

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

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

School Mailing Address 780 Santa Victoria Avenue
(If address is P.O. Box, also include street address.)

City Solana Beach State CA Zip Code+4 (9 digits total) 92075-1535

County San Diego

Telephone (858) 794-3700 Fax (858) 794-3750

Web site/URL https://www.sbsd.k12.ca.us/Domain/9 E-mail kzimmer@sbsd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Jodee Brentlinger E-mail jbrentlinger@sbsd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Solana Beach School District Tel. (858) 794-7100

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Julie Union
(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.

(School Board President's/Chairperson's Signature) Date _____

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):
- 7 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 7 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	45	28	73
1	44	40	84
2	51	44	95
3	42	41	83
4	0	0	0
5	0	0	0
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	182	153	335

*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
 - 0.9 % Asian
 - 0.3 % Black or African American
 - 25.4 % Hispanic or Latino
 - 0.8 % Native Hawaiian or Other Pacific Islander
 - 64.1 % White
 - 8.5 % 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: 8%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	18
(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)]	26
(4) Total number of students in the school as of October 1, 2018	335
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):
- Spanish 11.31%, Russian 0.60%, Farsi (Persian) 0.60%, German 0.60%, French 0.30%, Mandarin (Putonghua) 0.30%, Dutch 0.30%, Turkish 0.30%.

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

7. Students eligible for free/reduced-priced meals: 17 %
- Total number students who qualify: 57

8. Students receiving special education services: 14 %

47 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>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>1</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: 4

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	0
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
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.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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	95%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 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. 1998

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

Our mission is to build a strong foundation for lifelong success so that students grow to be caring, responsible, and productive citizens.

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

Upon entering Solana Vista school, the warm, welcoming environment is felt immediately. From staff to students and families, all are greeted with hospitality and acceptance. It is the belief of all at Solana Vista that kindness and connectedness are the foundation for creating an environment where staff and students feel safe and ready to take learning risks in order to reach their potential as a person.

Solana Vista School is a kindergarten through third grade school located in the community of Solana Beach, California. Our mission is to build a strong foundation for our students' lifelong success. It is our vision that all students have learning experiences that will help them to become caring, responsible, and productive citizens. Our school is a wonderful example of a community working together to provide an exemplary education for all students. At Solana Vista, we believe in nurturing the growth of all students' unique and special gifts by fostering academic success and independence, encouraging a love of learning, celebrating each child's individual talents, and supporting students' social and emotional development. Solana Vista has developed a compassionate spirit that can be found in all aspects of the school community. From the high level of parent involvement to the caring nature of our students and staff, we have created an environment that focuses on the social emotional and academic needs of each child.

When Solana Vista was built in 1972, it was the third school in the Solana Beach School District. It is nestled in a family-oriented community that values education and highly supports the school and staff. Solana Beach families come from a range of socioeconomic backgrounds, all of whom work to contribute to their community through their dedication and service. A high level of parent engagement is evident in parent organizations that support the school: school site council (SSC), parent teacher association (PTA), Solana Beach Schools Foundation (SBSF) and the English Language Advisory Committee (ELAC). These organizations play an important role in providing direction for the school's strategic plan, support for numerous cultural programs, and consistent funding for our award winning science, technology, research, engineering, art, and mathematics (STREAM) programs, allowing students to experience rich and rigorous learning opportunities from kindergarten to 3rd grade. In addition, local community organizations such as Casa de Amistad, Boys and Girls' Club, and Friends of the Library partner with Solana Vista to support our students and community.

We proudly serve 335 students in 17 self-contained classrooms of which approximately 10% of are English Language Learners. In addition to the general education teachers, learning is also provided by our STREAM teacher, library media teacher, speech/language pathologist, English Language Development (ELD) teacher, reading specialist, school counselor, school psychologist and two learning center teachers. Paraprofessionals also support student learning in areas of special education and reading intervention. Solana Vista is an active campus where multiple resources come together dedicated to meeting the needs of the whole child. It is a special place for students, staff, and families.

The guiding principle at Solana Vista is the belief that the success of each child and their opportunity to reach full potential in college and career begins with us. Therefore, key strategies have been developed to provide both encouragement and challenge for students. Academically, staff utilizes a thorough assessment process, both formative and summative, to determine instruction for students in the core subjects of language arts and math. Evidence-based practices and strategies are employed to support all learners and address their varying needs. To support student learning, graphic organizers, sentence stems, strategic student pairing, manipulatives, and visual aides are some strategies that one would observe being used to support students. Students have opportunities to participate in small groups, one-to-one teaching, and whole group formats to engage in learning. Our grade level teams work together to ensure consistency and continuity from grade to grade for both assessments and curriculum. In addition, the reading and math intervention program is designed to determine specific gaps in student performance and provide individualized and small group support through a variety of intervention programs: Orton Gillingham, phonemic awareness, fluency, comprehension, number sense, and math problem solving.

Enrichment opportunities such as Book Club, Robotics Club and Math Club provide opportunities for students to go beyond the standards-based curriculum and explore passions. Students also participate in

monthly grade level Discovery Days where learners can choose to pursue their interests in the areas of robotics, coding, and engineering. Many school traditions anchor student and staff dedication to the school throughout the year. The Halloween Carnival celebrated its 61st year in October; a display case is available for students to share personal collections weekly; twice yearly, two students participate as Principal for the Day and spearhead our biannual community service projects; and our second annual celebration of the Sandy Hook Promise “Start with Hello” Week has become a new tradition to launch the school year with a commitment to welcome all and end social isolation.

Since Solana Vista was last recognized as a National Blue Ribbon School in 1999, there have been many changes on campus. In addition to adopting and embracing the California State Standards (CSS) and the Next Generation Science Standards (NGSS), leadership has turned over several times. The current principal has collaborated with teachers, staff, and parents to set the vision and priorities of Solana Vista, which include a focus on the social-emotional well being of all students in conjunction with building a solid Balanced Literacy Program. With a goal of developing the Identity and Agency of each individual as well as growing student emotional regulation, teachers provide numerous opportunities each day for emotional check-ins, class meetings, student voice, and student choice. Teachers are trained and dedicated to ensure foundational reading skills are taught explicitly and each type of learner receives the targeted instruction necessary for academic success.

Through collaboration and commitment, the tight knit Solana Vista Staff and school community is proud to provide an exemplary education to all students.

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

The overall approach to the core curriculum begins, first and foremost, with the California state standards. Solana Vista teachers and staff ground their long-range planning and content mapping with a goal of each and every student meeting grade-level standards by the end of the school year. As our mission is to build a strong foundation for our students' lifelong success, we focus our efforts on identifying for each content area what we want our students to know, understand or be able to do; how we will know if they've achieved our benchmarks; and what we will do if students are not progressing at an anticipated pace (or if they are exceeding expectations).

Our students come from varied backgrounds and approach learning in different ways- 10% are English learners, 18% are socioeconomically disadvantaged, and 13% are students with disabilities. For the Solana Vista staff, equity and access are at the forefront of our thinking as we design learning experiences that will be inclusive of all students. We use the principles of Universal Design for Learning (UDL) to reach our varied learners and we have in place a multi-tiered system of supports (MTSS) incorporating multiple forms of local, district, and state assessment data to progress monitor and inform next steps for learners.

One high-impact practice that is an important part of Solana Vista's culture is a bi-annual "Student Success Day," (SSD) where grade level teams are released from their classrooms to meet with the school principal, education specialists, reading interventionist, and school counselor to review multiple data points and discuss learning and wellness plans for each individual student. SSD's are augmented by weekly professional learning community (PLC) meetings for each grade level, the social emotional learning (SEL) team, and special education department to closely monitor and discuss students progress and social-emotional well-being.

1b. Reading/English language arts

As a K-3 school, Solana Vista is highly focused on building students' foundational literacy skills. We have endeavoured in the past three years to become familiar with research-driven, multisensory, multi-modal approaches to foundational literacy instruction and have consequently put into place daily phonemic awareness lessons using the Heggerty Phonemic Awareness program as well as the Orton-Gillingham-based Sounding Essentials system. A variety of student data is analyzed regularly by staff and, when needed, students receive targeted interventions in all areas of reading.

In addition to laying a solid foundation in phonemic awareness and phonics, Solana Vista teachers build in daily opportunities for students to produce and engage with text as a means of reflection, communication, and learning. We value having in place a balanced literacy program, with time and attention spent on reading, writing, speaking, and listening across a variety of fiction and informational texts. Solana Vista staff uses a variety of strategies and programs to support the English Language Arts program with the goal of creating a classroom of independent, confident, excited readers.

Solana Vista teachers utilize the Lucy Calkins Writing Units of Study to support writing development in all grades. Through narrative, informational and opinion writing, students develop writing skills in fluency, voice, content, grammar, and mechanics. A visit to any classroom will illustrate the time and effort Solana Vista students put into the writing process and the commitment of our teachers to develop these vital lifelong communication skills.

Students who matriculate through Solana Vista leave with the confidence to speak clearly and concisely to a large group or in a one-on-one environment. Students have many opportunities to develop speaking skills through weekly speeches, daily class meetings, class presentations, partner talk, and school announcements. In addition, learning to make eye contact and greet one another is a focus for all--child and adult alike--to

promote confidence in social settings as well as academic settings.

Promoting the love of literacy is a large part of the English Language Arts program at Solana Vista. Teachers use picture books daily to explore and analyze character, setting, plot and theme. The Solana Vista school library is a hub on campus and is used consistently by all students and staff. Students participate in literature enrichment as well as research activities with our credentialed library media teacher. Each year, our students are guided through the process of evaluating California Young Reader Medal nominated books and voting for the book/author that they believe deserves the award. Students evaluate the book's purpose, illustrations, theme, and overall presentation in order to make an informed decision.

Annually, classrooms participate in the Global Read Aloud program which exposes students to a group of picture books or a children's novel to study and enjoy. Many classrooms find "buddy" classes in other states or countries to collaborate with and share in the joy of literature. Buddy classes SKYPE or use the online platform of Seesaw to share their thoughts, noticings, and wonderings as both classes read the selected book.

1c. Mathematics

The Solana Vista mathematics program is a rigorous, standards-based program focused on giving students the opportunity to develop mathematical understandings and skills in each of the eight mathematical practice standards. Using the Eureka curriculum as the primary resource, teachers supplement with other strategies and resources to engage students in mathematical thinking, problem solving, and fluency. We know that building a strong foundation in math concepts will be an essential skill needed as they grow.

A common practice is to open a math session with a Number Talk to strengthen number sense. This gives students a chance to talk about math, listen to how others "see" and manipulate numbers, take risks with questions, and reason abstractly. Teachers use a visual to record student thinking with numbers, words and pictures as they elaborate on their thoughts. Then, the teacher asks others to question, respond, or challenge the thinking. Accountable talk strategies allow students to agree with, disagree with, and add to the thinking of a peer. Developing number sense and the confidence to "dig" into a problem is one of the first steps in becoming a confident mathematician.

Another common practice from class to class is the use of a word problem to support the application of the standards for mathematical practices and generate student thinking. Students use numbers, pictures, and words to solve problems and have access to many tools during problem solving such as: base ten blocks, cubes, tens frames, and math racks. The use of manipulatives supports students in composing and decomposing numbers and making connections to numerical amounts. Using the evidence based practice of Cognitive Guided Instruction (CGI), students first make meaning of the problem and are provided with opportunities to solve the problem in a way that makes sense to them. Teachers encourage students to explain their thinking and to use models to demonstrate their process. Often, multiple students will have the opportunity to share their work via the document camera or whiteboard so that peers can be exposed to and question different ways of reasoning, supporting more efficient mathematical strategies to approach a problem.

When visiting a classroom during math time, student voice is evident. Talking, collaborating, and thinking together is encouraged. Teachers promote this interaction through math partner games, counting collections, and small group instruction. Teachers also create projects that help students to see math all around them and how it is embedded in all parts of the real world. Through building "Fraction Towns", creating dream homes with calculated area and perimeter, and "Doubles, Doubles Everywhere"... students have a chance to apply skills in multiple ways.

Our teachers personalize learning by providing differentiated tasks for students such as leveled number sets to push student thinking, small group instruction, and the use of technology. Through adaptive educational software programs such as Dreambox and Zearn, an individualized learning path is created for each learner. Through differentiated instruction as well as the effective use of these programs, students are challenged and excited about math.

1d. Science

A team approach is critical to the success of the Next Generation Science Standards (NGSS) standards implementation. At Solana Vista, our STREAM Team of science, technology, library media, art, physical education instructors work closely to create an integrated program for students with the NGSS as the anchor and an essential question as the center of each unit of study.

In addition to this teamwork, the STREAM Science teacher meets regularly with each grade level team to support science instruction in the classroom. Building upon the standards-based Stemsopes curriculum, teachers extend instruction to provide deep-level concept development and hands-on exploration opportunities with the students. The STREAM science teacher uses an online platform to curate and provide easy access to lessons, resources, and scope and sequence to ensure a simple, unified implementation of the standards for all staff.

Finally, a partnership with NASA has resulted in a favorite yearly tradition for students at Solana Vista. Our relationship began five years ago when Solana Vista students were able to SKYPE with a NASA satellite engineer from the Jet Propulsion Laboratory. Students learned about the program and how NASA conducts research using unnamed vehicles. In addition, two NASA engineers visited Solana Vista in 2018 to share how NASA communicates with research vehicles from Earth. Each year, students collaborate with peers to use the engineering process (imagine, design, build, test, and improve) to create a NASA vehicle or tool. Our kindergarten students create solar ovens and test them by making s'mores, first graders design satellites, second graders build and test lunar buggies, and third graders create crew exploration vehicles. Projects are proudly displayed by students at Open House and a gallery walk for all classes allows students to learn from other peers.

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

In alignment with the History-Social Science Framework, students explore their community, country, and world. The focus for each grade level is understanding how each person contributes to our global community and how local cultures are an important part of a group's identity.

Kindergarten students focus on community helpers. Classes enjoy study trips to local businesses to learn about how community helpers support and take care of the citizens in the area.

First grade students study the world's languages, traditions, foods, and arts. In one first grade classroom, "Scott, the world traveler" mails boxes from each country he visits. Students, with eager anticipation, watch as different items are brought from the box. Sometimes a craft is included; sometimes students learn words in the country's language; sometimes "Scott" sends a book that teaches the children about the culture.

In second grade, students become familiar with their past and their heritage. They write to an adult family member asking questions about daily life when their loved one was their age.. Responses are shared with the class so each child learns about different parts of the world and how we can all be so different, yet so alike. Each classroom has a large world map where every student places a marker to indicate their heritage. An international feast and celebration are the perfect culmination to this comprehensive unit.

Third grade students focus primarily on the history of their community. By exploring different time periods in the history of Solana Beach and the surrounding San Diego county, students learn how different groups of people used the land and lived before the comforts of today's world. A study trip to the Solana Beach Historical House and the Rancho Adobe House give students hands-on opportunities to understand how life in their community has changed over time.

1f. For secondary schools:

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

2. Other Curriculum Areas:

At Solana Vista School, we recognize the value of the skills and knowledge gained through the core subjects of language arts, math, science and social sciences. However, preparation for the future will be incomplete if we do not also develop the social and emotional skills of each child. Using the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies as a guide, staff support students through activities such as Sanford Harmony Buddy Ups and Meet Ups, class meetings, social centers, mood meters, and self-and-match behavior contracts. Theme weeks such as “Start with Hello”, Ability Awareness Week, the Great Kindness Challenge, and Red Ribbon Week unite the campus and bring a focus to ending social isolation, finding our strengths, developing empathy, and taking care of ourselves. It is a collective belief among staff that unless a child feels safe, comfortable, and emotionally secure, the academic part of school will not be possible.

Solana Vista students experience weekly “Discovery Labs,” that provide instruction and enrichment opportunities in the visual and performing arts, physical education, technology, and library research skills. Students receive three hours of Discovery Lab instruction and exploration weekly. Discovery Lab instructors work together to integrate content and learning while maintaining the specialization of their discipline.

An example of this collaboration is the study of habitats in kindergarten. Kindergarten students learn how to find reliable information using a primary Encyclopedia database called Pebble Go. The library media instructor teaches the students how to navigate Pebble Go. Students read or listen to information and record important facts about the habitats. In the STREAM lab, the STREAM teacher brings the nearby lagoon habitat to life by sharing plants and animals found there. As a culminating activity, the art, STREAM, and library media teachers work together to support students in creating three dimensional dioramas of the lagoon habitat with a clay based animal sculpture to depict an animal common to the habitat. Habitats are displayed in the classrooms and a gallery walk of all kindergarten students allows students to learn from one another.

Our students thrive in our performing arts/music program. The music instructor incorporates song, dance, and instruments into a lively, hands-on curriculum. All students have an opportunity to perform for peers and families through our First Grade Spring Program, Second Grade Patriotic Performance, and Third Grade Musical Extravaganza. These performances are annual culminations of the engaging fine arts program at Solana Vista. The pride and joy from each student is evident as they share their musical talents each year.

Our staff is committed to providing a consistent, standards-based physical education program. Through demonstration, drills, and games, students learn motor skills, body management, movement patterns, and manipulative skills that are the foundation of physical activities. An additional emphasis on the connection between physical exercise, health, and learning is reinforced through the school’s consistent participation in the American Heart Association Challenge, Red Ribbon Week, grade level Walk/Run Clubs, and Fitness Fridays.

Students experience a wide variety of activities in our technology lab that help to prepare them for career and college in the 21st century. Solana Vista staff is familiar with research showing that most girls have decided whether they have an aptitude for technology and science by third grade. We give all students an early opportunity to explore these areas and develop passions that will take them into the future. From coding applications such as Daisy the Dinosaur, Tynker, and Playgrounds to programming Bebots in kindergarten to Lego We-Dos in third grade, students have a safe environment to ask questions, test their hypotheses, and make refinements.

Finally, because we know technology is and will continue to be an integral part of our world, Solana Vista staff provides explicit instruction in digital citizenship. Using the Common Sense Media curriculum and applying these skills on the online platform of Seesaw, students learn how to be safe online, how to be kind online, and how to be critical thinkers online. In conjunction with the core subject area curriculums, the Discovery Labs at Solana Vista provide a well rounded, standards based education for all students.

3. Academic Supports:

3a. Students performing below grade level

Solana Vista uses a multi-tiered system of supports (MTSS) model to ensure all students are receiving explicit instruction at their level. General education teachers work closely with our intervention and special education teams to develop an education plan for each student who is performing below grade level. This includes both academic and social-emotional supports. By gathering data through a comprehensive screening and assessment process, teachers are able to use this data to determine appropriate instruction for each student.

Twice yearly, grade levels join specialists to review data gathered by a thorough screening/assessment process as well as norm referenced assessments, Measures of Academic Progress (MAP), and a social-emotional learning universal screener. The team discusses students who need extra support and identifies the specific area(s) of need.

General education teachers provide the first “line of defense” for students by providing tier 1 intervention supports in small groups. This is in addition to the core curriculum and may include social-emotional supports if needed. Using consistent progress monitoring, students who are not making progress are recommended for more intensive intervention. Intervention groups are flexible and fluid as grade level teams continue to collaborate with the intervention team regularly to evaluate student growth, or lack thereof, and respond accordingly.

Parents are included in this process as we conduct a student success team (SST) meeting with the parents, the general education teacher, and the reading specialist. The team discusses student strengths and areas of concerns. Data is reviewed as well as interventions and strategies already in place. As a team, a plan to move forward is created with the commitment to meet again in eight to ten weeks to evaluate student progress. At the follow up SST, psycho-educational testing may be recommended to further assess the student for any type of learning difficulty.

3b. Students performing above grade level

Solana Vista students are talented, eager students. Through our varied educational programs, students have an opportunity to be challenged and develop passions. In addition to supporting struggling students, our general education teachers also differentiate curriculum to meet the needs of students performing above grade level. Within the classroom, small groups of students who are ready for a more rigorous task, will meet regularly with the teacher as the facilitator. This opportunity is for “like learners” to collaborate and to have discourse. This is accomplished through strategies and practices such as literature circles, book studies, and mixed number sets in math problem solving.

In addition, Solana Vista provides extension opportunities with staff experts such as the STREAM, technology and library media teachers for math enrichment, robotics exploration, coding practice, and book clubs. Some of these options are voluntary and optional for students while other opportunities are by recommendation from the teacher.

To encourage further exploration and to support student passions, grade levels also hold regular “Discovery Days”. These afternoons (much like a Genius Hour) give learners a chance to choose an activity or topic they would like to explore more. For example, a variety of robots that students have been exposed to during STREAM and technology labs as well as the tinkering cart are available for further study and investigation. With peers, students can program, code, and engineer with less structure than during lab times. These hours provide a safe time for students to experiment, take more risks, and search for answers to their own questions.

3c. Special education

Our special education program is an essential component to the MTSS model of intervention. If a student performing below grade level has received targeted tier I and II intervention and progress is minimal or stagnant, a psycho-educational evaluation may be recommended. Through these assessments, the team of educators determine areas of strengths and weaknesses. An individualized education plan (IEP) meeting is held with all stakeholders to determine eligibility for special education under one of the many qualifying conditions.

Once it is determined that a student qualifies for special education services, an IEP is developed. Measurable goals are created and supports are determined. Students are placed in the least restrictive environment and accommodations are created to support student success. Specialized academic instruction occurs in both a push-in and pull-out model as determined by the specific instructional needs of each child. Staff are trained in Wilson Foundations for reading instruction and also use Read Naturally fluency resources to provide support to students. In addition, 13 Tier Math Model Intervention Project through the University of Texas at Austin continues to support specific areas of need in math with more intensity and regularity than in the tier 2 program.

The special education program is also supported by three special education instructional aides who assist learners in small groups in the learning center and in the general education classroom. Special Education staff ensures that accommodations and scaffolds are in place as well as takes regular data to help determine goal progress.

Building relationships with the students and parents in our special education program is a cornerstone for the program's foundation. We believe that these connections build the home/school trust that is essential to the success of our special education students and helps our learners to work through their challenges and reach their potential.

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

Our ELD program is designed to support English Learners in developing their English proficiency. Our full-time ELD certificated teacher works collaboratively with general education teachers to create a plan for each learner and ensures students receive scaffolding to support access to core curriculum. We are committed to setting our English Learners on the path to access the same opportunities as English-proficient peers.

The ELD teacher, in consultation with classroom teachers, uses English Language Proficiency Assessments for California (ELPAC) results along with progress monitoring to determine the optimal level of support for each student. Students whose English is minimal or somewhat developed receive intensive, daily designated instruction in English. Students whose English is moderate or well developed also receive daily designated instruction in their classrooms, with the support of the ELD teacher. As a result of this strong start in the primary grades, 85-90% of our English Learners achieve reclassification as fluent English proficient by the end of sixth grade.

Within the ELD classroom, students receive instruction in small groups while varied tools, resources, and curricula are used to personalize learning. Leveled texts (fiction and nonfiction), vocabulary cards, manipulatives, images, and realia are examples of tools the ELD teacher uses flexibly to support students' English acquisition, all in the context of rich discourse and a supportive, trusting environment. For students who join our school with very limited English, a daily "Newcomer's Session" allows for a double dose of language development to help with the transition.

In addition to the support that our ELD teacher provides her students, she is dedicated to supporting families and helping them navigate school expectations. Through emails, personal phone calls, and home visits, our ELD teacher nurtures the home/school connection and provides essential tools and understanding to families so they can support their child's academic journey.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

“Emotions drive attention and learning. How we feel influences our ability to learn and if teachers aren’t aware of that, they may not be creating the best environment for learning to occur in the classroom.” Mark Brackett--Yale University Center for Emotional Intelligence.

Simply put, if we do not invest in building relationships, connecting with our students and helping them to develop identity, agency and emotional intelligence, they will not be able to fully engage in learning. Social Emotional Learning became a district focus during the 2019-2020 school year. However, for Solana Vista staff, social emotional learning has been a cornerstone of our beliefs for several years.

Each year, teachers use grade level libraries of children’s literature to build community and create a safe learning environment. Through books such as All are Welcome, The Dot, The North Star and more, students are introduced to and dive deeper into tolerance, empathy, growth mindset, and emotional management.

Students and teachers alike use “mood meters” daily to identify their emotions and learn from each other how to manage emotions in order to be an engaged, “ready” learner. A common practice is for students to place their “name magnet” on the mood meter or Zones of Regulation color (green, blue, yellow, and red) that represents their feelings/moods as they enter the classroom. These meters help the teacher to determine how ready the class is for learning. If a scuffle or disagreement on the playground has students upset and frustrated, the teacher can easily “read” the room and make a choice: teach students when their emotions will not allow them to fully engage or lead students through a class meeting that allows students to address their feelings. The loss of time in five to ten minute class meetings is minimal compared to the loss of instruction for students who are not emotionally ready to engage in learning. For students who are struggling with engagement in friendships, connections or learning, staff were trained in trauma informed practices to increase their knowledge in best practices to support these students.

2. Engaging Families and Community:

Solana Vista is proud of its parent and community engagement, and we believe this collaborative effort is a strength for our school. In addition to daily volunteering opportunities on campus and in the classroom, parents and community can participate in many parent organizations. The school site council (SSC) consists of elected parents and staff members, and oversees the development and implementation of the site strategic plan. This group works together to provide vision and guidance to the goals of the school.

Our Solana Beach Schools Foundation (SBSF) is a volunteer run organization that raises funds to support the STREAM program and Discovery Labs. Through fundraisers such as the Beginning of Year Picnic, annual Halloween Carnival and the Beach Bash, SBSF brings the parent community together for a common purpose: to provide resources to ensure students the opportunity to develop passions through science, technology, research, engineering, art, and mathematics.

In addition to the SSC and SBSF, our tireless PTA, ELAC, and Dad’s Club meet regularly and contribute to the school culture in varied ways. The PTA and ELAC sponsor special school events such as Red Ribbon Week and the International Festival while the Dad’s Club is famous for their pancake breakfast events and ice cream socials. These favorite traditions are well attended by parents and students alike and celebrate the unity of our school community.

Parents also have the opportunity to engage in the school by attending parent teacher conferences, parent education nights, subscribing to the weekly communication, and giving feedback through parent surveys. At Solana Vista, we recognize that each family is unique and therefore, the amount and type of engagement varies. We provide multiple opportunities to bring parents into the Solana Vista family.

Beyond the school walls, several organizations support our school community, in particular our vulnerable

populations. Casa de Amistad is a non-profit organization of primarily volunteers who provide tutoring and guidance to our Hispanic population. Calvary Lutheran Church is a local church that has partnered with our school to provide food assistance to families in need as well as an avenue for a unique pen pal program with students. We are grateful for all of our community partnerships as well as the dedicated parent support. We believe in its power to make a difference for our students.

3. Creating Professional Culture:

In partnership with Solana Beach School District (SBSD), a culture of learning for staff is evident. While we strive to instill life-long learning in our students, we model with our own actions. In August, each year staff is invited to attend two professional learning days to launch the school year.

This past year, August professional learning supported social emotional learning and self care for teachers. Keynote speaker and co-author of *All Learning is Social and Emotional*, Dr. Nancy Frey, launched the learning with an inspiring presentation that set the tone for the upcoming school year. Following the presentation, staff met in breakout groups--some led by Solana Vista staff--to share practices and strategies for building relationships and making connections on our campuses.

Back on our own campus, staff continued the learning through a book study of *All Learning is Social and Emotional*. All staff from classroom teachers to the plant foreman to the health clerk participated as all are responsible for the social emotional well-being of our students. Using Padlet as an online platform, staff shared thoughts and ideas sparked by the book.

To support social emotional learning, the Solana Vista staff elected to become a Sanford Harmony Showcase school and has embraced the implementation of the Sanford Harmony curriculum. Over the next two years, staff will be fully trained to use this comprehensive, interactive curriculum to support the social and emotional needs of our students.

At Solana Vista we also encourage staff to follow their passions, similar to what we encourage students to do. This opportunity led to a grassroots change for Solana Vista when several teachers requested to attend a conference on dyslexia in 2017. Returning from the conference, these teacher leaders promoted change and refinement in our language arts program. Through a team effort and staff buy-in, additional professional learning was offered to all staff as the team spearheaded an effort to bring a more structured literacy program to students. All staff received learning in several areas of language arts: foundations of reading, Orton Gillingham method, and implementation and scoring of screeners/assessments.

The Solana Vista principal sends the message of belief and trust in each staff member which encourages staff to take risks and seek for ways to grow their practices. A sense of collegiality and dedication among staff permeates the campus and creates a professional learning culture that thrives.

4. School Leadership:

The principal, in her fourth year at Solana Vista, believes it takes many leaders to create a school environment where students will grow and flourish. As building relationships and maintaining connections with staff and students is a top priority, the principal is more likely to be found greeting students in the drive through in the morning, in hallways and classrooms during the day, and loading students safely into cars during dismissal in the afternoon, rather than in her office. When in her office, she has an open door policy and always welcomes staff and students in for a celebration, a discussion, a problem solving session, or a hug. As the instructional leader, the principal is highly engaged in the practices, routines, and structures in the classrooms, attends PLCs regularly, and participates in all professional learning.

When the principal arrived at Solana Vista, a top priority was to instill a sense of shared leadership among the staff, students, and families. Leadership, whether for a small grade level or intervention PLC or a larger group of teachers and parents, is part of everyone's job. This work resulted in new and veteran leaders emerging and using their strengths to support colleagues and students at Solana Vista in varied ways.

Solana Vista staff collaborates with parent leaders from SSC, SBSB, PTA and ELAC to create a unified approach to working toward the school vision and goals. Staff and parent leaders review parent survey results to find celebrations and areas of needed improvement, and then integrate these needs into our goals for the future through the strategic plan process.

Student leaders are nurtured through our student council and sportsmanship committee. Led by our library media teacher, student council members produce and make weekly school announcements and promote school events. Learning the importance of commitment, the student council rotates on a nine week basis and meets twice weekly during lunch recess to fulfill their duties. Spearheaded by the physical education teacher, the sportsmanship committee created a Solana Vista Sportsmanship Code of Conduct to address concerns on the playground. After involving all classes in the process, the final code of conduct was “signed” by all students and displayed in each classroom. Monthly, the sportsmanship committee recognizes three students for their modeling of the code of conduct on the playground.

The Solana Vista principal believes in a collaborative, nurturing leadership model and in using the strengths and talents of the staff, students and parents to lead the school. The collective efforts and leadership from many has created a safe and happy environment for all to develop and grow at Solana Vista.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

High achieving schools strategically implement practices that lead to the success of students. Solana Vista School is no exception. However, the one practice that has been most instrumental to bringing positive change and leading to the success of our school is teacher empowerment.

Prior to the 2017-2018 school year, staff was frustrated with the progress of struggling readers and the limited success of the existing intervention program. Students recommended for intervention in kindergarten and first grade were often still receiving services in third grade. Despite our best efforts, data showed learners were struggling with decoding and spelling.

In 2017, California State Law AB 1369 was passed with new guidelines for identifying students with dyslexic tendencies and providing them with instruction targeting their learning needs. During the 2017-2018 school year, a group of teachers from varied grade levels, the intervention team, and the special education team attended professional learning on strategies to support students with dyslexic tendencies. These teachers returned empowered by their knowledge, wanting to make a difference in the reading success of all students.

Next, a MTSS committee was formed with a representative from each grade level, the intervention team, and special education. In addition, the research revealed that early intervention is a key to reading success. The team identified a need for screeners/assessments and explicit, targeted instruction in varied areas of language arts.

The team developed a timeline and process for next steps. Two members researched and aligned screeners/assessments with the components of reading, ensuring consistency among and across grade levels so student progress could be tracked from year to year. It was agreed that during the following year, the team would research and explore intensive, structured phonics and phonemic awareness programs to support early literacy at Solana Vista. Essential components included a systematic and sequential approach, direct instruction, multi-sensory and diagnostic teaching methods. After a thoughtful and thorough engagement process, staff committed to the Sonday Essentials System (based on the Orton Gillingham approach).

How has this movement affected student success and achievement? Staff is able to use the screeners/assessments to identify gaps in reading skills and target intervention. Decoding and spelling skills are being addressed in a systematic way, consistent from grade level to grade level. Although it is early to determine the full effect of these changes and due to COVID 19's school closure postponing or cancelling final testing and assessments for the year, midyear data shows significant gains for students.

By empowering teachers to make a change when they identified a school need, students are receiving the fundamental instruction they need to become the critical readers that will take them into the future with confidence.