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

Official School Name Stonegate Elementary School
(As it should appear in the official records)

School Mailing Address 100 Honors
(If address is P.O. Box, also include street address.)

Irvine	CA	92620-2128
City	State	Zip Code+4 (9 digits total)

County California (CA)

Telephone (949) 936-6455   Fax (949) 936-6459

Web site/URL https://stonegate.iusd.org/   E-mail   samjoo@iusd.org

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*Mr. Terry Walker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail terrywalker@iusd.org

District Name Irvine Unified School District   Tel.   (949) 936-5000
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Lauren Brooks
(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):

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

   40 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
   [X] 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	62	67	129
1	81	68	149
2	67	80	147
3	77	81	158
4	100	58	158
5	90	63	153
6	89	83	172
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	566	500	1066

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

4. Racial/ethnic composition of   <u>1</u> % American Indian or Alaska Native
    the school (if unknown, estimate):   <u>74</u> % Asian
                                         <u>1</u> % Black or African American
                                         <u>5</u> % Hispanic or Latino
                                         <u>0</u> % Native Hawaiian or Other Pacific Islander
                                         <u>18</u> % White
                                         <u>1</u> % 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: <u>5</u>%

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 *to* the school after October 1, 2017 until the end of the 2017-2018 school year	22
(2) Number of students who transferred *from* the school after October 1, 2017 until the end of the 2017-2018 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	50
(4) Total number of students in the school as of October 1, 2017	1066
(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: <u>25</u> %
                                                         <u>269</u> Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
<u>Spanish, Vietnamese, Cantonese, Korean, Portuguese, Mandarin, Japanese, Arabic, Armenian, Farsi, French, Hebrew, Hindi, Indonesian, Italian, Russian, Serbian, Thai, Turkish, Urdu, Ukrainian, Gujarati, Tami, Icelandic, African dialects, Bulgarian, Malayalam, Bengali, Kannada, Pakistani, Marathi</u>

7. Students eligible for free/reduced-priced meals: <u>0</u> %
       Total number students who qualify: <u>0</u>

8. Students receiving special education services: 10 %
                                                      103 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.

9 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	7 Other Health Impaired
0 Developmental Delay	13 Specific Learning Disability
2 Emotional Disturbance	53 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 1

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.	34
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.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	18

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   31:1

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	97%	97%	98%	98%	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.

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 <u>X</u>   No

    If yes, select the year in which your school received the award. <u>2013</u>

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

At Stonegate, we continually strive to maintain a happy and healthy family community. We foster an empathetic and safe school environment that honors all perspectives. Our vision is to create 21st Century Learners who embrace academic rigor, demonstrate critical thinking, feel empowered to take intellectual risks, and accept global and social responsibility.

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

Stonegate Elementary is a school focused on the success of the whole child. We strive to maintain a happy, healthy family community and foster an empathetic and safe school environment that honors all perspectives. Teachers, parents, and students work as a team to foster innovation, character development, and academic curriculum. Stonegate was once Westwood Basics Elementary, a small community school that closed in 2009. We reopened that same year as Stonegate Elementary, and since our foundation, we have evolved in the community, working to intertwine past traditions with a stronger commitment to connectedness with all stakeholders. Our vision is to develop 21st-century learners who embrace academic rigor, demonstrate critical thinking, and feel empowered to take intellectual risks, as well as accept social and global responsibility. With a commitment to strong professional development, a powerful Professional Learning Community (PLC), and Student Monitoring and Review Team (SMARTeam), 1:1 device classrooms, and student-centered, flexible learning spaces, we attend to a modern approach of learning. Our mission is to enable all students to become contributing members of society, empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world. It is equally important that we cultivate deep and meaningful relationships with the families we serve. The synergy between our ideals, practices, and community involvement epitomizes the Stonegate culture.

Our campus is comprised of almost 1,100 students with varying backgrounds, talents, and abilities. We serve many cultures including Chinese, Korean, Caucasian, Indian, African American, Hispanic, and more, in addition to representing over 30 languages spoken on campus. Student perspectives have been broadened through exposure to these diverse cultures, and this plethora of ethnicity has allowed families to grow their understanding of their neighbors. Multiple perspectives are valued and whatever our heritage, we are all members of the Stonegate community.

Stonegate maintains many customs to ensure a sense of culture that excites students as they progress through all grade levels. Some treasured traditions include celebrating the 100th day of school in kindergarten, Olden Days festivities in first grade, a Thanksgiving Feast in second grade, the Orange County play in third grade, fourth grade's California Mission Building Day, the Walk Through the American Revolution simulation in fifth grade, and Outdoor Education Science Camp for the sixth grade students. Furthermore, we have long-standing activities and clubs, such as a student-led Green Team and Stonegate News Team, Culture Expo, Science Fair, Irvine Junior Games, Student Council, Hawk Run, Stonegate Striders running club, the Parent Teacher Association (PTA), and Dad's Club that encourage students and our families to be active members of our school community.

Our school site has integrated a number of key programs that have encouraged all students to develop their full potential. To support students socially and emotionally, we have implemented the Speak Up, We Care initiative that encourages students to nurture relationships with adults on campus for emotional support. Additionally, we have weekly yoga and physical education classes that teach specific skills and sports that foster a team mentality while improving cardiovascular health. These practices combined with a school-wide Positive Behavioral Interventions and Supports (PBIS) program ensure that students have a safe learning environment.

The diversity of technology resources available enable all learners to be reached with tailored learning experiences that allow for appropriate student readiness. Students are interacting with digital platforms where they amplify their voice, build global connections, and activate valuable learning experiences that promote critical thinking, creativity, communication, and collaboration. Teachers welcome students to be an integral part of the learning process, progress into independent learners, and flow through the Substitution, Augmentation, Modification, Redefinition (SAMR) technology model. With a Chromebook device for each child in every classroom, students experience greater independence, task completion, and more efficient workflow with the ability to electronically manage and share tasks in a single environment in a way that was not previously possible.

Finally, Stonegate Elementary has been recognized as a top performing school throughout our ten year history. We were honored locally by the Orange County Register, and we have also been a recipient of the

California Distinguished School Award two times, in 2009 and 2013. Additionally, we were honored as a National Blue Ribbon school in 2013. Our reputation as a Blue Ribbon School continues to push us and not rest on our laurels. We have learned how to be powerful PLC teams, received training on Restorative Justice practices, renewed our Gifted and Talented Education (GATE) certificates, refined our PBIS program, and more. The community has embraced our accolades and continues to work hard to keep up the level of involvement. Stonegate Elementary prides itself in our community, family-oriented culture, and values the special relationship with parents to support the success of our children. Teachers, staff, and parents come together to create a productive, positive, and balanced learning environment for our students to play, learn, and grow. We are very proud to be Stonegate Hawks!

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

1a. Reading/English language arts:

Recently, Stonegate has adopted three new programs for English Language Arts (ELA). Kindergarten through second grade teams utilize Houghton Mifflin Journeys to provide students with introductory language art skills that support and scaffold phonics, reading, spelling, and writing. Third through fifth grades have adopted Benchmark Advance. This multifaceted program is used to teach daily mini-lessons that reinforce close reading skills, grammar, spelling, writing, text structure, and comprehension as well as facilitates evidence-based analysis through the program's fiction and nonfiction pieces. Sixth grade has adopted StudySync to engage students through rich multimedia that supports foundational skills and integrates writing to provide a well-rounded ELA experience that prepares students for the next level of education. These programs were thoughtfully selected to meet the needs and support the demographic at our school by providing our students with strong supports for English language learners as well as integrating technology to differentiate instruction. All grade levels utilize the publisher assessments along with a common assessment, STAR Renaissance Reading, taken each trimester to reflect on student achievement and to group students based on their individual reading needs. From there, teams implement the Response to Instruction (RtI) model to support students below, at, and above grade level benchmark measures. Teams use aide support and a rotation design to provide tiered reading instruction and interventions. Third through sixth grade also embed award-winning novel studies into their reading curriculum. Novels are chosen to support a cross curricular blend and include evidence-based writing to support comprehension and literary analysis. Students in grades four through six also experience critical thinking and shared inquiry discussions through the Junior Great Books series. This additional curriculum provides our students with a unique opportunity to utilize depth and complexity strategies to analyze various types of text to promote high order thinking skills.

1b. Mathematics:

To develop a strong and supportive mathematics program, teachers use a common assessment each trimester called STAR Renaissance to provide information that guides next steps for differentiated instruction. For ongoing assessment, teachers use exit slips, error analysis, as well as learning targets and trackers to help students document their own progress and growth. Common assessments are reviewed in PLCs as a tool to plan for instruction and further support students. Kindergarten uses McGraw-Hill My Math program to create instructional mathematics experiences where students use manipulatives, various strategies, and multiple intelligences and approaches to solve problems. First through fifth grade teams use Houghton Mifflin Harcourt's GoMath! series. This series provides a variety of supported instructional strategies. Students interact with manipulatives, online animated math models, and problem-based modeling videos. This multimedia approach to mathematics allows teachers to work in small groups during math time to provide support for students with varied needs. Publisher reteach resources help support students by breaking down difficult concepts into simpler steps and provides explanations for mathematical procedures. Sixth grade uses SpringBoard, which focuses on numerical functions, representing data, and communicating and justifying answers through writing. This program has both conceptual and procedural assessments that help teachers identify specific math needs for their students. As a school, to enrich our adoptions, we include Irvine Math Project, which is a program focused on real-world problems to solidify foundational concepts. Teachers embed technology to support mathematics by using conditional formatting with Google Sheets where students input their answers to homework, and correct answers populate green. This provides immediate feedback on approaches to problems and allows students to change their strategies if answers are not correct. Teachers also use technology to enhance their classrooms through the use of online resources such as Khan Academy and Prodigy. High achieving upper-grade students are supported through participating in the adaptive computer program Assessment and Learning in Knowledge Spaces (ALEKS) math that develops deeper algebraic understanding.

1c. Science:

We have been in the process of transitioning from the California Content Standards to the Next Generation Science Standards (NGSS), and Stonegate is proud to be in our first year of successful implementation. Exposure to Science and Engineering practices starts in kindergarten when classes work on a "Kinder-garden." The students learn about growing plants, composting, and work collaboratively to plant and upkeep the garden. They also apply their understanding of the essential needs for living things by observing baby chicks hatch and grow in their classroom at the end of the year. Stonegate teachers in kindergarten through fifth grade use a web-based program called Mystery Science to give students access to all three dimensions of the NGSS, the Science and Engineering Practices (SEP), Disciplinary Core Ideas (DCI), and Cross-Curricular Concepts (CCC). This program helps to give learning experiences that involve hands-on experiments and projects, where students collect and analyze data, collaborate with classmates, problem solve, create hypotheses, test out solutions, and apply their learning to real-world scenarios. Sixth grade uses a program called Mosa Mack which also gives phenomena based, hands-on inquiry, and engineering lessons to students. Sixth grade students also attend Outdoor Education Science Camp where they spend a week in the mountains experiencing the world around them through a scientific lens. Sixth grade blends their knowledge of the scientific method and the engineering and design process through their Science Fair projects. Students create and test hypotheses then use multimedia to showcase their findings and solutions. What truly makes Stonegate unique is our Science Lab program. Students in fourth through sixth grades attend Science Lab taught by a credentialed teacher twice a week to provide them with their core science curriculum. The focus of this program is on Science Technology Engineering and Math (STEM) projects as well as experiments that align with the California framework and the NGSS.

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

In social studies, Stonegate teachers have spent the last couple of years supplementing core curriculum with many engaging learning experiences, projects, and field trips. Our focus has been on teaching American history and connecting the past to life for our students, many of who are immigrants to America. We accomplish this by building off our current textbook adoptions to develop answers to essential questions, synthesize information learned through digital hyperdocs, read from primary sources, Skype with field area experts, and participate in hands-on and virtual experiences to make our curriculum meaningful. Kindergarten through third grades focus on the concepts of past and present. Highlights in our primary grade programs include first grade Olden Days, where students interact with history through costume and activities like churning butter and using a washboard. Second grade uses their Flat Stanley project to learn about other ways of life by mailing 2D versions of themselves to friends and family all over the world. Third grade puts on an Orange County history play to help educate families about our local past. In upper grades, teachers have created meaningful projects that integrate past and present. Fourth grade students learn about the history of California and visit the San Juan Capistrano Mission. Then they apply what they have learned to plan, design, and collaboratively build the 22nd mission. Fifth grade students develop research skills to profile one of the 50 states. Students write an expository piece and incorporate technology to create a Google Tour Builder, which creates a virtual road trip map through their state. They also experience an American Revolution reenactment at Riley's Farm to gain further appreciation for our country. Sixth grade uses augmented reality to develop multimedia projects about ancient civilizations as well as analyze historical events and primary sources using programs such as History Alive and simulations about ancient Egypt.

1e. For secondary schools:

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

2. Other Curriculum Areas:

All students participate in dynamic and inspiring music and visual arts programs that are rooted in national and state Visual and Performing Arts standards (VAPA). Our primary grades participate in 40-minute

lessons provided by the Irvine Public Schools Foundation (IPSF), focusing on basic music skills taught by a credentialed teacher. Upper grade students participate in 40-minute lessons twice a week with classes focusing on vocal, winds, or strings. Many of our students also audition to participate in the district Honors Orchestra. Our visual art program is taught by credentialed art teachers to students in all grade levels. During these six lessons, projects are focused on developing foundational art skills. Student work from these lessons are selected and displayed in our district office and showcased during a yearly art show, open to families in our community. Additional opportunities to participate in VAPA are available to our students through our PTA's "Reflections" contest; a schoolwide contest for students to share their talents in all areas of the arts. Student artwork is displayed at our school site and performing arts videos are shown during our daily news broadcasts.

At Stonegate, physical and mental health education is a priority. To support physical education (PE), we employ a PE paraprofessional who provides weekly lessons for all classes that promote healthy habits and gross motor skill instruction, along with team building through sports. Students also attend a weekly yoga class taught by a professionally trained instructor. In yoga, students learn about the connection between mind and body through breathing exercises, as well as the importance of mindfulness and its relation to the reduction of stress and anxiety. These skills have been supported throughout our Speak Up, We Care campaign. Other fitness opportunities students can choose to participate are Stonegate Striders Running Club, Irvine Junior Games, Harvest Cup soccer tournament, Flag Football Winter Bowl, and Irvine Hoops Basketball Classic. To support healthy habits beyond PE., all grade levels use The Great Body Shop program, a comprehensive health, safety, and substance abuse curriculum. Additionally, sixth grade partners with the Irvine Police Department for Drug and Resistance Education (D.A.R.E.).

Stonegate prides itself on maintaining high levels of technology implementation and advancements. Each classroom has 1:1 Chromebooks and access to Google's G Suite for Education and Microsoft Office 365. All students and teachers have accounts with online learning tools such as Nearpod interactive lessons, Adobe Spark multimedia, Canvas Learning Management System, and Lexia reading. Each classroom is equipped with an interactive whiteboard, a digital projector, a document camera, and iPads. Green screens, augmented reality programs, and robotics are also available for student use. For the last two years, our PTA has purchased curriculum to support computer science and coding education for our students. Professional development at our site regularly focuses on developing digital projects and curriculum rooted in the SAMR model. Teachers also address online safety through digital citizenship curriculum. Technology skills are taught and thoughtfully integrated across all content areas to support student learning.

The physical center of our school is our expansive library and media center that provides an open, student-centered collaborative workspace where students can spend time reading, using multimedia, and accessing thousands of books and eBooks. Our Librarian and Media Technician work diligently to keep our library up to date with engaging books that peak student interest and also teach weekly lessons that focus on research skills, multimedia tips, and author profiles.

Stonegate builds character and develops life skills through our PBIS program. The staff models and teaches expected and appropriate behavior in all areas of the school campus and how to engage in positive social interactions. Stonegate PBIS emphasizes six specific traits: Positive Mental Attitude, Respect and Responsibility, Integrity, Determination, and Empathy (PRIDE). Positive student behavior is recognized with PRIDE cards from any staff member when demonstrating expected behavior around campus. Students can also receive classroom and schoolwide incentives such as playing video games with the principal or starring as a guest reporter on the Stonegate news. To reinforce expected behaviors, weekly boosters are provided through student-created videos and monthly assemblies led by our administration. We believe these six character traits help our students become successful citizens of our community who will be able to positively navigate their future relationships and careers.

3. **Special Populations:**

Stonegate's student body has a large population of English language learners. These students receive individual and small group instruction from classroom teachers and support staff. Educators utilize instructional strategies and specialized materials to facilitate conceptual understanding, language

acquisition, and literacy skill development. Core curriculum concepts are scaffolded as students improve their level of language proficiency. These students receive extra support through phonics and vocabulary skill building, access to fiction and nonfiction texts, and digital resources available in their home language. In addition, we utilize online tools, such as Lexia Core5 and Lexia PowerUp to provide motivating and adaptive reading supports to close skill gaps. Language acquisition progress is reported to teachers through a biannual assessment, the English Language Proficiency Assessments for California (ELPAC) where students are tested in four domains: listening, speaking, reading, and writing. Based on the assessment results and teacher observations, students can be reclassified from Limited English Proficiency (LEP) to Fluent English Proficiency (FEP). Reclassified students continue to be monitored by their teachers for 48 months and receive supports as necessary.

Stonegate also offers Specialized Academic Instruction (SAI) and Speech and Language services. These programs are designed to assist children who demonstrate significant deficits in academic and/or language skills. A student can qualify for these programs by having a specific learning disability or other disability as outlined by the state of California. An Individualized Education Plan (IEP) is designed to assist the student to make reasonable academic or social gains utilizing his/her strengths and remediate weaknesses. These programs are designed and implemented by the education specialists in classrooms and in individual or small group learning situations.

Students who need additional academic and behavioral support and do not qualify for the SAI program are discussed by Stonegate's SMARTeam. This Multi-Tiered System of Supports (MTSS) gathers data to review student progress. The SMARTeam evaluates this data to drive educational decision making. Additionally, the SMARTeam implements a problem-solving approach to identify and provide targeted supports and interventions. These include, but are not limited to, Quick Reads, Phonics for Reading, Do the Math, and FactsWise.

Stonegate's Gifted and Talented Education (GATE) Program is available to identified students in grades four through six with exceptional learning abilities. These abilities include divergent and abstract thinking, thriving on complexity, and possessing an understanding across a broad spectrum of topics. The program consists of small clusters of students within the general education classrooms under the instruction of a GATE certified teacher. Appropriately differentiated instruction includes depth & complexity strategies, extension of core curriculum, and varied learning activities.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

In addition to promoting academic excellence, Stonegate prioritizes enhancing social and emotional growth in our students. Our Elementary Resource Counselor and Guidance Assistant use Second Step Social-Emotional curriculum to teach how to recognize their emotions, control their reactions, be aware of others' feelings, and have the skills to problem solve. This team maintains an informational website for the Stonegate community and publishes a monthly newsletter, and provides parenting classes. They also host a successful "Lunch Bunch" where students can build friendships and work on socialization skills during lunch.

Stonegate participates in Irvine Unified School District's Speak Up, We Care campaign that empowers students to speak up for themselves and each other, ensuring that our students and their families know who to reach out to and where to go for support. Throughout this campaign, students participate in activities that encourage kindness, connectedness and mindfulness. Students create thank you notes for others, invite new students to eat lunch with them, and do acts of kindness in their community.

Our school focuses on helping students take a growth mindset approach to all learning experiences. Students learn that with consistent effort and determination, learning can be mastered, the brain can be developed, and goals can be accomplished with the right mindset over skill set. We believe in recognizing students who not only achieve academically, but also show progress in their learning and growth as a person. Each trimester, students in all grade levels are honored awards that highlight growth mindset, perseverance and determination.

Our school creates a climate where teachers are recognized, valued, and supported for their vital role on campus. Each school year starts with Individualized Goal Setting Conferences that emphasize risk-taking in technology integration and lesson planning, innovation, and PLC team goals. These conferences provide an opportunity to reflect on current teaching practices and determine areas of growth for the upcoming year. Moreover, teachers are recognized through the use of publicly displayed Shout-Out Boards and the annual Teacher of Excellence Banquet. To further support staff, new teachers participate in a New Teacher Induction Program hosted by the district. This program pairs every new teacher with an experienced mentor for the first two years of his/her career that provides constructive feedback through observations and evaluations in an informal setting.

2. **Engaging Families and Community:**

In this age of information and interdependence, we recognize the importance of a strong, proactive communication program using multiple outlets, including social media, school and classroom websites, and a weekly principal's message delivered via email and voicemail. A primary reason for being recognized as a California Distinguished School is our home to school connection. As a school with an established community, outreach is critical and has been a fundamental focus. We firmly believe that a child's academic and social success is tied directly to this connection and our outreach has many facets. Stonegate's outreach groups include: highly involved and effective PTA, School Site Council, the Stonegate Dads' Club, student-led Green Team, a daily news program produced by students, a partnership with the Irvine Police Department for drug awareness and anti-bullying, and evening events around specific content and instruction (i.e. GATE Night, Cybersafety, Common Core Night, Technology Night).

One event that is ingrained into the Stonegate community is our Culture Expo. As a school comprised of many cultures and beliefs, we dedicate two full weeks each year to celebrating specific cultures across our globe. This celebration is done via collaboration with staff, students, and families of our school. In the past years, we have celebrated India, Africa, Asia, North America, and Latin/South America. Students learn about the many elements and contributions of each culture, including historical events, food, dance, entertainment, and family traditions. This recognition contributes to overall student success and school improvement by creating a learning environment where respect and understanding are at a premium, and

students' multiple perspectives are valued and encouraged. In addition, as families feel more connected to their school, strong bonds of trust are established allowing for clear and comprehensive communication to occur.

Community outreach continues through our monthly ConnectED Community events which inform parents on mental health, developing the whole child, college access, and Hawk Talks at each PTA meeting, designed to inform community members of current topics on our school site from mental health to English Language Advisory Committee (ELAC) support to student safety. When looking at our focus on individual and differentiated instruction for our students, our ability to depend on that trusting relationship with our families constructs and scaffolds support for these learners both here and at home. The engagement of our families and our community is something we hold as one of our highest priorities.

3. **Professional Development:**

Irvine Unified School District is dedicated to designing and implementing professional growth opportunities to build capacity, cultivate collaboration, and maximize the collective talent and efficacy of their employees. Stonegate Teachers are engaged in school and districtwide PLC to make a substantial impact on student learning and understanding. These weekly PLC grade level teams focus on student learning, using the Learning Cycle (clarify, elicit, interpret, act and evaluate), establishing common visions and expectations, collecting current evidence of student learning, as well as ensuring a common interpretation of this data. The goals for these meetings are to embrace the belief that all students can learn at high levels, examine grading practices to establish consistency across teams, and engage students as full partners in their learning. The PLC process aides students in understanding the concept of a growth mindset. Ideas including the importance of intellectual risk-taking and error as an essential part of the learning process are what help students develop. Our site has two PLC coaches who facilitate PLC team meetings, troubleshoot challenges and monitor the health and productivity of PLC teams in partnership with administrators.

Our specific development plan is constructed through our shared leadership model. The process follows a scaffolded framework much like branches extending from the core tree. From there, we craft schoolwide goals addressing both district initiatives and site-based targets. Then, grade levels collaborate on how these goals manifest within each grade level and integrate this development into their planning and curriculum. The individual teacher then reflects on the impact these goals and targets have on instructional practices within the classroom. It is the individualization of goals and professional targets that still are connected to the overall district goals and values, much like the smaller branches still inherently connected to the core trunk of the tree.

4. **School Leadership:**

A shared leadership model has long been central to Stonegate's governance framework. We hold fast to the idea that the collective intelligence and synergy of every stakeholder will yield a rich and robust school culture and targeted outcomes. Our shared leadership model has materialized in a multitude of school-based programs and systems.

Our SMARTeam is an excellent example of the shared leadership model. The SMARTeam is comprised of two Intervention Lead teachers, Special Education team members, and teachers from kindergarten through six, who, in collaboration with the site Principal and Assistant Principal, focus on the analysis of our extensive data sets. This team collectively focuses on discussing student academic, behavioral and social-emotional needs, partnering with parents, matching appropriate resources, implementing interventions, and facilitating our site-based professional development in those areas.

Another strong focus of school leadership is our various student–based leadership opportunities. We have four groups of student leaders: Student Council, Green Team, Stonegate Student Valets, and the Stonegate News Team. Within these four groups, well over 200 students have an active role in student and school leadership. Stonegate's Student Council consists of student representatives from grades three through six. Their role includes, but is not limited to, planning community service projects and events that contribute to

"school spirit." Our Stonegate Green Team is a group of students focused on educating our community on environmental initiatives. Last year, we installed three water bottle refill stations to encourage students, staff, and parents to bring their own environmentally-friendly water bottle. An additional leadership group is our Stonegate Student Valets. Fifth and sixth grade students are trained by the Irvine Police Department in directing cars and assisting students out of vehicles every morning. Their contribution helps us maintain safe and efficient student drop-off procedures. The Stonegate News Team is another student-led group where volunteers interested in both school leadership and technology create video news broadcasts that are shown each morning highlighting the important announcements of the day and focus on keeping our students and staff connected and informed.

The shared leadership model of Stonegate is something our staff, students, and parents all take pride in as we feel we are all responsible for the creation of a positive school culture and climate.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The creation of the SMARTeam has been instrumental to our school's success. This team is comprised of grade level Intervention Lead Teachers, Special Education Teachers, School Psychologist, Speech Pathologist, Elementary Counselor, Intervention Psychologist, English Language Coordinator, Assistant Principal, and Principal. The SMARTeam uses a problem-solving and data-based decision making process to assist grade-level teams with the analysis of student data in determining areas of need, the planning and implementation of Tier I and Tier II supports, the management of data, monitors the assessment schedule, and analyzes schoolwide data to identify areas of needs such as staff trainings. This team meets monthly and uses data from multiple measures to identify students with academic, social, emotional, and behavioral needs. The grade level representatives prioritize student needs based on urgency, language, math, reading skills, behavior, etc., and discuss classroom strategies and action plan for next steps.

In addition to the regular SMARTeam meetings, every grade level meets in PLC groups to discuss appropriate supports for children. Progress monitoring is used to assess student progress of performance in the identified areas of need. This method helps educators determine if students are benefitting appropriately from the grade level instructional program, identify students who are not making adequate progress, and guide the construction of effective intervention programs for students who are not profiting from regular instruction. Teachers use a variety of methods for determining progress such as percentile rates, mastery tests, and student rate of growth. Students with similar identified needs are placed into small intervention groups to receive specific, targeted instruction multiple times per week. An intervention meeting can be called in order to collaborate and communicate with parents the provided supports his/her child are receiving and also address additional needs. The intervention meeting is attended by the classroom teacher and members of the SMARTeam.

One unique system that has emerged from our SMARTeam is our Check-in/Check-out (CICO) intervention. CICO is a Tier II intervention, designed especially for students whose problem behaviors are unresponsive to Tier I practices and systems, requires more immediate individualized interventions, and are observed across multiple settings. The program can accommodate multiple students, and students can enter the program within a few days following referral. This program's features include increased positive adult contact, embedded social skills training, a direct link to school-wide behavior expectations, frequent feedback, daily home-school communication, and positive reinforcement contingent on meeting behavior goals. The development of our SMARTeam, holding consistent meetings, the creation of intervention groups, and the formation of CICO, has positively impacted the students across our campus.