

U.S. Department of Education
2020 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. Sal Embry
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 17117 4S Ranch Parkway
(If address is P.O. Box, also include street address.)

City San Diego State CA Zip Code+4 (9 digits total) 92127-8853

County San Diego

Telephone (858) 487-6887 Fax (858) 487-2050

Web site/URL https://www.powayusd.com/en-US/Schools/ES/MRES/Home E-mail sembry@powayusd.com

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* Marian Phelps E-mail mkimphelps@powayusd.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Poway Unified Tel. (858) 521-2800

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 Michelle O'Connor-Ratcliff
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 26 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 38 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	3	1	4
K	88	77	165
1	69	60	129
2	67	77	144
3	82	71	153
4	74	84	158
5	91	97	188
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	474	467	941

*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):
- 0.1 % American Indian or Alaska Native
 - 44 % Asian
 - 1.1 % Black or African American
 - 5.9 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 28 % White
 - 20.8 % 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 2018 - 2019 school year: 3%

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, 2018 until the end of the 2018-2019 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2018	954
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Arabic, Cantonese, Farsi, French, Gujarati, Hebrew, Hindi, Italian, Japanese, Kannada, Korean, Mandarin, Marathi, Pilipino, Portuguese, Punjabi, Russian, Spanish, Tamil, Telugu, Ukrainian

English Language Learners (ELL) in the school: 10 %
90 Total number ELL

7. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 93

8. Students receiving special education services: 11 %

106 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>19</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>21</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>49</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	33
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.	0
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 28:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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

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

Yes No

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

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

Our school is built on character, confidence, and competence. We are committed to building the knowledge and skills to ensure career, and life readiness for every student.

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

Monterey Ridge Elementary School (MRES) is tucked away in a beautiful, tree lined neighborhood in the 4S Ranch community of San Diego. Around the neighborhood, visitors often see families congregating for social or sports activities. Directly across from the school is a community garden which the Home Owners Association allows our school to use at no charge. MRES first opened its doors to students in 2006, and has grown to become one of the largest elementary schools in Poway Unified School District, with an average enrollment of 1,000 students. Our student population is diverse: 44% of our students are Asian, 31% Caucasian, 10% Filipino, 6% Hispanic, 1% African American, and 8% of our students are listed as other, which at Monterey Ridge, is often a reflection of students from multiracial families. According to the home language survey, there are 39 different languages other than English spoken by our families. 16% of our students are classified as English Language Learners, 10% have special needs, and 6% of our students receive free or reduced lunch.

Over the past six years, our school has focused on increasing meaningful participation in the general education classroom for all students with special needs. Ultimately, this led to our site becoming Poway USD's pilot elementary school for redefining Specialized Academic Instruction (SAI). Pivotal to this work was disbanding Special Day Classes to change the educational experience for all students. Now, every child is seen first and foremost as a general education student.

Our unique school design is made up of five academic buildings called "villages". Each village is made up of six or seven classrooms and a shared common area. Within each village, you will find student and adult restrooms, and office space that is used by Intervention teachers, ELL aides, and special education providers. In the common area, students collaborate on class assignments, work on computers, receive small group instruction, or interact in academic and enrichment activities with volunteers from throughout the community. These areas are also set up with sensory break materials to allow students to refocus as necessary. Attached to each village is an outdoor patio that provides additional work space for students and staff. Each classroom is equipped with high speed internet access, wireless technology, LCD projectors, Apple TV and DocuCams. Students have access to Chromebooks, Macbooks and iPads, which are housed in portable carts. The ratio of devices per student is 1:1 in grades 2 - 5 and 3:1 in TK-1st. Our campus houses transitional kindergarten through fifth grade general education classes, one full time preschool class, five special education learning centers, speech, occupational therapy, adaptive PE, and English learner services.

Monterey Ridge has a very talented group of educators who take pride in being lifelong learners and instilling this mindset in our students. Our staff regularly takes part in both site and district professional development through teaching and learning cooperatives (TLC), professional learning leader (PLL) facilitated training, professional growth days and grade level planning meetings. Our district has a unique program called X-Ploration which is a team of credentialed teachers that provide VAPA, STEM, and PE for students. This team comes to each elementary site 17 times per year and releases grade level teams for 90 minutes. The release time allows grade levels collaboration time on a bi-monthly basis. Within grade level teams, teachers review assessment data, develop goals and brainstorm interventions to ensure all students receive a challenging and rigorous curriculum.

We value strong partnerships with our families, local businesses, and other community partners. Several years ago our PTA and Foundation combined, creating the Monterey Ridge Parent Teacher Foundation (MPTF). Our close partnership with MPTF has created consistent communication with the school community as well as giving parents opportunities to partner with the school in creating unique and meaningful learning opportunities for students. Local businesses provide financial and manpower support for a variety of school functions including the annual Fun Run, Valentine's Dance and Family Night activities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Just as our mascot, the Monarch butterfly, is unique, our school philosophy focuses on the unique needs of each and every student on campus. This philosophy involves a “whole child” approach to learning because we believe that a well rounded educational experience addresses academics, social-emotional wellness, behavior skills, inclusive practices and celebrates the diversity of our community. Our teachers use district adopted, research-based and state-approved instructional materials as the core curriculum in every classroom. Each grade level supplements this curriculum with materials from a variety of sources, including many digital resources, to enhance their ability to make learning rigorous, engaging and differentiated for all students. Special educators work closely with general educators to ensure that students with special needs and at risk students are able to access the general education curriculum with individualized instruction, modifications and scaffolding supports. The counseling staff trains staff and teaches our students through lessons that are designed around the unique and changing needs of our school community. With financial support from the Monterey Ridge Parent Teacher Foundation, our school has increased accessibility to devices and online resources, all of which has improved teacher and student access to unique, engaging, and individualized learning experiences. The Foundation supports salaries and materials for our PE instructional assistants, who use California PE Standards and Spark Curriculum to teach developmental physical fitness skills as well as good sportsmanship and perseverance. The Monarch Victory Garden, which is supported by the local HOA as well as the Foundation, provides hands-on outdoor learning opportunities.

1b. Reading/English language arts

Literacy is cultivated and refined at Monterey Ridge through a variety of researched-based practices. The Benchmark Advance reading program is supplemented with Common Core standards-based, relevant, and complex texts that appeal to diverse backgrounds. Every reader is supported in every stage of reading.

Primary teachers implement the Daily 5 structure in their daily reading instruction to build a solid foundation of literacy. Schoolwide, students are active learners engaging enthusiastically in reading a variety of genres, while sharpening their decoding, fluency, and comprehension skills. Students become proficient readers through shared reading, listening to audio books, acting out reader’s theaters to classmates and buddy classes, engaging in word studies, discussing literature in book clubs, and analyzing more complex texts through close reading and author studies. Students build critical thinking skills as they learn to question, summarize, infer, and make connections with fiction and informative literature.

Our Reading Buddy program reinforces the love of reading by pairing up our youngest Monarchs with peers in third through fifth grade. Upper grade students read and write stories for their little buddy. In return, the primary students practice their fluency by reading their guided reading books to their big buddy. Big buddies also help their little buddies navigate and check out books in our school library and even enjoy reading together in our Monterey Ridge Victory Garden.

Monterey Ridge provides the most up-to-date and innovative literacy instruction through teacher created professional development. Site based teacher leaders support staff by providing guidance and resources for utilizing assessments and lessons aligned with the Common Core literacy standards. Upper grade teachers focused their collaboration on in-depth implementation of Benchmark Advance and skill-based, adaptive software to support individualizing student pathways. Site professional book clubs also provide teachers with cutting-edge practices in literacy. In 2019, 17 primary teachers and support staff spent over forty hours participating in a Teaching Learning Cooperative, reading and implementing Jan Richardson’s *The Next Step Forward in Guided Reading*. Teachers worked collaboratively designing and facilitating impactful guided reading lessons. Thereafter, student work samples were gathered and analyzed to help teachers reflect on new learning.

School-wide, teachers use Core assessments, Running Records, and Qualitative Reading Inventories (QRI) to assess students on a regular basis for flexible grouping. Formal and informal reading assessments provide teacher's instructional focus, monitor progress, and select texts that differentiate instruction, while simultaneously encouraging students to think critically and problem solve. Students demonstrating gaps in literacy skills receive small group early intervention with programs such as SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Read Naturally. Additionally, each classroom has ipads or computers, providing each student with a device and access to adaptive software such as Lexia, Raz Kids, Freckle and Benchmark Advance to personalize literacy development. Our programs are successful. In 2019, 83% of our third-fifth grade students scored Standard Met or Above on the CAASPP. Additionally in 2019, 86% of our K-2 students met or exceeded grade level standards in reading based on MAP and Core Assessment Data.

1c. Mathematics

Math Expressions, a district adopted curriculum that is aligned with the Common Core State Standards, creates a strong foundation for math instruction. Site-based teacher leaders support staff in building strong mathematical practices. Grade level teams collaborate frequently to assess student progress and brainstorm how to best meet the needs of all learners. Each grade level has worked diligently to supplement the core curriculum with relevant and rigorous lessons, which provide students with a solid understanding of mathematical practices and real world applications. Manipulatives, visuals, and technological supports such as Khan Academy, Freckle, BrainPop, Prodigy, and iPad apps, are paired with site-purchased, research-based, and highly engaging supplemental resources that further enrich and individualize math instruction.

We feel strongly that students must take ownership of their learning. Rich Mathematical Tasks (RMT) and "math talks" promote this ownership, encouraging students to collaboratively dialogue and discuss their approaches and mathematical reasoning. Teachers use real-world based math problems and rich math tasks that engage students and provide meaningful learning experiences. Students in transitional kindergarten (TK) through fifth grade are engaged in "math talks" regularly, which challenges them to articulate their understanding of content, and fosters a deep understanding of math concepts. During "math talks," students become leaders, share approaches to problem solving, and check for understanding. Students practice flexible thinking when solving problems with precision and perseverance. During "math talk", all students are fully included in peer-led conversations where the student voice is highlighted and multiple solution strategies as well as powerful analytical reasoning can be demonstrated. Active learning experiences allow children to tap into their prior knowledge while building connections to the real world. We utilize technology and project based learning to differentiate for high achieving students in both primary and upper grades. Upper grades also have access to a district-created online program that was developed and piloted to provide supplemental challenging grade level material for gifted math students. Math Olympiad offers the opportunity to 18% of our upper grade students to participate in a competitive math environment. Our programs and opportunities for growth in math are positively received and students are excited about math. Teachers utilize multiple measures for assessing students, both formative and summative. The adopted curriculum offers pre and post test opportunities as well as quick quizzes throughout the units with a choice of paper and pencil or computer based through the platform Think Central which all students K-5 have access. Exit tickets are also utilized in many classrooms as a quick assessment of learning providing immediate feedback to inform instruction. On the 2018 California Assessment of Student Performance and Progress (CAASPP), 84% of the students tested in grades 3-5 met or exceeded the grade level standards. When given the Measures of Academic Progress (MAP) test in grades 2-5 and benchmark assessments in grades K and 1 in both fall and spring, over 80% of all students demonstrated expected or greater growth from fall to spring over the past two years.

1d. Science

At Monterey Ridge, science instruction fosters hands-on, inquiry based discovery through the scientific method. Our success is demonstrated by the 65% of our 5th grade students who met or exceeded standards on the California Science Test in Spring 2019. The Harcourt science textbook and Next Generation Science Standards provide a starting point for instruction. In addition, staff utilizes Open Educational Resources such as web based Project Lead the Way, Mystery Science, interactive field trips, and virtual guest speakers,

allowing students to connect science to their everyday lives. Teachers participate in collaborative workshops created by district teacher leaders introducing additional OERs that support NGSS at each grade level. Through the use of Mystery Science and Generation Genius, students are provided hands-on lessons to gain a deeper understanding of science. Our Foundation funded purchase of Project Lead the Way (PLTW) curriculum provides engaging, hands-on, 21st century STEAM lessons to our students. PLTW empowers all students to solve real world challenges, use critical and creative thinking skills, communicate and work together as a team, and solve tasks that have no “end”. They have learned the value of perseverance as they continually redesign and improve upon their work.

In Primary Grades, enhancing students' understanding of thematic science curriculum, invited guest speakers such as Wild Wonders of The San Diego Zoo, allow students to touch and connect with animals from all over the world while they learn how these animals adapt and survive in the wild. Upper grade students experience hands-on lessons through field trips to Legoland, where they build and test simple machines, and to Birch Aquarium, participating in squid dissection to deepen understanding of ecosystems. Annually, over 160 students participate in our school's science fair, which provides an additional opportunity for students to explore individual passions and showcase their understanding of scientific learning.

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

Social studies instruction is brought to life at Monterey Ridge. Scott Foresman curriculum, along with field trips, guest speakers, and other supplemental resources enrich students' understanding of the world around them. Each grade level has a stand out activity for exploring history and celebrating the diversity of the many cultures we represent. Kindergarten learns folk dances from around the world. First grade students decorate a “doll” that represents their family heritage, research and write about their important traditions, clothing, languages and food. Second grade visits a local grocer to learn how grocery stores run. Third grade students participate in a hands-on native Kumeyaay artifacts museum to compare their lives with the lives of the Kumeyaay, a local tribe. As a culminating event, are invited to hike Mission Trails, which are trails once walked by the Kumeyaay Indians and where they grounded acorns. Fourth graders participate in a hands-on Gold Rush experience, learning to pan for gold, square dance, and ax throw. By visiting the California Adobe house, fourth graders gain a better understanding of what life was like for the ranchers who lived there. Fifth graders travel back in time to the year 1870, to board the ship, Star of India, as “green” sailors to gain hands-on experience needed to run a ship and pay off their debt as they travel to the new world. Later, they relive the colonial experience by creating a living museum as they become people of the past. Students in fourth and fifth grade are given the opportunity to participate in the National Geography Bee. Last year, Monterey Ridge had 100 students participate in the primary round, 10 advanced to the school championship, and one student advanced to the state championship. All these experiences provide students with a deeper understanding of our changing world.

1f. For secondary schools:

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

The preschool program at Monterey Ridge Elementary is a tuition funded preschool program focusing on the developmental needs of up to 24 students per class, ages three to five years old. The program follows California state standards for preschool, where students develop beginning academic skills as well as social-emotional and interpersonal play skills. Second Step curriculum is used for social-emotional lessons throughout the year. During hands-on activities, students engage in beginning reading, writing, and math skills and are encouraged to explain “why” or “how” they found their answers. The preschool teacher collaborates regularly with TK and kindergarten staff and the school counselor to discuss student readiness and address academic or social concerns. Trimester progress reports provide parents with important data on individual student readiness for TK and kindergarten.

To provide a smooth transition from preschool to elementary, Monterey Ridge ensures that the Preschool staff, students and parents are included as part of the campus at Monterey Ridge. Preschool students participate in a variety of activities including Friday Flag, student award ceremonies, assemblies, garden, PE and art lessons with our Artist in Residence. Elementary “buddy” classes support preschoolers by

reading to them, engaging in learning activities, and making sure the younger buddies get safely to the playground during emergency drills. Preschool staff participates in school wide staff meetings and staff appreciation activities.

2. Other Curriculum Areas:

Monterey Ridge supports the whole child. Staff works alongside artists in residence, physical education instructors, and special guest educators to create meaningful curriculum-based lessons to enrich each child's school experience.

Our art program is unique, with lessons taught by an artist in residence. She teaches a 60-90 minute art lesson to each classroom monthly. Students practice growth mindset as they learn the value of planning, practice, perseverance, creativity, and that there are no “mistakes” in art!. In our “Cre8iv Space” art room, students explore multiple art techniques and mediums. This room facilitates student-driven art exploration and creativity. Student artwork is displayed prominently in classrooms, in the front office, and at our annual Art Show.

Students express themselves through music. Preschool, TK and kindergarten students incorporate music daily with songs and dances during Morning Meeting. First graders come together in their village weekly for “Music and Motion,” to sing curriculum-based songs and move their bodies. They showcase their acting and singing abilities in a Rainforest play. Second graders celebrate our country with a Patriotic Musical. Third grade incorporates our school-adopted Character Counts program in their annual musical. Fourth graders visit the local high school to hear the band play and learn about the instruments they can play in fifth grade. 89% of our fifth graders participate in our weekly musical instrument program taught by a credentialed music teacher. Fifth grade band and orchestra students perform in front of an audience twice a year.

Our Foundation funded PE aides collaborate on standard based activities and lessons that focus on physical exercise, athletic skills, and good sportsmanship. Each class participates in one 40 min lesson per week, plus Go Noodle, Heart Health and Nutrition. One day a week grade levels run laps around the track for 30 minutes as part of our Running Club. Students track their time each week in the hopes of improving as the year progresses. We have an annual school wide Fun Run where classes compete against one another to run the most laps around the track in order to display the “Golden Shoe” award in their classroom. Students learn and practice heart health during our annual Kids Heart Challenge campaign. The Foundation funds the YMCA Playground Partners program which comes once a week during lunch to host playground games.

Technology creates an atmosphere of innovation with a focus on student engagement, differentiation, blended learning and digital citizenship. Primary grades use iPads to listen to stories and work on educational apps. Upper grade students utilize 1 to 1 chromebooks to research, practice skills on educational websites, and collaborate with peers on assignments. Monterey Ridge is part of the district’s Voyager Program, which supports teachers in facilitating student-centered learning opportunities through blended learning, flexible learning environments, and purposeful technology integration. Teachers have participated in numerous hours of professional development related to the effective use of technology and its seamless integration into daily instruction.

All students are encouraged to utilize the Monarch Library/Media Center on campus. In addition to weekly visits from classes, the library is open after school several times a week for additional access. Children are given the opportunity to listen to 3-5 books that have been nominated for the California Young Reader Medal and vote on which selection should win the award, exercising their voice, and contributing to recognition of quality literature. Students are also encouraged to utilize Sora, an online ebook checkout system to further foster a love of reading.

We are the first school in our district to have a schoolwide garden program, first to use standards-based garden curriculum, and the only school with a Garden to Plate Program. Master Gardeners Association and Solana Center provide training to school. Every class entering the Monterey Ridge Victory Garden learns how to appropriately use gardening tools, plant vegetables, and nurture living things. Students learn nutrition, science, math, social studies, and language through hands-on learning activities. Excess food from

the garden is donated to local food banks. Garden to Plate serves organic food from the garden in our school cafeteria. Worms teach students about the benefits of composting. Waste Diversion is practiced daily as students sort their lunch trash into colored bins.

3. Academic Supports:

3a. Students performing below grade level

Monterey Ridge believes it takes a village to raise a child. Teachers, administrators, and support staff work cohesively to ensure all students' academic and social-emotional needs are met. Students are provided with research-based, tiered interventions following the Response to Intervention (RTI) model. During grade level meetings, teachers analyze student progress, using data from informal and formal assessments such as, CORE assessments, MAPs scores, CAASPP, classroom assessments, and behavior logs. Kid-watch meetings are also held with the principal, assistant principal, and individual teachers to create a "watch list" of at risk students. These students receive targeted intervention to ensure progress in closing the achievement gap. In the 2019-2020 school year, 18 primary students requiring literacy intervention participated in SIPPS (systematic instruction in phonological awareness, phonics, and sight words) four times a week with a credentialed teacher. Of those students, 90% improved their literacy skills. Additionally, students use adaptive software targeting their learning gaps, such as: Lexia, Raz-Kids, and Freckle. Children requiring more intensive interventions are referred to the student success strategies team. Here, a trained group of credentialed teachers, the classroom teacher, and the child's parents design SMART (specific, measurable, achievable, realistic, and timely) goals for the student. After eight weeks, they reconvene to review progress and set new goals. In 2018-2019 22 out of 23 students made adequate growth on the goals set by this team.

The social-emotional and behavioral needs of our students are nurtured through collaborative class activities, Character Counts lessons, 2nd Step lessons and Zones of Regulation activities. Weekly social skills groups provide students with targeted lessons on empathy, social and coping skills. The school counselor, principal, assistant principal, special education team, student success strategies team and the behavior support team collaborate to design individualized intervention plans and positive reinforcements for students requiring additional emotional support.

3b. Students performing above grade level

Monterey Ridge meets the unique needs of every child utilizing a variety of instructional methods. Students performing above grade level are given opportunities to extend and enrich their acquisition of knowledge based on readiness and interest through differentiation of content, process, or product. Differentiation occurs across the curriculum ensuring all children are challenged and supported to maximize their learning potential. Grade level teams collaborate to identify and support learners based on information collected through multiple measures. Teacher-selected cooperative groups and collaborative learning allow students to support each other, explain thinking, increase capacity to articulate understanding of content, and respect different perspectives. Skill-based and adaptive software such as Benchmark Advance, Freckle, Read Theory, Thrively, Khan Academy, and academically-based iPad apps support students in acquiring new skills and individualizes student pathways. These supports enable teachers to become facilitators as students become leaders in the classroom, building their capacity to self-select and monitor their acquisition of skills, and pursuing areas of strength with depth and complexity. STEAM activities taught through Project Lead the Way, Mystery Science, and teacher-created experiences provide additional extensions of learning that benefit all, but are required to advance knowledge and skills of those achieving above grade level standards. These experiences address a variety of student strengths and needs, introducing new ideas and concepts that inspire further inquiry. Students performing above grade level are also provided the opportunity to compete for a spot on the Math Olympiad teams in the upper grades, or participate beyond the standard expectation for the yearlong grade level reading programs to demonstrate their ability and passion for the subject. These students also participate in a social emotional development workshop series with teachers and our school counselor developed on our campus known as MegaMinds.

3c. Special education

Our special education department consists of a school psychologist, five education specialists, two speech and language pathologists, a deaf and hard of hearing specialist, an occupational therapist and an adaptive PE teacher. This team works closely with our general education teachers and instructional aides to provide specialized academic instruction (SAI) and related services to students that qualify for special education. They also serve as a resource for interventions and instructional strategies that our general education staff can use with any student that is considered “At Risk”. Specialists use research based instructional tools, such as Read Naturally, Read Well, Orton Gillingham, Barton, and Lexia.

Over the past two school years, our site has become the district’s pilot elementary school, responsible for creating more inclusive SAI practices. This included disbanding our three mild/moderate Special Day classes, so that every child at our school is first and foremost a general education student. Instructional aides are frequently in general education classrooms to assist teachers and provide support for all students, including those with special needs. This year staff has received daily support and ongoing staff training from a district Teacher On Special Assignment and Classified On Special Assignment. Training and ongoing dialogue have been critical elements as we establish new norms and practices.

Our pilot has resulted in better social and academic interactions within the general education classrooms, while maintaining a superior level of specialized instruction delivered by highly trained and highly qualified staff. It is heartwarming to see genuine friendships develop between our special education and general education students. Our special needs students seem to stand a little taller and function more confidently in all settings since we began this work. CAASPP scores have increased over the past three years with 43% proficient in both ELA and math.

3d. ELLs, if a special program or intervention is offered

Monterey Ridge’s significant English Language Learner population consists of 127 students speaking 39 different home languages. It is our goal as a community to encourage students to thrive in both English and their home language, reaching the goal of becoming bilingual. A student who is proficient in two or more languages by high school graduation will receive a Bilingual Seal on their diploma, making them more desirable to hire in the workforce. Beyond that, we value each individual student’s worth and encourage every child to be proud of their heritage. One way we celebrate diversity is by hosting a Cultural Fair in which traditions, games, cultural attire and art is shared by our families to the community at large.

Our EL students are supported by both a push-in and pull-out service model. Those who possess limited English skills, receive small group services daily. The next tier of students receive services biweekly, and the last tier of students receive push in services, as needed. Along with small group services that these students receive from EL trained instructional aides, each teacher spends a portion of their day teaching small group, designated ELD lessons from our Benchmark Curriculum. This curriculum includes a completely separate series of books and activities that align with the classroom themes but contains smaller reading passages, focusing more specifically on vocabulary development.

In the area of math, 55% of the students met or exceeded standards, and 33% met or exceeded the standards in language arts. Additionally, we closely monitor the progress of EL students towards reclassification and those at-risk of becoming long-term English Language Learners. Since 2017, we have successfully reclassified 129 students. The EL Coordinator and aides engage in professional learning throughout the year to continue to support each and every EL student.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

It is often said, when you see a monarch butterfly, it is a sign of someone guiding you. Our role as educators is to guide our students in becoming lifelong students of character - academically, socially, and emotionally. Social emotional learning supports students in managing their emotions, gaining empathy, and increasing self esteem; while enhancing prosocial behaviors that create a positive experience in and out of the classroom. All classrooms begin their day with a morning meeting to provide personal connections while

creating a community of kindness. Every classroom contains a calm corner box with tools to help students self-regulate, as well as a Zones of Regulation poster to encourage the use of this common language across campus. Every Monday morning, our school counselor provides Words of Wisdom on the morning announcements, including a positive message to begin the week. On Tuesdays, students and staff wear clothing displaying positive messages, thereby promoting unity and spreading optimistic attitudes throughout campus.

Our counseling classroom is open to students during morning and lunch recess to nurture students in a safe environment. Students are able to interact creatively through board games, art, and non-competitive connections. Throughout the school year, all classes receive approximately ten social emotional lessons focused on defining and developing a growth mindset, and enhancing students' awareness and understanding of disabilities. We lead by example in embracing all of our students' unique qualities. A group of approximately 40 fifth grade students make up our Peace Patrol program. Peace Patrol members support our younger Monarchs on the playground during recess time by providing strategies and support in problem solving, conflict resolution, and peer mediation. Our hope is to guide our Monarchs throughout their elementary years to prepare them for their 100 mile migration to middle school and their endless possibilities of a successful future.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Character Counts! is a program designed to encourage students to display positive character traits. Each month, we focus on one of the six character traits - citizenship, responsibility, trustworthiness, respect, fairness, and caring. Each teacher nominates one student in their class who embodies the month's character trait to be recognized at Friday Flag. As part of our school-wide Positive Behavior Intervention System, other students are recognized by teachers and administration with Magnificent Monarch Awards for good behavior or academic gains. Our counseling staff and student council members write and act out skits emphasizing the character trait of the month.

Student council is made up of elected fourth and fifth graders and a nominated class representative from each upper grade classroom. In addition to designing Monarch spirit days that promote unity across campus and assisting with Friday Flag, student council hosts several charitable drives each year. Drives from the past two years have included a canned food collection and a hygiene kit collection for a local shelter, as well as a coin collection to raise money for The National Brain Tumor Foundation. Additionally, student council organized an Earth Week campaign to promote green habits, a Kindness campaign, and a Thankful campaign recognizing those who keep our campus running smoothly and expressing gratitude to members of the military through written letters. Most recently, student council designed Calm Corner Kits, supplying each classroom with a bin of breathing cards, squeeze toys, and calm coloring pages to encourage students to take five minutes to re-regulate their emotions as is necessary.

Monterey Ridge Safety Patrol is a select group of fifth graders that are committed to providing a safe school environment for all students both before and after school hours. Our safety patrol consists of thirty 5th graders who display leadership qualities and play an important role in helping our young pedestrians arrive and exit school safely. Under the direction of the California Highway Patrol and Monterey Ridge staff, these students are selected, trained, and supervised to ensure they are providing a safe crosswalk and traffic control for our streets and watch and report traffic violations. Five of our safety patrol members have been promoted to the position of captain of their squad and one member has been promoted to Sergeant, an honor given out by our CHP.

2. Engaging Families and Community:

At Monterey Ridge we value the input and support of our parent community and have built a strong and positive relationship with our Foundation. Working together for the benefit of our students, we offer a wide variety of family events, student assemblies, and classroom programs. The Monterey Ridge Foundation funds nearly \$100,000 of student supplies, technology, art, PE, and garden. Fundraising takes many shapes and includes direct donations, family dining events at local restaurants, Fun-Run, and an annual auction dinner.

We also have a very strong core of parent volunteers who work tirelessly in the school workroom and classrooms. Volunteers can be seen daily making copies, laminating, preparing instructional materials or coordinating classroom celebrations. Classroom volunteers support student learning by working with small groups of students on academic and enrichment skills under the direction of the teacher.

Our principal keeps the community informed through a regular weekly email newsletter called the Monarch Messenger. The newsletter highlights school events, student achievement, and has a weekly photo gallery from school activities. Key announcements and celebrations are also shared through the Monterey Ridge Foundation's Facebook and Instagram pages, both of which are managed by a parent volunteer with supervision by site administration.

Our school begins each Friday morning with a Friday Flag assembly. The assembly takes place in the center of our campus stage area and includes all staff and students. Families are always invited to attend. During the assembly, students are recognized with a variety of awards, upcoming activities are announced,

fundraising updates are given, and students have an opportunity to present character skits or philanthropic activities. It's a great community building activity.

Every Tuesday and Thursday before school, you'll see students, parents and grandparents participating in our volunteer lead Running Club. Volunteers keep track of the number of laps run by each child. Several times a year awards are given to students during Friday Flag when they reach milestones such as "marathon".

Community support has allowed us to finance and maintain our garden, build backpack racks, hold an annual used book sale, provide ballroom dancing instruction to fifth graders, and so much more! The community has made our school stronger through their support.

3. Creating Professional Culture:

The Monterey Ridge Learning Community is built on a foundation of strong character, confidence, competence and choice. We are committed to creating a culture of success by building the knowledge and skills to ensure college, career, and life readiness for each and every student we serve. To ensure that our vision is realized, the Monterey Ridge Elementary Staff commits to:

Collaborate effectively with staff and community.

Support all students learning and meeting or exceeding standards.

Communicate by listening to understand, and speaking to be understood.

Respect and care for all.

Hold all students responsible for good learning habits and appropriate behavior.

Foster and model a life-long love of learning and a positive "can do" attitude.

Monterey Ridge staff considers continuous learning a priority for themselves as well as their students. Teachers participate in self selected learning groups called TLC's to increase knowledge in areas directly related to their own teaching. Our site Professional Learning Leaders (PLL) work with other district leaders to provide site based training in math, reading and science. Approximately twice a month, guest teachers from the district X-PLoration team teach each class for 1hour and 45min to allow individual grade level teams uninterrupted time, during the school day, to collaborate or to participate in professional learning opportunities together.

As individuals, teachers are encouraged to explore innovative practices within their own classroom. The ability to explore outside of the box ideas has brought flexible seating to many classes at our school, allowed us to experience flipped learning and flexible schedules in upper grades, increased use of technology and STEAM activities across all grade levels, and most importantly allows staff to build on their own strengths and passions to improve instructional opportunities for students. Many staff members have joined TLCs focused on social emotional learning using the books Unselfie, Bridge Builders and Love and Logic as guides. Staff received training from our school counselor on how to use Calm Corners for kids who need a calming break during the day. As a result, our school is a place that students and staff look forward to coming because it's diversified, welcoming, and creative.

4. School Leadership:

Our mascot is a Monarch Butterfly. Just as a caterpillar goes through metamorphosis to become a butterfly, and as Monarchs migrate together annually, our school leadership has developed a culture where a unified, collaborative voice focuses on how to help "each and every" student transform into well rounded, successful, world class learners. Our principal and assistant principal foster a culture in which the majority of decisions are made collaboratively with teacher leaders after many opportunities for input from all

stakeholders including parents, teachers, and support staff. Everyone, regardless of age or experience, is encouraged to develop their own leadership ability.

Our collaborative leadership includes site administrators, grade level leaders, a student success strategies team (RtI), special education leaders and professional learning leaders for ELA, math, and science. Through close collaboration and open discussions with the staff, school site council and foundation, our school has been able to refine many processes that benefit our students both academically and socially. Individual strengths and passions are magnified within the leadership opportunities on our campus. For example, student success strategies team members use their strengths to focus on improving the process through which we refer students for intervention, the interventions that are available, and the means by which we track student progress from year to year. Our special education team, with the teachers who stepped up as general education leaders for our SAI Pilot Program, are able to brainstorm, invent and test improved ways to help not only students with special needs, but all students who struggle in the traditional education setting. Our professional learning leaders use their passion for particular subjects to invigorate and renew other's passion for teaching. Student council officers add student voice to decision making.

The principal, assistant principal and a teacher representative meet on a monthly basis with the Monarch Parent Teacher Foundation. These conversations build connections with the community and involve parent voice in decision making. Parents are also a part of the School Site Council. Parent partnerships have brought programs to our site, including First Lego League, Math Olympiad, Spelling Bee, Geography Bee, and Art Show.

As we have built connections through the leadership of staff, parents and students, the voice of all stakeholders has grown. Ultimately this leads us towards a successful, ongoing improvement process, that results in continuously improving academics, social-emotional growth, creativity, engagement and perseverance for each and every member of our school community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Monarchs are known to represent transformation and new opportunities. This year, we seized the opportunity to pilot a Specialized Academic Instruction (SAI) model, which not only transforms education for special education students, but also creates many learning opportunities for our stakeholders. All students at Monterey Ridge are general education students first, eliminating the stigma of being a “class guest” and creating a sense of ownership for every student by general education teachers. Participation in class activities and field trips is more cohesive. Students with special needs receive individualized Specialized Academic Instruction and Related Services through a combination of pull-out and push in models.

Before this transformation, our teachers envisioned their ideal model for special education and outlined what was necessary to achieve this goal. First and foremost, time needed to be provided for training and for collaboration. Next, we needed sufficient personnel to support teachers and students. Finally, we needed to address the fears that teachers, parents and students might experience as we engaged in a major change.

Teachers have had opportunities to attend training on behavior modification, co-teaching, mindfulness and Universal Design for Learning. Students are provided multiple abilities awareness and social emotional lessons to enhance understanding of disabilities and increase their willingness to celebrate differences in our community and throughout the world. Each child is provided an opportunity to step into someone else's shoes and experience empathy first-hand. To further educate ourselves and our community around differences and diversity, we are partnering with the Anti-Defamation League to implement anti-bias and anti-bullying resources in support of the No Place for Hate national movement to build inclusive and safe schools.

As we approach the end of the first official year of implementation, we've seen our kaleidoscope of Monarchs connect and prosper in many ways. Together we overcame challenges, growing stronger and more unified. General education and special education staff collaborate more often. Students with special needs and their parents are less stigmatized. At recess and lunch, children socialize with new friends. Special education students have been invited to typical peer's birthday parties for the first time ever. We know that transformational changes such as the SAI Model will help Monterey Ridge continue to be a leader in education. Our eye is on the prize: just as migrating Monarchs congregate on trees, each unique yet connected as a community, every student has something special and valuable to contribute at Monterey Ridge.