

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 901 East Graves Avenue
(If address is P.O. Box, also include street address.)

City Monterey Park State CA Zip Code+4 (9 digits total) 91755-4223

County Los Angeles

Telephone (626) 307-3300 Fax (626) 307-3490

Web site/URL http://www.garvey.k12.com E-mail hchow@gesd.us

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* Mrs. Anita Chu E-mail achu@gesd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garvey Elementary School District Tel. (626) 307-3444

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 Mr. Ronald Trabanino
(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):
- 10 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 10 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 | 0 | 0 | 0 |
| K | 46 | 32 | 78 |
| 1 | 48 | 44 | 92 |
| 2 | 37 | 47 | 84 |
| 3 | 41 | 40 | 81 |
| 4 | 43 | 31 | 74 |
| 5 | 41 | 35 | 76 |
| 6 | 37 | 34 | 71 |
| 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 | 293 | 263 | 556 |

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 77 % Asian
 - 0 % Black or African American
 - 22 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 0 % 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: 14%

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

Monterey Vista does not have a mobility rate above 15%.

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 | 66 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year | 8 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 74 |
| (4) Total number of students in the school as of October 1, 2018 | 515 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.14 |
| (6) Amount in row (5) multiplied by 100 | 14 |

6. Specify each non-English language represented in the school (separate languages by commas):
Mandarin, Cantonese, Spanish, Vietnamese, Cambodian, Indonesian, Burmese, Punjabi, and Italian.

English Language Learners (ELL) in the school: 46 %
255 Total number ELL

7. Students eligible for free/reduced-priced meals: 71 %
 Total number students who qualify: 395

8. Students receiving special education services: 9 %

51 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>35</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 17

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 | 1 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 22 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 1 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 4 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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

| Required Information | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 98% | 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 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. 2004

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

The students of Monterey Vista School will learn academic skills, moral and ethical values, and respect for diversity that will enable students to be life-long learners and productive members of a global society.

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

PART III - SUMMARY

Monterey Vista Elementary School is located in the City of Monterey Park, CA and is one of 8 elementary schools in the Garvey School District. There are 556 students enrolled at the school in 20 regular education classes serving grades kindergarten through 6th grade. The school serves a diverse student population with 76% Asian (Chinese, Vietnamese, Cambodian), 21% Latino, and 2% Filipino, White and African American. Even with the challenging of a high percentage of linguistically diverse and socioeconomically disadvantaged students, the school is committed to providing quality and rigorous programs and services to assist and prepare all students for the 21st Century in meeting the Common Core Standards. Monterey Vista is a high achieving school whose SBAC scores are the highest in the Garvey School District. We have earned Title I Academic Awards School six times since 2003, California Distinguished School Awards in 2004, 2014, 2018 and 2020 and National Blue Ribbon in 2004. Monterey is also ranked 309 out of 5772 public schools in California.

Parents are very supportive of the school as demonstrated through their active participation in a variety of school, social, cultural, academic and volunteer activities. This would include attendance at Back To School Night, Open House, parent conferences, Book Fairs, PTA Meetings, Winter and Spring Programs. Local businesses, school district and outside agencies also lend support in helping students meet and exceed Common Core standards. There is a strong commitment and partnership among all stakeholders to help and ensure every child to succeed. All of these components contribute to a winning Monterey Vista Team as demonstrated in our achievement.

Monterey Vista not only offers a challenging core curriculum focusing on Common Core, but also offers a variety of enrichment and supplemental programs including before and after school programs, Glee Club, Bell Choir, Visual and Performing Arts (VAPA) classes, Coding, Science Fair, Chess Tournament, Student Council, Spelling Bee and Math Field Day. The school also offer supplemental programs that support core programs such as Excel Math, Study Island, vocabulary.com, Reading Counts, Whoos Reading and Mystery Science.

The innovative technique that Monterey Vista has implemented is student engagement. We make this a priority at Monterey Vista. We believe engaged students are willing participants in the learning process. They become accountable for their own learning and are likely to persist through challenges. They also put forth their best effort in everything they do and take pride in what they produce. With this, teachers at our school make learning meaningful and relevant to students through real life examples and tasks. Instruction is student centered rather than teacher centered. Many opportunities are provided for collaborative learning. For example, teachers give students the freedom to choose the manner in which they will demonstrate their learning such as through making multimedia presentations, and yet others may choose to write a paper, make a diorama, or an exhibit card. This keeps students engaged through creativity and allows them to share their learning in a manner comfortable to students.

Monterey Vista received the National Blue Ribbon Award in 2004. To this day, we remain the only school in the district to have received this honor and recognition. This recognition had made our school to continue to provide a quality first education to students, incorporate student leadership in school climate and culture, and continue to engage family and community.

The biggest impact for Monterey Vista after receiving this honor is our emphasis on school leadership culture and school climate. We provide all students with an emotionally supportive environment. Teachers form caring relationships with students and are attentive to students' needs. They take every opportunity to make personal connections with students simply by extending warm greetings or welcoming each child every morning. In the classroom, students are empowered with the opportunity to voice out and vote on matters they feel are important. Teachers and students frequently engaged in discussions over what is working well or improvements that need to be made in the classroom or school community. This gives students ownership of their environment. Caring relationships fulfill students' developmental needs for connecting with people, and establishes a sense of belonging and importance. When students know they are cared for, they develop trust and security which sets the stage for learning to take place.

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

Monterey Vista's philosophy is based on the concept of all children can learn. Instruction is provided using the district adopted programs. Supplemental programs are utilized to provide enrichment and remediation to meet the needs of all learners.

Meeting the needs of all students necessitates an understanding of the different learning styles of students and addressing these styles when planning and delivering lessons. The process begins with looking at each standard in language arts, mathematics, science, and social science and understanding the expected student outcome for each standard. The next step involves differentiating instruction so that it is meaningful to all students, not only those who perform above the expected learning outcome but also for underperforming students who require remediation and intervention. During lesson delivery, lessons are broken down into manageable concepts. This provides for many opportunities for teach/model/practice incorporating activities that meet all learning styles. Instruction is delivered through project-based learning, explicit lesson, and technology which infuses cross-curricular concepts to imbed key ideas. This provides for repeated opportunities to integrate, apply and synthesize standards.

Assessment plays an important role in shaping instruction. Monterey Vista utilizes multiple measures for assessment. Formative and summative assessments identify areas of strengths and weaknesses while highlighting specific students in need of remediation. Students performing above grade level standards are provided with challenging enrichment activities while struggling students are provided with RtI in small group settings. Teachers within a grade level meet once weekly in PLC to analyze data from multiple measures. Once a month, teachers analyze data across grade levels at a staff meeting. The school leadership team meets annually to analyze data. The primary goal of these meetings is to evaluate teaching practices as it impacts student learning. Areas of weaknesses are identified and next steps are developed.

1b. Reading/English language arts

Monterey Vista utilizes a differentiation approach to reading/language arts for students. Teachers design activities that addresses the Common Core standards based on the need of a specific group. Those activities cover all levels of Bloom's taxonomy along with the four levels higher order of Depth of Knowledge (DOK). The content is chunked and graphic organizers are utilized to help struggling or below grade level students across the curriculum of language arts.

This approach helps students assess their learning and allow teachers to make formative assessments and monitor students' progress. One way process is differentiated is by spacing out a lesson into 30 minute intervals so that students are not overwhelmed with information. Techniques and strategies such as think-pair share, journaling, partner talk, and literature circles are some ways teachers at Monterey Vista differentiate process. They also encourage and ensure students, especially English Learners, have opportunities to use oral language among peers.

Differentiating allow all students the opportunity to demonstrate understanding and mastery. Using sentence starters, work banks, sentence frames, leveled texts, and cloze notes are powerful tools that help struggling readers and English Learners. When students can access curriculum at their own level, they feel successful, and this in turn leads to achievement.

The SLT and grade level teams meet during staff meeting to analyze data per trimester to evaluate effectiveness of current programs and instructional programs. As a result, teachers were able to identified that upper grade students in grades 4-6 were not struggling with some higher order thinking problem solving skills. As a result, the Whoos Reading program was purchased since it helped to address students to provide evidence and justification after reading a book or passage.

This process of periodic data analysis have helped teachers to identify needs of all student subgroups to ensure all students achieve proficient levels.

1c. Mathematics

For math, instruction at Monterey Vista reinforces the conceptual understanding of key ideas and requires students to justify whether a response is valid or invalid. The Go Math curriculum is the adopted curriculum. With this program, instruction is based on the 5E instructional model: engage, explore, explain, elaborate, and evaluate. A lesson is explicit and follows the gradual release model with scaffolding provided so students are able to access the curriculum. In addition, teachers use manipulatives during guided practice and independent practice, and during remediation in small groups. Students are given ample opportunities to "think aloud" explaining their problem solving approaches either in pair share or choral response as well as to demonstrate understanding by modeling the problem. This also incorporates technology as a means of meeting the needs of all students. Think Central is the online component of Go Math which students can access in school or at home. It provides students with online tutorials should they need additional reinforcement. Teachers routinely assign practice assignments on Think Central which gives students many opportunities to practice skills taught through explicit direct instruction. Differentiation takes place within explicit direct instruction in whole and small group settings. Small group instruction makes it possible for teachers to work with students who have common needs or strengths. Groups are flexible and students move from one to the next based on their need at a specific point in time. Aside from the technology aspect, the program has remediation for struggling students (Reteach), enrichment activities for advanced students, and English Language Learners.

In addition, supplementary programs are utilized to address differentiation and remediation. In grades 4-6, students utilize Study Island. iReady is utilized school wide to provide lessons and practice at individual student's level. Excel Math is used throughout the grade levels for additional practice.

As previously stated, both formative and summative assessment drive instruction. In the beginning of every school year, students take an iReady diagnostic test to establish their level of mastery of the previous year's standards. This data helps teachers to understand the needs of each student so that lesson can be designed to meet those needs. Diagnostic tests are given two more times during the school year; once at the end of the first trimester and then again at the end of the second trimester. Results from these assessments determine next steps: adjustments in learning targets and goals, adjustments in grouping, or whether to provide further remediation (RtI) or enrichment activities. In addition, students also take a Go Math beginning of the year test which establishes the strengths and weaknesses of each student in terms of basic skills mastery for the purpose of forming instructional groups and providing targeted instruction. Assessments provide information on each student's zone of proximal development so that teachers can develop instruction that is purposeful and relevant to each child. As mentioned above, data is analyzed frequently to determine next steps.

1d. Science

Monterey Vista had adopted the NGSS for all science instruction for grades K-6. The district provided all curricular materials for teachers that includes textbooks, science hands-on materials for student cooperative learning, creativity and exploration. In order to address the NGSS standards, grade levels have used team teaching to ensure instruction is occurring daily. Monterey Vista used school funds to purchase supplemental programs to enhance and enrich science instruction via technology-based program such as Mystery Science. These programs help to differentiate not only the wide range of proficiency levels in the classroom, but also provide higher Depth of Knowledge (DOK) levels and higher critical thinking skills as required by the Common Core Standards.

The summative assessments for students is evident with the annual NGSS Science Fair Projects that is displayed during Open House. The school invites retired teachers and retired science and engineering professionals to judge the first, second and third place winners for each grade level. During this time, parents and community members have an opportunity to view not only the displays but also the winners.

For formal assessments, all fifth grade students statewide would take an online science state assessments that require both basic and higher order thinking skills to complete task and obtain either a proficient or advanced status for students and school.

Monterey Vista utilizes annual science assessment data to allocate funding to address areas of needs to each new school year. Based on our last year results, the school leadership team was able to identify the need for students to comprehend abstract concepts. As a result, funding was allocated to provide students with real life application of concepts by providing assemblies and field trips to science centers.

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

The Garvey School District is in the process of adopting a new K-6 History Social Science Curriculum in the 2020-2021 school year. Monterey Vista is currently using an old curriculum in which the district is only replacing a work book and teachers are using an integrated approach with language arts. The rationale is the school's current language arts program, Benchmark Advance, require students to use annotation and note taking on diverse topics in science and social studies/history. This require teacher to provide explicit instruction in which professional development opportunities were given at the beginning of the school year.

There are no current current summative or formal assessments for social studies/history for the school and the district. However, teachers and the school leadership team have looked at language arts data and identified areas of needs in the area of writing since there are formal and informal writing assessments that require students to respond to a non-fiction passage from a history or science texts.

For student engagement, Monterey Vista offer students the opportunities to join extracurricular activities such as Chess Club, Coding Class and Yearbook Club. The teachers identify students who historically have not participated in many school events. For Chess Club, the winners from each grade level enter a tournament where the winners from each grade level will win a chess set. The Coding class offer students the opportunity to learn computer science skills such as Minecraft and will culminate with a show case presentation where they demonstrate their proficiency in coding to their parents. Finally, the Yearbook Club, recruits students in grades 4-6 where they will assist in the production of the school's yearbook where they are assigned leadership roles such as being a photographer, an interviewer or editor.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Monterey Vista offers two opportunities for students to access the Visual and Performing Arts (VAPA) program. First of all, students in grades K-6 learn about performing arts the first half of the school year and the fine arts for the second half of the school year. The district provide six roving VAPA teacher every Thursday. The teacher participates in a professional learning community within their grade level with a Teacher on Special Assignment while students learn about the arts. The roving teacher used Meet The Master Arts curriculum where students learn about an artist and their works. In addition to the weekly VAPA classes, Monterey Vista has our own Bell Choir and Glee Club and headed by a director who is an employee of the school. These two groups are open for auditions and tryouts to students in grades 3-6. There is a total of 11 students in the Bell Choir and 28 students in the Glee Club. They have performed at many community functions such as at senior and convalescent homes, annual school Winter and Spring Programs and at the Los Angeles Metro Transportation Department where they performed in front of 800 people in honor of Veteran's Day.

For physical education, all teachers are required to provide 100 minutes every two weeks to their students in grades K-6. The curriculum used is the SPARKS PE program that focused on skills and hand eye coordination activities. There are grade levels that team teach and some will instruct their classes only. The principal is required to have each teacher verify they have provided the required PE minutes at the end of the month.

Monterey Vista does not offer any foreign language to students.

In the area of technology, it is one of our school's strength. All grade level implement Scholastic Reading Counts which is an online motivational reading program where students will take test online after reading a book. The student will earn certain points and teachers set goal for each student to achieve in a specified period. However, in addition to earning points, the program tracks a student lexile level and teachers will assign books accordingly for each student to read. Teachers will then assess students at the end of each trimester to track lexile level and student growth. Reading Counts is very visible in the school's cultural landscape. All books in the school library and classroom is arranged and color-coded showing the different lexile level. Reading Counts not only motivate students to read but also measure their lexile growth. As a school, this program have definitely contributed to our high language arts standardized test scores and growth.

Monterey Vista had also developed a Technology Plan to address the technology standards from the state and also to equip all of our students with the skills necessary for the 21st century. Using the standards, each grade level focused on specific exit targets for their respective grades. One school-wide focus is the need for students to develop basic competency in keyboarding since grades 3-6 will participate in the SBAC Testing which requires the use of keyboard on a laptop for the entire week long assessment. Also, all fifth grade students will learn coding with the support of their teachers and a technology teacher from the school district. This will ensure students are prepared for the ever growing computer science jobs of the future.

Monterey Vista also provides character-building for all students through monthly themes of character and 7 habits of highly effective people. Those themes become a selection criteria for teachers student of the month.

3. Academic Supports:

3a. Students performing below grade level

Monterey Vista School provides students who are performing below grade level with many layers of intervention. Students are identified using standardized based assessment results such as SBAC, as well as district level results from iReady and current language arts (Benchmark) and math (Go Math) as well as school based supplemental programs such as Reading Counts and Study Island. There are three tiers of intervention used which is based on the Response To Intervention (RtI) pyramid.

For the first tier, the focus is on quality first teaching that occurs during the day and the focus is on all students with differentiation instruction in the class such as small groups with teachers instructing with guided reading, readers theater and centers. The common core standards is emphasized with lessons that require student to use higher order thinking skills and provide evidence and justification for student responses.

For the second tier, students who are not able to follow and be on level after direct instruction. The students who need second tier is usually about 20% of the class and they are the candidates for an after school intervention program or during the day RtI leveled reading class. The teachers in different grade levels team teach to address a more leveled approach to assist students who are below grade level because of language status, they are newcomers or from a low socioeconomic status.

For the third tier, teachers will use the school's student success team (SST) process to bring in all stakeholders such as general education teacher, English Language Learner Interventionist, and counselor to develop intervention plan to provide support in the areas of academics as well as social, emotional well being.

3b. Students performing above grade level

Monterey Vista provide enrichment opportunities for students who are performing above grade level. They were our Gifted and Talented Education (GATE) students. We want to ensure the GATE students have opportunities to expand their knowledge. This would include many during and after school program enrichment classes.

Some of the during school programs included a Mad Science in which GATE students are pulled out twice monthly to attend a class to learn on extension of life, earth and physical science concepts taught in class. This was offered to students in grades 4-6 using school and district GATE funds. In addition, the school's upper grades (4th to 6th) had GATE clusters in which identified GATE students are placed in one upper grade teacher so teachers can address differentiation for the high achievers. Those students are given opportunities to make a presentation, debate or public speaking activities in their classrooms to their peers.

There are also opportunities of advanced students to participate such as District and County Math Field Day, Spelling Bee, and Chess Tournaments. These are open to all students to promote student engagement, but teachers also ensure that advanced students also are part of the selection process.

3c. Special education

Monterey Vista provide all students who has an Individual Education Plan (IEP) with accommodations and modifications to ensure their success in the general education classroom. All special educators including speech and RSP teachers work collaboratively with general education teachers with push in programs for students who has the potential to mainstream and spend close to 100% of their instructional day with regular peers. For students who need to be in a more restricted environment, they will be serviced in a pull out program either in a special education classroom. Special educators have provided professional development during staff meetings on topics related to implementation of IEPs.

Special educators also provide strategies such as homework modifications or developing positive behavior interventions for students who may have learning disabilities or conditions such as attention deficit disorders. Monterey Vista also have a school counselor for two days per week to provide teacher with classroom support for those students who may present challenging behaviors. The counselor have provided support in classrooms by presenting anti-bullying awareness, showing kindness and social skills training.

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

Monterey Vista provide differentiated support for English Learners by grouping students in different levels within each grade level daily. All English Language Learners are provided daily ELD instruction for up to 40 minutes daily. The school also employed a full time English Language Learner (ELL) Interventionist who instructs long term English Learners with a pull out small group intensive instruction. The focus is on reading and writing with a focus on informational text which is integrated with the common core standards.

The ELL Interventionist also serves on the Student Study Team (SST) along with the principal and general education teacher. She not only present the language level of the student, but would suggest and present research-based resources such as English 3D that require students to use both oral and written language to parents they can implement at home and in the community. Monterey Vista has a high percentage of English Learners with a recent influx of newcomers who needs to learn basic language conventions. The ELL Interventionist craves out a portion of her teaching day to address the school's newcomers with total physical response, hands-on activities and computer-based programs such as Rosetta Stone.

Monterey Vista also offers a newcomers class on Saturdays for newcomers who are in grades 1-3 and grades 4-6 with a focus on oral language development.

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

Monterey Vista does have any migrant education students. The school does provide during school and after school intervention programs for students who have not achieved grade level standards. The during school program follows the model of Response to Intervention (RtI). Grade levels use team teaching within a grade level a teacher will form a class with no more than two levels. This would create a more focused approach to skills that students need in language arts, math and English Language Development (ELD). This also creates the culture of "our students" where each teacher will work and teach all students in their specific grade levels.

The after school intervention program focused on the students who are identified per grade levels based on their SBAC results who have not achieved proficient status. One of the models we have used with two grade levels are a rotation schedule created by teachers where they would provide instruction once weekly. This concept help to reduce teacher burnout of having to work after school daily.

The students who are placed in the during school RtI and after school intervention programs were all based on their scaled scores from their state testing (SBAC) that the school leadership team and grade levels identified.

The grade level teachers meets at the end of each trimester to review student assessment data so students can move from one intervention class to another with the goal of each student being able to achieve grade level standards.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Monterey Vista provides a positive environment with clear rules and expectations. We are a Positive Behavior Intervention Supports (PBIS) school with a rubric that had been developed five years ago with the input of parents, students, teachers and all support staff. The rubric consists of how student is to demonstrate appropriate behavior at various locations throughout the school. These places would include: hallways, library, playground, cafeteria, restrooms, and classrooms. Some examples would include no talking in the library, no running in the hallways, clean up after use in the restrooms. These rubrics are posted in all classrooms and at the locations mentioned above.

There is also a rewards system for students who are caught "doing good" or a following the expectations accordingly. They are given a token in the shape of a coin to recognize their positive behavior. The student then puts the token in their own classroom jar. Teachers from other classrooms and staff can also give the token to any student at the school. The students will bring their jar to the monthly Student of the Month Assembly and put their tokens into a school jar. As the school jar is completely full, there will be a school wide PBIS celebration. They could include an ice cream or shaved ice party, assemblies or a Movie Day. During the Student of the Month Assembly, a classroom that is recognized for being the best model for PBIS would receive a treat from the principal.

In order to motivate students to achieve and be recognized, teacher emphasized and stressed the leadership element of a student of the month. In addition to achievement, teachers focused on the improvement gained by a student along with their social and emotional growth. This would include acts of kindness, being responsible, caring and character building. As a result, students of the month is more diverse and is more representative of the student population.

2. Engaging Families and Community:

Monterey Vista School provides many opportunities for parental involvement. Parents can sign up to be involved with committees that involve school governance, volunteering as chaperones for school sponsored events, and parent training. There had been community partnerships with businesses and institutes of higher education to benefit students.

First of all, parents are sought out to participate and be part of the school's leadership and governance. These committees include School Site Council (SSC) and English Learners Advisory Committee (ELAC). Parents are sought out by School Community Coordinators (SCC) and encouraged to join these committees. Monterey Vista employs two SCCs who are proficient in Cantonese, Mandarin, Spanish and Vietnamese to act as liasons between the school and the community. After parents have been selected, they will be voted in by other parents at large and they will be on both SSC and ELAC. The SSC will be involved with the development of the school plan and also approve Title I funding for school expenditures. The ELAC helps to explore, improve and evaluate current programs for English Learners.

Parents are always encouraged to volunteer in school events and functions. For Monterey Vista, field trips, PTA-sponsored events and outdoor education camp offers the most opportunities for parental involvement. Chaperones are sought out by teachers to have parents accompany their classes for educational field trips to museums, zoos and science-based amusement parks. For PTA events, parents help to decorate or provide refreshments for Read-In, Book Fairs, Academic Family Nights and Movie Nights. Finally, parent contributions to our Camp (Outdoor Education) in the form of providing camping supplies, food, water, and monetary donations.

The principal also offers parent training sessions. The topics focuses on relevant information such as understanding standardized test scores from SBAC and local district assessment results, bullying (including cyberbullying), appropriate use of technology, communication with students, school attendance, importance of reading, and transitioning to middle school. Translations in different languages are always provided to

ensure equal access of resources for parents.

Lastly, community partnerships are formed with vendors who provide donations to provide drinks and refreshments for Back To School Night, Open House, and student incentive events such as Game Truck Day, Donuts for Dad, Muffins for Mom, raffle prizes and free food certificate for perfect attendance.

3. Creating Professional Culture:

Monterey Vista has a professional culture where all teachers and support staff are valued as contributors and each has a voice in the governance of the school. First of all, there norms were created for staff meetings and for professional development sessions. There is also mutual respect for each other's opinions expressed and each member is held accountable to the success of all students.

For teachers, professional development is the lifeline for them. These activities provide opportunities to grow and keep up with the latest research-based strategies to instruct students and quality learning experiences for them. This is the rationale developing a calendar of professional growth activities by teachers by the School Leadership Team in the summer.

Monterey Vista's Positive Behavior Intervention Supports (PBIS) is an example in which all stakeholders are involved with supporting students. From the office staff to the teachers including noon duty aides is aware of the the PBIS matrix of student expectations in key areas of the school. All staff will recognize, reward but also redirect students if they are not exhibiting appropriate behaviors in the hallways, cafeteria, library, etc. It is very important for all teachers to know that all staff support initiatives to ensure students are successful inside and outside of the classroom.

As a result of this, Monterey Vista was able to develop a vision that all stake holders know, share and implement with the school community. They also know what learning opportunities they would have for the school year and that they each can contribute to provide a first class 21st century education for all children. With this, teachers, support staff and administration is truly the village that it takes to raise a child.

4. School Leadership:

The leadership philosophy of Monterey Vista School is one of shared-decision making by principal and stakeholders. The main body is the School Leadership Team (SLT) that consists of at least one representative from each grade level. The SLT participates in the school planning institute where student data, programs, and budget allocation. The outcome of this would be for Monterey Vista and other schools to develop the single plan for student achievement (SPSA).

In order to develop this SPSA, all grade levels look at student achievement data from previous school year and identify needs at each grade levels for language arts and math. From there, the SLT try to look for school wide trends across all grades. One example I would like to present was how the SLT was able to identify listening skills as a school-wide need from the 2017-2018 school year. In order to address this need, an action plan was developed where the academic coach seek out or develop resources such as lessons and activities that requires listening. The next step would be for all grades to set up a time slot of 15 to 20 minutes during the instructional day to a listening activity or lesson for students.

The SLT also make recommendations that require parent input and approval. There was the proposal to hire an additional 3 hour instructional assistant for students in grades 4-6 since there was an identified need in number concept in math across the grade level span. An instructional aide would provide small group intervention under the direction of a classroom teacher. This recommendation was presented to the School Site Council (SSC) later in the school year. Based on the rationale from the SLT and supported by student achievement data, it was approved by the SSC with parents comprising 50% of the committee's membership.

The SLT and SSC worked cohesively in providing support and resources to the students who need additional intervention and support operates seamlessly since there is a positive relationship between the two groups. They also understand the policies governing those two bodies.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Monterey Vista is a Title I school with 71% economically disadvantaged students and 46% English Learners. We have been awarded the Title I Academic Achievement Awards School six times, the California Distinguished School in 2004, 2014, 2018 and 2020.

We are a school that values diversity. All stakeholders share the same belief that all students have talents, abilities, and the capacity to learn. Monterey Vista understand all students are uniquely diverse and come with various emotional, social, educational, and physical needs. Meeting these individual needs require a differentiated approach.

Differentiated instruction has been the norm at Monterey Vista for at least ten years. Programs and strategies continue to evolve and improve through the years to meet the ever changing needs of our student population.

Differentiation in instructional strategies is data driven. Data from multiple measures: District benchmarks, iReady, Benchmark Advance (language arts curriculum), Go Math (math curriculum), and SBAC are analyzed monthly during staff meetings. Data is shared with stakeholders during Parent Conferences, and through School Site Council Meetings. Based on the data, target areas are derived. Data is analyzed and areas of need are identified in math and language arts for each grade level and for individual subgroups. Goals and expectations are developed, and from there, teaching strategies, programs, and differentiation is determined.

Needs of diverse students are met through a number of programs and strategies. In grades 1, 3 and 4, team teaching is implemented to allow for targeted instruction. Students are grouped for a portion of the day based on specific needs in math and language arts. Grouping of students is fluid and changes constantly, just as the needs of the students are ever changing. Staff collaboration is another important component. Goals, modifications, and strategies are some of the topics discussed during staff meetings and professional learning communities (PLC).