curriculum and our instructional strategies to meet the shifts created by the Next Generation Science Standards (NGSS). Teachers have attended numerous district, country, and state-wide professional trainings, and our school has purchased a variety of additional materials to ensure our science program is interactive, inquiry-based, hands-on, and standards-based. Currently, teachers implement units of study drawn from Project Lead The Way (PLTW), Full Option Science System (FOSS), Great Explorations in Math and Science (GEMS), and InterAct, and supported by informational texts described in ELA/ELD.

Teachers across the grades use PBL challenges to deepen students understanding of science content and build their scientific literacy. Kindergartners learn about force and motion while building roller coasters; first-graders conduct observations of plants and animals to construct evidence-based accounts; second-graders investigate how to stop landslides by constructing models; third-graders use terrariums investigate how traits are affected by environment; and 4rd-5th graders build and code robots. As part of the learning process, students apply crosscutting concepts and work cooperatively to communicate their learning to peers as well as the greater school community. Kindergarten through third-grade students participate in Science Fair. Fourth and fifth graders also hold a STEM expo featuring Rube Goldberg-style contraptions, science fiction narratives, and cooperatively engineered creations. Our school community includes many scientists who support our students' learning through parent-led assemblies, such as the annual Mars Rover Assembly (K) and the Family Science Night (TK-5). Additionally, fifth-grade students attend Outdoor Science School for one week. Next year, we will be piloting newly adopted science programs and plan to adopt additional instructional materials as needed to ensure that all students develop strong science and engineering practices and learn essential core ideas to meet the NGSS performance expectations.

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

AV's standards-based history/social science (HSS) curriculum supports our school's mission and advances our long-standing commitment to embedding literacy instruction into engaging, interactive social studies units. To ensure that all teachers were able to deepen student understanding, foster creativity, increase collaboration, and enhance communication and critical thinking skills, we implemented Project Based Learning (PBL) in HSS as well as science. Teams of teachers trained with the Buck Institute and subsequently became mentors for others. AV teachers collaborate in grade-level and cross grade-level teams to transform existing lessons into student-centered PBL tasks and investigations. Second-grade ancestor research projects now challenge students to investigate the reasons why their ancestors chose to live where they did and make connections to the diversity in our school today. Rather than just study geography, fifth-grade students participate in a simulated trip across the USA that involves planning a route, estimating costs for travel, and creating postcards representing the various highlights along the way.

Since the adoption of our ELA/ELD program, AV teachers have worked collaboratively to align existing HSS units and PBLs with Benchmark's HSS knowledge strands, including Government and Citizenship, Technology and Society, History and Culture, and Economics. We are also reviewing the new HSS Framework to prepare ourselves for organizing all HSS instruction around inquiry questions of interest to students while still focusing on literacy and critical thinking skills. We plan to examine the Grade Level Guidance sections in grade level teams. Our PTA will provide us with sets of the storybooks, informational

NBRS 2019

texts, and primary source materials needed to implement the sample lessons it suggests. Since there are currently no standardized assessments for HSS or civic engagement, we assess student understanding as part of ELA/ELD assessments. At every grade, Benchmark provides opportunities to write informative and opinion essays, give oral presentations, and create multimedia presentations in a way that supports our goal of providing students with opportunities to share what they have learned with authentic audiences.

1e. For secondary schools:

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

2. Other Curriculum Areas:

1. Visual and Performing Arts

AV believes the arts are an integral part of every student's education. Teachers utilize our SRA Art Connections and Meet the Masters art programs. Our PTA supports teachers with an art docent program that trains volunteers for visual arts lessons and firing clay projects in our school kiln. Our PTA also sponsors an annual Art Reflections Program and Art Show, an annual AV Marketplace, that features student-created crafts, and monthly Friday afternoon Art Happenings.

Our talented parent community enriches AV's performing arts program. Every year, staff and parents collaborate to stage a Fall Concert, featuring performances by each grade. Additional student performances include: class plays, Lunar New Year parades, Patriotic Song concerts, Square Dances, the AV Talent Show, and Thanksgiving concerts. Furthermore, staff and parents collaborate to produce our 5th Grade Promotion Ceremony, including the parent-written songs "We Love AV" and "You Are The One."

Our district provides all elementary students with a trimester of theater, visual, and musical arts. In theater arts, core theater concepts that generate creativity and imagination are introduced in early grades. In later grades, students write and perform their own plays. In visual arts, students create a stunning array of projects that build artistic creativity and connect to our ELA/ELD themes of story and character. In music, students learn how to hear, describe music, read and write increasingly complex rhythmic patterns, and play instruments. Fifth-grade students are also given the opportunity to perform in the 5th-grade play or participate in the 5th-grade band.

2. Physical Education/Health/Nutrition

AV's trained PE coaches deliver a sequential PE/Health education program, aligned to the state standards, to each grade level for 100 minutes per week. Students work on developmentally appropriate activities designed to build muscular strength, endurance, aerobic capacity, and flexibility. They learn manipulative skills for PE, recess, and after-school sports activities. Annual events include: AV Sports Day, AV Jog-a-Thon, Jump for Heart, and the All City Track Meet. Our fifth-grade students participate in the statewide Fitnessgram program and have steadily increased their performance. In addition, many classes integrate yoga and mindfulness into their daily routines. Kindergarten and first-grade use parent volunteers to teach a motor skills program called Motor Moms/Dads, and 1st-5th grades have a trimester of dance classes. From K-5th grade, teachers integrate health and nutrition concepts into their life science units and use the instructional materials provided by MyPlate.gov (USDA). Finally, our PTA invites health and nutrition professionals to deliver lessons on making healthy choices to all classes.

3. English Language Development

We support our English Learners with ELD materials embedded in the Benchmark curriculum, and supplement with Imagine Learning English online, Specially Designed Academic Instruction in English (SDAIE) methods, and small group instruction. All teachers are trained in Specially Designed Academic Instruction in English (SDAIE) and hold Cross-cultural, Language, and Academic Development (CLAD) certificates. Our careful monitoring of growth with formative assessments and timely interventions

have supported steady improvement in our students' English Language Proficiency Assessments for California (ELPAC)/ California English Language Development Test (CELDT) results, which show consistent year over year growth in our English Learners.

4. Technology/Library/Media

It is our firm belief that the purpose of technology is to enhance teaching and learning in our school. To this end, one can find technology everywhere on campus. Every classroom has a Smartboard to support instruction. There are approximately 830 devices (iPads, Chromebooks, and Apple computers) that are connected to the Internet. Students in kindergarten through second grade visit our media lab each week to learn grade-level appropriate technology skills in accordance with a district scope and sequence. This instruction is supplemented with robotics and coding lessons utilizing kits, such as Ozobots, Spheros, and BeeBots. Students in 3rd-5th grade have one-to-one Chromebooks in their classrooms, where classroom teachers implement technology into their curricula with the support of a district technology integration coach. AV is committed to a cohesive plan for digital citizenship and digital literacy instruction through an internally developed scope and sequence based on the lessons available through Common Sense Media. Through this instruction, students develop a deep understanding of how to interact with technology in ways that are safe, responsible, and respectful.

Our library contains almost 20,000 volumes, and our librarian holds weekly classes for all grades. She is always available to help teachers, students, and families find specific books to support class units or special projects. In addition, she reinforces AV 's monthly character trait with targeted read alouds and in-depth conversations, runs our "Ink Drinkers" monthly reading club for 3rd-5th grade students, and collaborates with the PTA to organize Read Across America Week which culminates in a schoolwide day of reading. Twice a year, she also hosts "Pajama Story" and "Cookies and Bookies" evenings.

5. AV Character Education: See School Climate and Culture

3. Special Populations:

We believe that no barrier should separate a child from quality education; therefore, differentiating instruction is critical to the success of AV students. Teachers perform regular assessments to determine student needs and provide students with targeted instruction. Specifically, in ELA/ELD, students are matched to books at their reading level for small group instruction, and teachers provide feedback on their reading progress. Performance tasks in math and writing give students the opportunity to use higher order thinking skills to solve real-world problems.

AV utilizes a tiered Response to Intervention (RTI) instructional approach that begins with strong classroom core instruction, differentiated to meet all students' needs. However, if students are not successful or need more practice, they are provided Tier II and Tier III instruction. Struggling students participate in intervention classes before, during, and after school. In addition, they utilize online programs such as Raz-Kids and LexiaCore 5 for online reading practice. Our 3rd-5th grade students also work with the Newsela program, which provides students with high-interest current event articles at multiple Lexile levels. Students use Dreambox and Khan Academy to remediate or accelerate learning in math. These online tools give children a customized learning experience that's scaffolded to their level, and allow staff to monitor student progress regularly and identify those at risk. Our Student Success Team (SST) addresses attendance, academic, and behavioral concerns to develop appropriate action plans.

CAASPP assessment data confirms that AV is a high performing school, with 85% of all students meeting or exceeding standards in ELA, and 83% doing so in mathematics. One subgroup, whose achievement is lower than average, includes 62 socioeconomically disadvantaged students, with 73% proficient in reading and 67% in math. We also monitor our Hispanic/Latino students, with 75% meeting ELA and 69% meeting math standards. The 4-year trend for both groups includes a 9% growth in reading and 8% growth in math.

While 33% of our English Learners (EL) meet standards, data shows this is due to high reclassification rates in the early grades, meaning these on-level students are included in our "all students" population. EL students are provided designated ELD instruction and integrated and embedded instruction within the core

curriculums. Students are grouped according to their English Language Proficiency Assessments for California (ELPAC) levels in classrooms and receive instruction in small groups using SDAIE methods. As a result, all EL students have made at least one level of progress every year, and are able to perform on grade level once reclassified.

Our most at-risk group, with 48% proficiency in ELA and math, includes 21 students with disabilities. To address their varied needs, we ensure that our comprehensive Tier II ELA/ELD and math interventions and enrichments are available to all students, even if they also receive Tier III Special Education support services. Students placed in our district K-2 special day class participate in our core instructional program as much as possible through a structured push-in program.

Finally, since 59% of students exceed ELA standards (CAASPP), we also address the needs of our high achieving students. We utilize the cluster model to meet the needs of gifted students. In fourth and fifth grade, Gifted and Talented Education (GATE) students are provided accelerated and differentiated opportunities to be challenged. Our trained GATE teachers also educate parents and staff about the social and emotional needs of gifted students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Arroyo Vista is a beautiful, welcoming school with a reputation for academic excellence and a dedication to educating the whole child. Our staff shares a common belief in the importance of student engagement in the learning process. Our commitment to putting students first drives every decision we make and is at the heart of the family and community-oriented culture at our school.

In addition to ensuring that all students recommit to school rules and expectations each year, our RTI Support for Behavior plan is based on the Positive Behavioral Interventions and Supports (PBIS) program and the concepts of restorative justice. These approaches are research-based and have helped reduce the occurrence of problem behaviors at AV, adding to our positive school climate and supporting academic performance. Our Character Trait of the Month program is integrated into our Monthly Awards program, so students are recognized and celebrated for academic and character-based achievements. All staff at AV focus on “catching students being good.” Third, 4th, and 5th-grade Student Council members serve as models for positive character and behavior, and 5th-grade PEACE Team members offer conflict resolution support for younger grades during recess.

Our strong school climate is also a result of our multi-faceted approach to building positive character traits. The Second Step character education curriculum is used in all classrooms, and parents help deliver lessons in each grade to strengthen our home-school bonds. Additional practices, including Tribes, Community Circles, Class Dojo, and Drops in a Bucket, give students skills and opportunities to share their thoughts and feelings. They also offer teachers multiple ways to acknowledge acts of kindness and integrity. For the past three years, our school community has participated in the Great Kindness Challenge, with great enthusiasm from students and families. Most importantly, we all share the core value that each of us will treat others with respect in all interactions.

Many factors contribute to the positive working climate experienced by AV staff members. Every staff meeting opens with the sharing of Family News, and our active social committee organizes formal and informal events to honor and support each other. Parent volunteers are a vital part of AV, and the school atmosphere is enhanced by the deep level of support teachers feel from our parents. The PTA sponsors regular luncheons and snacks and coordinates an annual Teacher Appreciation Week. We all embrace the idea that when faculty and students feel valued, they are likely to work harder and enjoy the work that they do.

2. Engaging Families and Community:

The strong partnership we have with our families and community is based on our shared commitment to nurturing the intellectual, emotional, and social growth of all of our students, and to celebrating the ethnic and cultural diversity that makes us so unique.

AV teachers encourage parents to take an active role in their child’s education because we recognize children do better academically and emotionally when the adults in their lives work in unison. At Back to School Night (an average attendance rate of 98%), teachers invite parents to work in the classroom as small group reading assistants, art docents, Second Step leaders, field trip chaperones, and library assistants. In addition, parents are encouraged to share cultural traditions and career experiences and are invited to help with and attend class performances. To maintain engagement, AV teachers write weekly and monthly newsletters, post updates on school and class websites, and respond to parent communications within 24 hours.

The School Site Council and PTA involve parents in school programs that support the development of the whole child. Each year, parents in both groups organize numerous fundraisers, schedule schoolwide performances and assemblies, and organize annual or bi-annual events, such as the Science Fair/STEM Expo, Family Movie and Music Nights, Book Fairs, the AV Gives Back volunteer day, and the AV

Marketplace (a craft fair/business opportunity for AV students). The PTA also sponsors regular parent education nights focused on academic, social, and emotional ways to support our students.

Parents also play a key role in involving the larger community in supporting our school. Specifically, they are actively involved in the SPUSD school board and the South Pasadena Educational Foundation. They have also worked tirelessly to pass numerous school improvement bonds to renovate all our facilities, and a parcel tax allowing us to offer smaller class sizes in all grades. AV parents secure readers and speakers from the community for Read Across America Week, Family Science Night, and Red Ribbon Week. They also invite community members from the Jet Propulsion Lab, the Water Department, the Tournament of Roses Royal Court, and local markets to help launch and serve as authentic audiences for student projects, including the kindergarten rollercoaster challenge and the 5th Grade Annual State Float Parade. Without the amazing support of our parents and community, we would not be able to provide such a rich and well-rounded learning experience for our students.

3. Professional Development:

The AV approach to PD aligns with the district and school goals and embraces the critical role PD plays in our capacity to continually improve student development. Our vision for PD is collaborative, continuous, embedded in daily practice, and builds on the successes already evident in our school. Specifically, we seek best practices that address goals identified by reviews of student performance data, annual needs assessments, program evaluations, and teacher self-assessments. District and site professional development plans are aligned with our School Plan for Student Achievement improvement goals and ensure we can fully implement newly adopted state standards while improving student achievement. AV staff works together in a variety of forums, including monthly site meetings, grade level meetings, weekly Friday planning time, district staff development days, and team release days. Over the past four years, our district's PD focus has been on providing all teachers with training in Project Based Learning, Thinking Maps, Project Lead the Way (STEM), the tiered instructional process (RTI), and lowering student anxiety. This spring we are also launching a 6-week program on Mindfulness for all classes.

Our biggest challenge has been to ensure that all teachers are able to implement the shifts in curriculum and instruction accompanying each new state framework. When changes were made in the mathematics framework, our district provided training in our math series and CGI instructional strategies. AV then utilized the peer coaching model in and across grade level teams to significantly improve our capacity to implement this framework. With the new Common Core ELA/ELD and NGSS frameworks, we were faced with the challenge of implementing new instructional strategies and delivering new content without the benefit of a new adoption for several years. During this time, our teachers attended LA county and statewide training in content and pedagogical shifts in these frameworks. Our district also allowed principals to use their site-based teachers as peer coaches and workshop leaders, increasing our ability to adjust and align current units before adopting new materials. This preparation enabled AV teachers to implement the Benchmark series with ease. Rather than learning new strategies, we focused on how to integrate ELD/ELD with PBLs and Thinking Maps, and how to better differentiate for our struggling and advanced students. Many teachers have also participated in Professional Learning Communities, helping them hone their craft and increasing the sense of community among staff members.

4. School Leadership:

The AV leadership philosophy is centered on collaboration and shared decision-making. Every staff member is a valued and critical member of our team, and his/her contribution to our collective goals are directly linked to our success. Our principal has developed a deep understanding of each team member's strengths, harnessing them to build a team which embraces a shared vision and purpose. Each grade has curriculum experts who provide team support and mentor other teachers.

Our administrators consistently communicate that AV students are capable of accomplishing great things if everyone works together. "Students come first" and "assume good" embody our principal's core message. To this end, our School Site Council (SSC) serves as the key advisory group for developing our Single Plan for Student Achievement (SPSA), analyzing data, setting school goals, monitoring program

implementation, and deciding how to allocate resources.

AV's school leadership team meets monthly to make decisions on school-wide issues and disseminate information to and from colleagues, so all staff members stay informed about our successes and challenges, review and analyze data from grade level data teams, and share what they've learned about great teaching with their peers. Many school leadership members are also on our site-based PD team and are volunteer mentor teachers for our new teacher Induction Program. We celebrate the emergence of talented new teachers because it supports AV's history of excellence. The leadership structures we have created facilitate the collaboration of all stakeholders in student achievement and program improvement. Our administrators nurture new leaders by helping staff and community members recognize their strengths and grow stronger through being part of the AV family.

Our principal and assistant principal have two core daily tasks: Providing an atmosphere that promotes powerful learning opportunities for all students all day and enhancing the quality of daily activities of every person in our school. This has resulted in remarkable success and a greater sense of happiness and enthusiasm at AV. This strength-based focus builds positive relationships among staff, between staff and students, and within our community.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our academic success is largely the result of Project Based Learning (PBL): a systematic teaching method that engages students in learning through an extended student inquiry process. It allows students to solve real-world problems by designing their own questions, planning their learning, organizing their research, and creating a product. PBL is an effective and enjoyable way to meet students' need for engagement while ensuring mastery of the Common Core Standards.

AV implemented the Buck Institute's PBL model to ensure we made school-wide shifts in our instructional practices. The Buck Institute offered professional development on how to design, assess, and manage projects that engage and motivate students.

The unique design of PBL allows students of varying abilities to work together and share strengths and is a benefit to all learners. PBL builds excitement and engagement for a student that may be a struggling reader but has excellent communication skills, or an English Language Learner that is still learning to communicate but has the ability to demonstrate knowledge outside of direct language. Projects provide students with empowering opportunities to make a difference, by solving real problems and addressing real issues. Completed projects lead to positive peer relationships and create a classroom culture that is conducive to learning.

As a result, 85% of our students' CAASPP scores met or exceeded standards in English Language Arts and 83% in Math. We have also witnessed PBL's effectiveness via student performance on formative, summative and standardized assessments.

Beyond test scores, our students are more engaged in the learning process, leading to a greater understanding of the content and increased motivation to learn. In addition, parents have reported that PBL has helped their children to gain valuable skills and collaborative experiences that build a strong foundation for the future.

We engage all stakeholders in our PBL model. Teachers provide parents with rubrics, and access to information through classroom websites (i.e., Google Classroom) and shared Google Docs. Parents and community members are often invited to share their expertise, when applicable, to projects.

We monitor the program through a variety of means. By using informal and formal assessment data collected from students, teachers can evaluate their projects using the Buck Institute's project design rubric. In an effort to meet the NGSS, we have implemented units from Project Lead The Way (PLTW). To date, all teachers have gone through training and have integrated their PLTW units into their PBLs with great success. Our teachers see students regularly demonstrate mastery of content covered through PBL units in science, HSS, and ELA/ELD.