



## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 5 High schools
  - 0 K-12 schools
- 29 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	15	12	27
K	41	35	76
1	49	39	88
2	41	40	81
3	49	44	93
4	58	38	96
5	60	36	96
6	53	44	97
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	366	288	654

\*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):
- 1 % American Indian or Alaska Native
  - 63 % Asian
  - 5 % Black or African American
  - 15 % Hispanic or Latino
  - 7 % Native Hawaiian or Other Pacific Islander
  - 7 % White
  - 2 % 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: 5%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2017	649
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 20%  
128 Total number ELL

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

Taiwanese, Spanish, Vietnamese, Cantonese, Korean, Tagalog, Mandarin, Khmer, Arabic, Hindi, Ilocano, Indonesian, Punjabi, Russian, Thai, Urdu, Cebuano, Gujarati, Bengali, Telugu, Tamil, Marathi

7. Students eligible for free/reduced-priced meals: 15%  
Total number students who qualify: 98

8. Students receiving special education services: 11 %  
71 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>33</u> Autism                 | <u>36</u> Multiple Disabilities                |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>6</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>2</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance   | <u>28</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: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	27
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 26:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes  No

If yes, select the year in which your school received the award. 2012

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

Educate all students to become informed and productive 21st Century citizens and maintain a safe school environment that enhances effective learning and promotes positive behavior.

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

## **PART III – SUMMARY**

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Joe A. Gonsalves Elementary School is located in Cerritos, California and is part of the ABC Unified School District. We serve over 650 students in TK (transition kindergarten) through 6th grade. This includes 22 general education classrooms, as well as three special day classrooms serving students with moderate-severe Autism. Our diverse student population is 63% Asian, 15% Hispanic, 7% White, 8% Filipino, and 5% African American. English Learners make up 20% of our student body. Fifteen percent of our students are Socioeconomically Disadvantaged, and 11% receive Special Education services.

Our school is named after a prominent community member, Joe A. Gonsalves. He was a Councilman and Mayor of Dairy Valley (later named Cerritos) and went on to be a highly respected Assemblyman for the state of California. We annually celebrate Joe A. Gonsalves Day. Until his passing, Joe A. Gonsalves graciously attended each year with his wife, Jerry. He was extremely proud of our school's tradition of academic excellence, and we take pride in upholding his reputation for respect and responsibility. Joe's wife Jerry Gonsalves and several family members have maintained this tradition by visiting our school every year on this day. Afterschool on Gonsalves Day, we host our "Taste of Gonsalves", a celebration of the many diverse cultures we have at our school through food, song, and dance.

We have been named a National Blue Ribbon School, a California Distinguished School, and a California Business for Education Excellence Honor Roll School. We have also earned the California PBIS Coalition Silver Award for our status as a Positive Behavior Intervention and Supports school. Highly qualified teachers use effective, research-based practices and receive professional learning in English Language Arts/English Language Development, Math, Science and Social Studies to support their efforts in the classroom. Bi-monthly collaboration time allows grade-level teams to analyze student assessment data, which is then used to plan and implement professional learning and curriculum initiatives. We identify students who are performing below grade-level and enroll them in our Response to Intervention program to work on bringing them back to grade-level. We also identify students who are Gifted and Talented. They participate in our Gifted and Talented Education (GATE) program where our teachers are trained to provide differentiated instruction to challenge and enrich their experience.

Working together to improve the academic and social emotional growth of all students is a team effort that all stakeholders take seriously. Parents volunteer countless hours to support teachers, special events, and the overall educational program. They actively participate through our Booster Club, School Site Council, School Site Plan parent meetings, and cultural parent groups. We hold monthly Sack Lunch Days where families and students enjoy a picnic-style lunch together. Students and parents share cultural traditions at our annual Lunar New Year celebration, Diwali assembly, and "Taste of Gonsalves" cultural festival.

Teaching students to be good citizens in a 21st Century world is a priority for us. We recognize students at Spirit and Awards Assemblies, and around our school for showing STAR behavior - Stay Safe, Take Responsibility, Act Respectfully, and Ready to Learn. Our strong and active Student Council not only organizes enjoyable events for our student body, but also plans and participates in various community outreach efforts. Through these experiences, students work together to develop organizational and leadership skills.

Previously being named a National Blue Ribbon School has been a source of pride within our community. Knowing that reaching such a milestone "takes a village", all stakeholders feel their time and effort in providing the best learning environment for our students to strive and thrive has been validated. We have been able to share and discuss our best practices with educators to help them improve student achievement. We welcome colleges and universities like California State University, Long Beach and Cerritos Community College to send their students to observe and learn from our teachers to prepare them for their future careers in education. While attending district and county professional learning trainings, both teachers and administrators have the chance to share best practices, programs, and resources we have implemented at our school. With our success, we understand the need to continuously improve. We've adopted curriculum and instruction that focuses on the Common Core Standards with a focus on student collaboration, creativity, communication, and critical thinking. We look even more at the whole-child, implementing

positive behavior interventions and supports along with social emotional and mental health interventions. Families and community members are given more of a voice when deciding goals, actions, and services to address the California eight State Priorities. Professional learning opportunities provide support for teachers with instructional rounds where district coaches come to our school work directly with teachers along with large group trainings at the district office. This allows us to focus on the unique needs of our school.

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

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

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

Our reading/language arts instruction is aligned to the California State Standards for English Language Arts. Our district has adopted the McGraw-Hill Wonders ELA curriculum, but we understand that the standards drive learning and curriculum is a tool to help students reach their potential. Reading is so important because it crosses over to all curricular areas. Teachers incorporate the four C's of 21st century learning- creativity, collaboration, critical thinking, and communication- so students have these skills to be college and career ready. We provide print-rich environments where students read stories, literature, and complex texts in science and social studies. Teachers ask text-dependent questions that involve analysis of the most rigorous parts of text, allowing for a deeper understanding. Requiring students to persevere through difficult text builds critical reading stamina necessary for success in college and career. Teachers emphasize academic vocabulary, which is critical in students' understanding of the text. When writing to inform or persuade, students are provided sources to read and reference as evidence. During reading lessons, teachers explicitly communicate the objective to set purpose and a clear direction for students. Students engage in peer collaboration and academic conversations to explain answers with supporting evidence from the text. Instructional approaches vary from whole group, small group, partner work, and independent practice. Teachers monitor student progress throughout lessons using whiteboards, hand signals, and digital applications. These strategies determine which students require more targeted differentiated instruction. Flexible groups are then created based on those needs. Problem-based learning opportunities are incorporated into the instruction so students work collaboratively, think critically, and solve real-world problems. Teachers follow data analysis protocol to analyze results from district benchmarks, curriculum tests, and individual reading inventories to identify students' strengths and weaknesses. This item analysis allows teachers to focus on standards to help guide their instruction.

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

Once again, the California State Standards guide our instruction in Math. We utilize the Pearson EnVision Math curriculum to teach students the skills and concepts they need, along with deepening their abilities to think mathematically. The 4 C's and Mathematical Practices play an important role in how students engage with and master the standards. Our goal is to provide rigorous content and have students apply their knowledge through higher-order thinking skills. Teachers utilize daily reviews of previously learned concepts to help students develop their fluency. Students learn best when they are actively engaged in the learning. Problem-based learning is an integral part of each lesson, and students work either in small groups or individually to solve real-life problems. They are always encouraged to think of multiple approaches or strategies to come up with a solution and then share their reasoning with others. Lesson objectives are always shared with students, so they know what they will be learning, and the academic vocabulary needed is introduced. Concepts are taught and strengthened through the I do-We do- You do strategy, and students are given guided then independent practice. Throughout lessons, students are given opportunities to work with partners or small groups to share and discuss answers and how they reached those conclusions. Students are engaged with the use of graphic organizers, manipulatives, and hands-on activities, as well as structured student interactions. Teachers are constantly checking for understanding using whiteboards, hand signals, digital applications and quick checks. Those still having difficulty with the concept are pulled into small groups for explicit instruction, while others work independently. Online curriculum assessments are used to receive immediate feedback on how students are performing. This feedback along with data analysis of district benchmarks informs planning and instruction.

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

In order to prepare students for college and career readiness, the state of California adopted the Next Generation Science Standards. These standards will help students compete and thrive in the 21st Century world. We believe that a high-quality science education means that students will develop an in-depth

understanding of content and develop key skills—communication, collaboration, inquiry, and problem solving- that will serve them throughout their educational and professional lives. Our science and engineering implementation focuses on depth over breadth, choosing to delve deeper into topics to advance conceptual learning. We provide inquiry-based, hands-on, and project-based learning that gets students excited about science and its real-world application. Assessments focus on evaluating student’s performance through application, rather than focusing on rote memorization of facts. Our district is in the process of adopting new curriculum that aligns with the Next Generation Science Standards. However, at Gonsalves, we have moved forward with implementation using the resources we have available. For instance, our 5th and 6th grade students participate in the Engineering is Elementary program. With this program, students are introduced to engineering practices through project-based inquiry. Some examples include: “Bombs Away!” where students build a parachute carrying a weighted object that reaches the ground in the longest amount of time and “Keepin’ It Comfy!” where students engineer an insulated “home” that stays at a comfortable temperature inside no matter how high or low the temperature gets outside. Our 3rd and 4th grade students have also recently implemented the Dash and Dot program in which students learn coding skills working in collaborative groups to program robots. This program encourages hands-on play and learning to make creative problem-solving concrete and tangible and inspires students by giving them tools to imagine and invent the future.

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

Our social studies curriculum is based on the current California State Standards. With reading a part of all curriculum areas, social studies is integrated within the English Language Arts standards. Teachers use a variety of methods and strategies to connect students with the past. They use models and maps; timelines and graphic organizers; music and dance; guest speakers and artifacts; and poetry, art, and read-alouds to enhance the learning. We try to provide real-life experiences, so students can experience their communities up close and hands-on. We use field trips to extend learning by taking Kindergartners to an actual, working farm; 3rd graders visit the local fire department; 4th graders see what life was like at Mission San Juan Capistrano; and 5th graders visit Riley’s Farm which transports them back to colonial times. Students participate in grade-level specific “days” such as California Indigenous Peoples’ Day, Colonial Day, and Greek Mythology Day, all of which connect students to the people and concepts they study. Students are assessed with curriculum chapter and unit tests as well as project-based assessments that measure their understanding of content matter. From creating tri-fold display boards of famous Americans, to models and oral presentations of California landmarks, to creating “Facebook” pages for famous explorers and passport pocketbooks of ancient civilizations, students have the opportunity to show what they’ve learned in a variety of ways. Civic learning and engagement are strong at Gonsalves with our active Student Council that leads through example and promoted respect, responsibility, initiative and collaboration. Students are aware of their contributions in creating a nurturing school experience and positive learning environment. They plan school events and reach out to the community, organizing toy and food drives to give to the less-fortunate. They have also partnered with outside organizations to provide disaster relief.

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

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

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

A well-rounded educational experience is important to us at Gonsalves. Along with the curricular areas of ELA, Math, Science, and Social Studies, we know that the Arts, Physical Education, and Technology are just as important. Although these areas may easily be overlooked in favor of core curricular instruction, we make a conscious effort to provide these enriching learning opportunities to our students. Gonsalves students benefit from a strong visual and performing arts curriculum with integration across content areas. In grades 4-6, students are able to participate in an instrumental music program. A credentialed music teacher works

with students in Band twice a week for 30 minutes. Benchmarks are administered, and progress is monitored. Advanced band members are given opportunities throughout the year to perform in front of peers and family. Each grade-level receives choral music instruction for 40 minutes where they learn thematic, seasonal songs that engage and motivate all students. Gonsalves students attend art lab once every two weeks. The art instructor uses the Meet The Masters curriculum, aligned with the State Standards, that teaches students about culturally diverse artists with a focus on art history and their styles and techniques. Our Booster Club sponsors assemblies through the Los Angeles County Music Center, representing a range of disciplines and cultures. Exposure to arts education has been shown to improve school attendance and sharpen critical and creative skills. Additionally, research has shown that what students learn in the arts helps them to master other subjects, such as reading, math or social studies.

We have bi-weekly rotations where students attend computer, library, and art classes. During this time, grade-level teams meet to work collaboratively on planning, curriculum, and instruction. Students get the opportunity to work on their technology skills in our computer lab with a focus on word processing, typing, researching, and creating presentations. We currently have 1:1 devices in our 1st-6th grade classrooms. Our plan is to continue until all classrooms have 1:1 devices to support and enhance the learning of our students. Our Special Day Classes (SDC) for our moderate to severe Autism students receive individualized instructional support with 1:1 iPads. For our non-verbal special education students, this is their preferred method of communication, which supports their inclusion into the school community. We were largely able to accomplish this due to the generous contributions of our Booster Club and Student Council which shows the commitment of our school community to support student success. Our library technician instills the love of reading through read alouds and checking out informative and narrative books. Students utilize the library media center resources for research, classroom projects, and for the joy of reading. We have found that an integrated technology curriculum provides countless benefits to students and staff, especially in the school's media center where students seek information from a variety of sources every day.

All students are required to have 100 minutes of physical education each week. Both teachers and a physical education specialist lead lessons including development of gross motor skills and participation in team sports. Along with the health and nutrition lessons students receive in class, targeted lessons are also done, for example in 6th grade where students participate in our district's Sexual Health and HIV Prevention Program and Life Skills program presented by a local agency. Our social worker provides classroom push-in lessons on topics like conflict resolution, expressing your feelings, kindness, bullying and asking for help. Healthy students excel academically and are more likely to be engaged positively in social, community, and extracurricular activities.

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

Like any school, we have student populations with needs that require special consideration and attention from teachers and the school. We utilize the three-tiered Response to Intervention (RTI) model to ensure success for all students. In the classrooms, teachers provide high quality, researched-based instruction and universal screening and assessments to determine students' levels of achievement. Differentiated instruction is used to meet the needs of students who are not meeting the grade level standards. This may include small group instruction, think-pair-share strategies, and scaffolding to name a few.

If students aren't making adequate progress in the classroom and are below grade level, they will receive more targeted help. We have a credentialed RTI teacher who works with small groups of students using the adopted core curriculum intervention program. Progress monitoring is done to examine student achievement and gauge the effectiveness of the curriculum. Students who continue to show little progress receive more intensive intervention targeted to their skill deficits and may be considered for Special Education services.

English Learners receive both integrated and designated English Language Development instruction. Teachers provide language clarification and language acquisition support during regular content area lessons. English Learners also receive a designated 30 minutes of ELD instruction which is directly connected to the core curriculum. We use the Imagine Learning online program to strengthen student reading and language skills for both English Learners and at-risk students. Participants receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs.

Personalized long and short-term reports and data are easily accessible to monitor student progress in the program.

Students with disabilities receive Special Education services. We provide the least restrictive environment based on each individual student's needs and abilities. A resource specialist works with students who are in the general education classroom either in small pull-out groups or push-in to the classroom for individualized support. We have three special day moderate to severe Autism classes that provide instruction, structures, routines, and strategies to help our students learn and achieve. Data and assessments are reviewed at annual IEP meetings, and individual goals are determined and monitored.

Gifted and Talented Education (GATE) students and high achievers who are identified during the universal screening and assessment process need their individual needs met as well. Teachers in grades 3-6 have been trained in the California GATE Standards which include Acceleration, Depth, Complexity, and Novelty. They apply this knowledge by differentiating the content, process, and product for these students. Core curriculum materials provide leveled readers and enrichment and challenge activities that all teachers use to allow students to delve deeper into the subject matter.

## PART V – SCHOOL SUPPORTS

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

Gonsalves Elementary implements the PBIS (Positive Behavior Interventions and Supports) framework to create positive behavioral and academic environments that support students and teachers. We explicitly teach students proper behavior just as we would reading and math, and students can meet behavior expectations if they know what those expectations are. Our focus is on prevention, not punishment. This is accomplished through a 3-Tier system of support for students and staff in the school. Tier 1 is a school-wide system for all students. We created our school mission statement that guides what we do then our behavioral expectations which are Stay Safe, Take Responsibility, Act Respectfully and Ready to Learn (STAR). We determined what these behaviors look like in all parts of our school. A positive acknowledgement system is used to recognize appropriate behavior, and effective consequences and supports are used for inappropriate behavior. When our students demonstrate STAR behavior, they are rewarded with STAR cards that are redeemed within the classroom positive behavior system or at the weekly STAR Card store for rewards and prizes.

Tier 2 provides an extra layer of support for students who continue to struggle with behavior. We use evidenced-based interventions and instruction to correct the behavior. This includes our Check-In/Check program we call STAR Trackers. These students check-in each morning with their STAR coach who gives positive encouragement, reminds them of their goal, and gives them their daily progress report form. The teachers score the student on their behavior throughout the day with mini-conferences, always being positive and reinforcing. At the end of the day they return to their coach to check-out and receive a reward if they made their goal. The form goes home for parents to sign and encourage their child as well. Tier 3 is intensive interventions. These students receive individualized supports and services based on their behavior needs.

We have a full time social worker who provides mental health, social, and emotional supports for eligible students. Our Primary Intervention Program (PIP) uses a skill-streaming curriculum to work with students on friendship-making, dealing with feelings, alternatives to aggression and dealing with stress. When teachers see students struggling academically or social/emotionally, they can refer them to our Student Success Team which is a problem solving team consisting of families, teacher, and staff to seek positive solutions for students.

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

We feel that improving student connectedness to school and the educational programs we provide will have a positive effect on overall achievement and success. To foster this, we understand the importance of engaging families and community in student and school improvement. We invite and encourage families and the community to be involved in decision-making, educational opportunities, and special events and activities. Throughout the year, we hold our Coffee with the Principal meetings. Here we share not only the latest news and information, but we ask parents to be active participants in the decision-making process. Parents and community members are encouraged to offer input on our School Plan for Student Achievement (SPSA). It identifies and addresses the needs of students based on the eight State Priorities and specifies how funds will be used to accomplish the goals outlined in the plan. The annual process of developing, reviewing, and updating the SPSA includes a comprehensive review of data and the development of actions and services necessary to achieve school goals. Our School Site Council is involved in this process as well and ultimately votes to approve the plan.

Our English Language Advisory Committee (ELAC) provides parents with a forum to express their thoughts and opinions about their children's education, and they provide input on the programs and services of our English Learner population. The Booster Club is our parent organization group, and they provide immeasurable support to our students and our school. Their fundraising allows us to provide field trips, music instruction, a PE specialist, and art instruction that our students wouldn't otherwise be able to receive. They work in conjunction with the Los Angeles County Music Center to bring school assemblies

that provide powerful learning opportunities through the arts. These assemblies spark creativity and imagination and foster a deeper engagement with the arts. The Booster Club has also supported us in our efforts to bring 1:1 devices into the classroom to integrate technology into the instruction and transform our classrooms into 21st Century learning environments.

Annually, we hold a Community Read Aloud when business leaders, city officials, and local citizens expose students to the pleasures of reading and act as positive reading role models. Our Career Day gives local community members a chance to broaden students' knowledge about prospective career paths. Students also learn what prerequisite skills and education are required for the industries and fields they have an interest in.

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

In the ABC Unified School District, we use the term Professional Learning to describe our approach to impacting the growth of teachers and administrators as educators. We strive to provide opportunities that are interactive, sustained, and customized to specific needs. This encourages teachers and administrators to take control of their learning and to apply what they are learning in their own contexts. Both district and school professional learning are connected to the goals, actions, and services in our district Local Control Accountability Plan and School Plan for Student Achievement. These plans must address the eight State Priorities which include Basic Services, Implementation of CA Common Core State Standards, Course Access, Parental Involvement, Student Engagement, School Climate, Student Achievement and Other Student Outcomes.

At the district level, professional learning for teachers takes place at the district office in large group trainings and at the school site where the approach is tailored to the school's specific needs. Recent professional learning has included ELA, Math, English Language Development, Science, and Data Analysis. Site professional learning is called Instructional Rounds and can take different forms. District coaches and curriculum experts meet with two grade levels at a time. District coaches come into our classrooms to do demonstration lessons and to guide teachers through a pre- and post- brief to discuss best practices and strategies. Teachers use best practices to work collaboratively on analyzing recent benchmark data or on scoring student writing using district-adopted rubrics. We survey teachers on topics of interest using Google Forms, and the district team then focuses on those areas of need. Teachers implement their learning in the classroom, and time is spent during staff meetings and grade-level collaboration time for input and feedback. The administrator participates in the learning process along with teachers in order to best support their needs.

The professional learning continues at the site during staff meetings where again topics of interest from teacher surveys and school goals are addressed. We have teacher leaders in ELA/ELD, Math, Science, and Technology and PBIS teams who receive specific training by the district and they bring that learning back to the school to share with staff.

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

We believe that working together and collaborating with all stakeholders in our school community will bring about the best results for our students. This understanding of inclusion, involvement, and communication creates a school culture that allows us to create and reach the goals that ensure student success and school improvement. It all begins at the district level where a Partnership of Administration and Labor (PAL) has been established. The mission statement reads, "The ABC Partnership is a collaborative effort to improve student achievement and to enhance the teaching and working environment for faculty, staff, and administration through the institutional partnering of colleagues in the ABC Unified School District and the ABC Federation of Teachers. Faculty and administration should have a voice in those decisions that reflect the collaborative efforts and goals of the partnership emphasizing a common understanding of the issues, joint research, sharing of information, mutual respect, and working together to ensure each other's success."

influence on our students. Our site-based shared leadership model allows us to work together as a team to develop our School Plan for Student Achievement which includes input from administrators, district and school staff, and parent and community groups. Our leadership structure includes the leadership team, cross grade-level teams, and the staff as a whole. The leadership team, composed of the principal and representatives from general and special education, begin discussions on addressing the school goals, actions, and services. It also acts as a forum for open communication. The leadership representatives then meet in cross-grade level teams (TK-3rd and 4th-6th). Here, ideas and strategies to improve student achievement are further discussed and refined. The principal meets with parent/community groups and committees to share updates and gather their input. He meets with classified staff and noon aides monthly, and daily with office staff. This allows all staff members to play a part in guiding the direction of the school.

Staff meetings bring everyone together to draft a plan that will go to School Site Council for final approval. Leadership at Gonsalves knows that the success and achievement of our students depends on creating an environment of trust, mutual respect, and shared aspirations in which all can contribute fully and openly to achieving collective goals.

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

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At Gonsalves we understand that to truly prepare our students to be informed and productive 21st century citizens, we must provide them with the digital literacy and critical thinking skills they need to be innovators, strategic-thinkers, and problem-solvers. Our school's vision is to equip students with the knowledge and tools they need to become productive citizens in an ever-evolving, high-tech world.

Our school's Technology Integration Program (TIP) is successful due to teachers' readiness to learn and incorporate technology to enhance instruction. Through collaboration among the grade levels, teams develop technology-driven lessons that create opportunities to challenge students by allowing them to examine topics with more depth and complexity. Our teachers receive professional development with release days for time to collaborate together. Using Google Classroom, our teachers manage assignments, provide immediate feedback, and communicate with parents. Students' projects are organized in their classroom drives into a digital portfolio. The Principal uses Google Classroom with staff to communicate and obtain feedback.

Technology plays a large part in assessing student performance, helping tailor instruction to meet their needs. To collect informal data, teachers use programs such as Kahoot and Plickers as engaging formative assessment tools to get a brief snapshot of student mastery. Teachers give digital assessments and use a data analysis protocol and response frequency reports to identify areas of strengths and needs to inform instruction.

Teachers connect with parents to inform them of their child's academic and social development through emails, class websites, and ClassDojo and Remind apps. Digital citizenship is taught through our school's PBIS framework. Students understand that STAR behavior is required in the digital world and are aware what this looks like online.

We use apps such as FlipGrid and Padlet to create forums for discussion and increase student engagement. Teacher-created and curated Hyperdocs flip the traditional teacher-directed model and allow students to access content visually and auditorily at their own pace. In Google Docs, students write and publish their work, and participate in whole class essay-writing and peer editing.

Our district organized a "Yellow Bus" tour to take teachers to exemplary schools where integration of technology was being done at a high level. Gonsalves was chosen as one of these schools and teachers from around the district came to observe and get ideas on how they, too, could use technology to enhance learning, build collaboration, and promote critical thinking in their students and classrooms.