

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 1400 Marengo Avenue
(If address is P.O. Box, also include street address.)

City South Pasadena State CA Zip Code+4 (9 digits total) 91030-3951

County Los Angeles

Telephone (626) 441-5850 Fax (626) 441-5855

Web site/URL http://www.marengo.spusd.net E-mail ptheadle@spusd.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.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Geoff Yantz E-mail gyantz@spusd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name South Pasadena Unified School District Tel. (626) 441-5810

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 Dr. Michele Kipke
(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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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	66	76	142
1	68	52	120
2	56	64	120
3	78	63	141
4	72	58	130
5	66	54	120
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	406	367	773

*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
 - 42 % Asian
 - 2 % Black or African American
 - 16 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 25 % White
 - 15 % 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: 5%

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

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

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	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2018	772
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Arabic, Cantonese, French, German, Greek, Hindi, Hungarian, Italian, Japanese, Korean, Mandarin, Marathi, Other Non-English Languages, Portuguese, Russian, Spanish, Taiwanese, Turkish, Urdu and Vietnamese

English Language Learners (ELL) in the school: 13 %
98 Total number ELL

7. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 116

8. Students receiving special education services: 6 %

49 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>14</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
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.	8
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 26:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

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

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

Marengo Elementary School's mission is to support self-directed and lifelong learners as they grow into resourceful 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

Marengo Elementary School is located in South Pasadena, California and serves 773 students from transitional kindergarten through 5th grade. It is one of three elementary schools in the South Pasadena Unified School District with a student population that reflects the ethnic and cultural diversity of the greater Los Angeles area. Since its establishment as an eight-room school house in September of 1910, Marengo has provided the students in the surrounding community with a high-quality public education.

Marengo Elementary's mission is to support self-directed and lifelong learners as they grow into resourceful and productive citizens. Community members support this mission by working together to provide our students with a rigorous and learner-centered school experience. Our academic achievement is the result of collaboration between a dedicated and highly skilled staff; a creative and actively involved parent group; and a motivated and forward-thinking student body. We act on the principle that students are our first priority and that the educational program must be tailored to meet the needs of each individual.

The Marengo campus offers a beautiful and bright learning environment for our students and staff. The main playground is in the center of the campus and is encircled by our upper grade classrooms. The playground and outdoor stage are hubs for interactive play, all-school celebrations, and messy science lessons. Students frequently ask their teachers to work outside or to share favorite books with their reading buddies on the lawn.

When visiting the Marengo classrooms, one will experience a great amount of energy and excitement surrounding the content that is being explored. Lessons are interactive and provide opportunities for students to engage in the material in a variety of ways. The teachers are normally found among a small group of students or providing one-on-one support. Student and teacher seating tends to be flexible and changes depending on the task that is being accomplished. Support staff and parent volunteers also spend a significant amount of time in the classrooms assisting students with projects, facilitating reading groups, and enjoying special celebrations. Our classrooms are visually appealing with student projects, lesson charts, and leveled libraries on display.

Our teachers are committed to exploring and implementing evidence-based and effective teaching practices. Professional development is a site and district priority with a recent focus on cross-curricular instruction and social-emotional learning (SEL). Teachers have been very enthusiastic about learning the structure of writing workshop and how to develop their students' writing skills across all areas of the curriculum. Publishing parties are a common occurrence at Marengo where one can witness students celebrating their final drafts with their peers and adults.

With our districtwide adoption of project based learning (PBL), the teachers have spent a significant amount of time in collaborative conversations and in the development of PBL units. Our Reading/English Language Arts curriculum, Benchmark Advance, currently provides a structure for the delivery of cross-content PBL. Students are consistently engaged in the learning and delivery of small group projects that span the curriculum and provide a chance to demonstrate problem-solving and higher-level thinking skills.

The social-emotional development of our students is also a priority for the staff and parents. We engage our students in SEL lessons that promote self-awareness, communication, and coping strategies. Mindfulness is part of our SEL program and is provided to our students through a certified mindfulness coach. Being kind to oneself is a message that is strongly promoted at Marengo and is shared throughout our common experiences and the curriculum.

In 2016-2017, the first Mandarin Kindergarten Dual Language Immersion (DI) classes were launched at Marengo. It had been a long-term goal of the SPUSD Board of Education to promote greater student achievement by expanding the world language program. We currently have two classes in every grade from kindergarten through 3rd. The Marengo DI program uses a 50/50 model where the students spend 50% of their time in each language. In each grade level, there is one Mandarin-speaking teacher and one English-speaking teacher who have the responsibility of teaching both classes. The purpose of the program is to

foster cultural awareness, linguistic skills, and high levels of achievement in Mandarin and English. We are fortunate to be connected with districts in the surrounding area with similar programs which afford our teachers an opportunity for DI collaboration.

Long-established traditions are part of what make Marengo a uniquely cheerful and memorable school community. Whether one experiences a visit from “Captain Character” and “Super Sport” at a monthly assembly or watches our 5th graders gracefully circle the maypole at the Spring Dance, one is sure to get the sense that they are part of something special. Establishing new traditions is also part of our school culture. This year, our Mandarin Dual Immersion families hosted the first annual Marengo Lunar New Year Festival. The festival was an amazing opportunity to celebrate the lunar calendar and the customs of our families and community.

Marengo was recognized as a California Distinguished School during the 2009-2010 school year. We are extremely honored to be nominated for the 2019-2020 National Blue Ribbon Schools Program.

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

At Marengo Elementary School, we take a cross-curricular approach to teaching and learning. We expect our students to be able to apply their skills and knowledge in all areas of the curriculum and their lives. It is important that they understand the connection between their school experiences and how they choose to solve problems in the real world. We believe it is our job to help our students make those connections and see the value in their time at school.

All teachers have been trained in project-based learning (PBL) strategies that allow them to develop units of study across multiple disciplines. Our grade level curriculum maps provide a way for teachers to easily create this alignment. Teachers are provided with collaboration time to plan their units and gather materials. It is common to walk into Marengo classrooms where students are working in small groups to solve problems that have them conducting experiments, doing online research, reading texts, building models, and writing responses.

Students have many opportunities to show what they know through both formative and summative assessments. Teachers use a variety of strategies to gather student assessment data: one-on-one conferences, shared discussions, small group projects, curriculum tests, performance tasks, and district common assessments. Our students have an understanding that there are multiple ways to demonstrate what they are learning at school.

When students are struggling to meet the demands of the curriculum, Marengo offers structured intervention programs before and after school in reading and mathematics. Both programs are computer adaptive and allow students to have a differentiated learning experience. Progress is consistently monitored, and students can enter and leave the intervention programs as appropriate.

Site and district staff also review yearly California Assessment of Student Performance and Progress (CAASPP) data to identify performance areas in English Language Arts (ELA) and mathematics that fall below standards. This information is used as a tool as teachers address each of the standards during instruction.

1b. Reading/English language arts

With California's adoption of the English Language Arts/English Language Development (ELA/ELD) Framework in 2014, Marengo worked closely with the other elementary sites and district staff to investigate the adoption of an ELA/ELD curriculum that promotes literacy through collaboration, problem solving, and critical thinking. We chose the Benchmark Advance program for ELA/ELD because it is a comprehensive curriculum that supports our use of small group texts and materials, constructive student conversations, informational texts, and research and inquiry-based projects. The ELA/ELD units have become the frame for our grade level curriculum maps and all other curricular areas have been aligned to the units.

To support writing instruction and its use in all content areas, the district offered differentiated writing workshop training to all interested teachers. The introductory training focused on launching the workshop, using data for decision-making, and differentiated writing instruction. The intermediate/advanced training extended the teachers' understanding of conferring, small group instruction, and coaching. A majority of Marengo teachers attended the writing workshop training and their use of the strategies is evident in the students' published pieces and follow-up discussions. Using the writing workshop model has strengthened our students' use of solid writing strategies and has helped them to develop their voices. Their work demonstrates a strong understanding of the standards and the content of all curricular areas.

To encourage a love of reading and to develop early literacy skills, our younger students are paired with our

older students as part of the Marengo Reading Buddies program. Reading buddies meet once per week to read and socialize with one another. We also host a yearly event called Read Across Marengo that celebrates the amazing works of literature that are available to our students. We invite community members to share their love of reading by reading their favorite books aloud in the classrooms. Read Across Marengo supports our belief that literature tells others' stories and strengthens our connections with one another.

Students are assessed using district common assessments, curriculum tests, performance tasks, and Interim Assessment Blocks (IABs) that prepare our 3rd-5th grade students for the yearly CAASPP. The IABs are flexible and are used by the teachers to gauge progress and provide formative feedback. Assessment allows the teachers to arrange for early intervention if needed. All Marengo students have access to the computer adaptive program, Lexia. It is predominately used by our struggling readers during our before and after school intervention program. Progress is monitored for Lexia and student data is consistently shared with the teachers and parents.

Site and district staff also analyze CAASPP results to review the progress of our identified subgroups. Based on a five year trend, most subgroups have made good progress in our efforts to close the ELA achievement gap. The five year data is as follows: students with disabilities +43%, hispanic +17%, socioeconomically disadvantaged +14%, and English learners -26%. The number of students being reclassified as fluent English proficient (FEP) each year is an average of 16%. Therefore, our English learners who remain in the subgroup are those that are at earlier levels of English proficiency. This accounts for the decrease in ELA scores for our English learners.

1c. Mathematics

Our district-adopted mathematics curriculum is the inquiry-based program, Math Expressions. Math Expressions supports our philosophy that students should have many opportunities to explore, discuss, and demonstrate a deep understanding of math concepts. The lessons are standards-based and allow students to problem-solve in multiple ways before arriving at a final answer. This approach to math instruction has been a change in thinking for many of our teachers and parents, but our dedication to the process has greatly benefited our students, encouraging them to view themselves as mathematicians.

To compliment our core program and to provide a more comprehensive look at our students' natural approach to mathematical reasoning, the district provides all teachers with professional development in cognitively guided instruction (CGI) hosted by the UCLA mathematics project. CGI has reversed the instructional methods that our teachers use by having students approach problem-solving in a completely different way. Students are encouraged to engage with a mathematical problem before they are ever provided with a rule or equation. The teachers initially act as facilitators and questioners. For example, many teachers start the year with a counting collections activity. Individual or paired students are given a collection of items to count while the teacher circulates to observe the students' counting strategies and offer support as needed. As students continue to count collections, they begin to use more sophisticated counting strategies.

Each year, 4th and 5th grade students from the three elementary schools participate in the Los Angeles County Math Field Day and our very own SPUSD Math Field Day. Students compete in math challenges, and awards are given to the top individuals and teams for their knowledge, speed, and problem-solving skills. With planning by a generous volunteer and a teacher leader, we also host a yearly Student Math Festival in the Marengo Auditorium. The festival includes problem-solving stations that focus on one or more of the Common Core Standards. Students move from station to station in mixed-age pairs to complete each activity. Additional parent volunteers manage each station and provide help as needed.

Students are assessed using district common assessments, curriculum tests, and Interim Assessment Blocks (IABs) that prepare our 3rd-5th grade students for the yearly CAASPP. The IABs are flexible and are used by teachers to gauge progress and provide formative feedback. Assessment allows the teachers to arrange for early intervention if needed. All Marengo students have access to the computer adaptive program, Dreambox. It is used by our struggling students during our before and after school intervention program, but also by our advanced students to extend their math practice. Progress is monitored for Dreambox and

student data is consistently shared with the teachers and parents.

Site and district staff also analyze CAASPP results to review the progress of our identified subgroups. Based on a five year trend, all subgroups have made good progress in our efforts to close the math achievement gap. The five year growth is as follows: students with disabilities +27%, hispanic +17%, socioeconomically disadvantaged +8%, and English learners +2%.

1d. Science

With California's adoption of the Next Generation Science Standards (NGSS) and the revision of the California Science Curriculum Framework, Marengo has worked closely with the other elementary sites and district staff to adapt our existing curriculum and shift instructional practices to more closely match the new performance expectations. Administrators and teachers have attended informational meetings and professional development opportunities to ensure our understanding of the phases of implementation and changes to the standards and framework.

Each grade level has developed a curriculum map that aligns our Benchmark Advance Reading/English Language Arts curriculum with Project Lead the Way (PLTW) science modules and Mystery Science lessons. Benchmark Advance includes units in Life Science, Earth Science and Physical Science. PLTW and Mystery Science provide cross-disciplinary activities that encourage students to discover science concepts through an inquiry-based process. For example, 2nd graders learn about erosion and its potential threat to a fictional community. They build models with sand and cardboard to investigate design solutions that might limit the effects of water erosion on the community.

Marengo teachers realize the importance of working closely with their peers to choose a new curriculum that supports the focus and intent of the NGSS. This year, a team of teachers piloted two state-approved science programs with the goal being adoption for the 2020-2021 school year. We will choose a curriculum that provides both formative and summative assessments which allow students to demonstrate their knowledge through exploration, hands-on experiences, and a deep level of understanding. Grade level teams have also analyzed how the NGSS spiral through the grades with the expectation of mastery by our 5th grade students on the California Science Test (CAST).

Our local community includes scientists, doctors, and businesses that are willing and eager to share their expertise with our students. Each year we host the Marengo Science Night which offers expert presentations and hands-on science experiments that are highly anticipated by our families. Our 5th graders take a yearly trip to Outdoor Science School for a weeklong adventure of project-based learning science activities.

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

With California's 2016 adoption of the History-Social Science (HSS) Framework, our grade level teams have carefully aligned the HSS standards and framework with the topics of our current Reading/English Language Arts (ELA) curriculum. This alignment allows for a deeper look at essential topics such as Government and Citizenship, Character, Point of View, Economics, and History and Culture. Over the last several years, teachers have challenged themselves to identify appropriate materials that add richness to our students' understanding of history and their responsibilities as citizens of the world.

Marengo uses supplementary materials that bring the HSS curriculum alive and enable students to make deep and personal connections. Many teachers subscribe to Scholastic News and Newsela to provide additional cross-curricular content that is culturally responsive and standards-aligned. Each elementary school has been given a set of picture books from Gender Nation that support the issues of inclusivity and gender equity addressed in the HSS framework. Teachers and students also use many storybooks and informational texts from our school library to find relevant information about historical and current events. Our librarian is a master at filling the library with high interest reading materials.

Project-Based Learning (PBL) is used with our HSS curriculum and allows students to use their research, writing, and literacy skills. For example, our 5th graders complete a heritage project each year where they

interview family members in order to build a family tree and a timeline of key family events. Students ask their family members about the impact that their choices have made on their lives and how they have changed who they are today. Students also consider how their heritage has had an impact on them. The culminating project is a presentation board with significant information, photos, family mementos, and sometimes cultural food.

Students are assessed on HSS topics as part of the ELA assessments and PBL assignments. Assessments include student projects and presentations, teacher observations, and student journal entries. There are also opportunities for peer reflection and feedback.

1f. For secondary schools:

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

2. Other Curriculum Areas:

At Marengo Elementary School, we provide all of our students with opportunities to explore and engage in learning experiences beyond the core curriculum. Participation in these activities promotes positive academic and personal growth as students learn important problem-solving and critical-thinking skills. With the support of the district, educational foundation, and PTA, we have the ability to offer these expanded programs.

Each trimester, one itinerant teacher provides weekly music, theater, or visual arts lessons. The arts teachers use the Visual and Performing Arts (VAPA) standards to develop interactive and engaging lessons for all students. In music, students explore rhythms and the use of musical instruments. In theater arts, students are introduced to performance concepts that encourage creativity and self-expression. Visual arts lessons allow students to explore and connect concepts across art mediums. The Marengo PTA sponsors the National PTA Reflections program where students are encouraged to create original works of art in response to a student-selected theme. The PTA also hosts a monthly Art Happenings event where students can complete an art activity during lunch. Our 5th grade students have the opportunity to expand their love of music by joining the band. The band performs in three concerts during the year, including a performance at the 5th grade promotion ceremony.

Physical education (PE) is provided to our 1st through 5th grade students by experienced PE coaches for 100 minutes weekly. The coaches partner with the classroom teachers to present structured activities that emphasize movement, stretching, coordination, and sportsmanship. During recess, students are encouraged to participate in a variety of physical activities and games that are monitored by playground supervisors. Rules and guidance for each game are posted near the playground for reference. The PTA partners with the school and other sites to host the yearly Jog-a-Thon, Talent Show, and All City Track Meet. These three events provide students with the opportunity to engage in interactive and physical activities with their peers. The school year culminates with grade level dance performances at the Marengo Spring Dance.

It has been a goal of the SPUSD Board of Education to enable greater achievement for all students by expanding world language experiences. In 2016-2017, Mandarin Kindergarten Dual Language Immersion (DI) was started at Marengo. We currently have two classes at each level from kindergarten through 3rd grade. We use a 50/50 instructional model to balance Mandarin and English instruction. The program seeks to build bilingualism, biliteracy, and academic excellence in all subject areas. All Marengo students benefit from the DI program through exposure to cultural celebrations, multicultural arts assemblies, and opportunities to learn and interact with dual language students to acquire target language expressions.

Technology is used to enhance the learning of Marengo students at every grade level. In kindergarten through 2nd grade, students visit the computer lab each week to learn age-appropriate computer skills and internet safety with their teacher and the media aide. In 3rd through 5th grades, students have one-to-one Chromebooks in their classrooms where they work with their teachers on expanded technology lessons and activities. The district has a technology integration coach who supports our teachers with the use of technology and the implementation of digital citizenship lessons.

On a weekly basis, each classroom visits the library to listen to a story read by the librarian and to check out library books. The library has a large selection of high-interest books at all reading levels and in multiple languages. Students look forward to the peaceful and colorful atmosphere of the library and spending time choosing books that are just right for their level and interests.

Since 2017, Marengo students have participated in mindfulness lessons taught by a certified mindfulness coach. We have been able to provide this support through grant funds from the educational foundation. The classroom teachers have witnessed positive and enthusiastic engagement by students in learning the practices and self-regulation skills of mindfulness. They have also noted improved concentration, decreased stress and anxiety, and an overall sense of well-being. We hope to maintain the support of a mindfulness coach with the long term objective being teacher ownership of the program for sustainability.

3. Academic Supports:

3a. Students performing below grade level

District and site staff have developed a clear process for teachers to follow when they notice that a student is performing below grade level. Teachers use multiple assessments and classroom strategies to gauge their students' academic progress. When a teacher discovers that a student is struggling in one or more areas, he or she will schedule a meeting with the parents to discuss and document the concerns. Depending on the severity of the teacher's concerns, interventions may be put into place and monitored for a time period of 6-8 weeks.

Interventions include targeted classroom instruction that is provided one-on-one or in a small group, or more programmatic support that is provided before or after school. Students who are not meeting standards as measured by the California Assessment of Student Performance and Progress (CAASPP) or district common assessments are placed on the school's watch list to receive reading and/or math interventions. For reading support, the Lexia Learning Program is offered for two hours per week outside of the school day. Similar to the reading program, math support is offered through the Dreambox Online Math Program. Attendance and progress are monitored for both intervention programs and data is shared with the teachers on a regular basis.

If improvement is noted after 6-8 weeks of intervention, then the teacher will continue to monitor the student's progress and maintain appropriate support. If there is no progress after 6-8 weeks, then the teacher will complete a referral to the Student Success Team (SST). The school counselor facilitates the SST process and will schedule a meeting that includes an administrator, the teacher, the parents, and the counselor. At the meeting, the SST will document concerns, review data, and determine next steps.

3b. Students performing above grade level

Marengo teachers use multiple assessments to gauge their students' understanding of academic content and to provide instruction that meets the individual needs of their students. All students benefit from instruction that is differentiated and targeted to their learning styles. Students who are performing above grade level tend to excel with a challenging and rigorous program that allows them to extend their learning beyond the curriculum.

Our current instructional program is easily differentiated to provide a personalized learning experience for our high performing students. Each grade level has developed a curriculum map that aligns all subject areas to the overarching themes in our Reading/English Language Arts series. The curriculum map paired with our teachers' training in Project-Based Learning (PBL) allows students to approach the standards through an inquiry-based process. Math and writing performance tasks are used with PBL to incorporate higher-order thinking and problem-solving skills. Marengo teachers are also trained in writing workshop that encourages students to expand their communication skills to address a variety of purposes and audiences.

All students have the opportunity to take the Otis-Lennon School Ability Test (OLSAT-8) in the spring of

their 3rd grade year to determine if they qualify for the gifted and talented education (GATE) program. Beginning in 4th grade, students who are identified as gifted and talented are placed in a GATE cluster within a mixed-ability classroom. The teachers have received training in the differentiation of curriculum and instruction in order to challenge these students to realize their full learning potential. Several of our teachers also have GATE certification and are always willing to host the GATE clusters in their classrooms. Students who are new to Marengo or did not pass the OLSAT-8 in 3rd grade can take it in 4th or 5th grade.

3c. Special education

When the Marengo individualized education program (IEP) team determines that a child qualifies for special education support, the service providers work closely with the general education teacher to review the IEP goals and accommodations to ensure that appropriate assistance will be provided. They also develop a schedule to address the specific requirements of the student's IEP. Services are usually a combination of push-in and pull-out support, depending on the focus of the student's goals.

If the IEP team believes it would be beneficial, special education students can participate in our before and after school reading and math intervention programs. Special education students who struggle significantly with spelling, reading, and writing may also receive weekly tutoring using the Barton Reading and Spelling System.

IEP progress is measured and reported to the parents at meetings and at the end of each trimester. Members of the site and district teams are readily available to answer the parents' questions and to address concerns. Our site special education team holds monthly collaborative meetings to discuss our students' progress and how we might improve special education support. We also invite the school counselor to these meetings so she can discuss students who are currently on the intervention watch list who might be recommended for special education assessment in the future.

California Assessment of Student Performance and Progress (CAASPP) data shows an achievement gap of more than 10 percentage points between all students and the students with disabilities (SWD) subgroup in the areas of English Language Arts (ELA) and mathematics. While our SWD have experienced a 5 year increase of 43% in ELA and a 5 year increase of 27% in math, we continue to focus our efforts on closing the gap.

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

Each week, before or after school, our English Language Learners (ELLs) are provided with a total of two hours of designated support via the Imagine Learning English (ILE) program. ILE is a computer adaptive program that helps our ELLs to acquire and develop their English language skills. Students are also encouraged to use the program at home in order to move through the activities at their own pace. ILE attendance and progress are monitored and data is shared with the teachers on a monthly basis.

In the classrooms, our ELLs are provided with integrated English Language Development (ELD) support during regular content area lessons. ELLs have access to leveled reading books and differentiated curriculum materials based on the results of their English Language Proficiency Assessments for California (ELPAC). At each school site, we have an ELL support teacher who organizes and manages the initial and summative ELPAC testing. A team of Marengo teachers conduct the testing throughout the year and become familiar faces to our ELLs. Parents are encouraged to attend our twice yearly elementary ELL parent meetings. We also invite our ELD team and representatives from ILE to the meeting.

California Assessment of Student Performance and Progress (CAASPP) data shows an achievement gap of more than 10 percentage points between all students and the ELL subgroup in the areas of English Language Arts (ELA) and Mathematics. While our ELLs have experienced a 5 year decrease of 26% in ELA and a 5 year increase of 2% in Math, further analysis is required. The number of students being reclassified as Fluent English Proficient (FEP) each year is an average of 16%. Therefore, our ELLs who remain in the subgroup are those that are designated at earlier levels of proficiency. This accounts for the decrease in ELA scores.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Marengo Elementary School is committed to providing a student-centered learning environment that encourages positive behavior, self-expression, and academic achievement. We recognize that the partnerships between all members of the Marengo community are essential to our students' long-term success and growth. Together, we have developed a multi-tiered approach to address our students' diverse needs and well-being.

We have implemented the positive behavioral interventions and supports (PBIS) framework as a system for discouraging unwanted behavior and improving outcomes for all students. At the beginning of each school year, students attend an assembly where they participate in a discussion about our Marengo Behavior Expectations: Be Safe, Be Responsible, and Be Respectful. The three behavior expectations and specific examples are displayed prominently throughout the campus as a reminder of our shared commitment. Students are recognized for demonstrating these expectations and positive character traits at our monthly assemblies. Parents and community members are encouraged to attend these monthly assemblies to celebrate our students' character-focused accomplishments. Since our implementation of PBIS, we have noted a significant decline in problematic behaviors and office referrals.

The teachers and school counselor support our students' social-emotional learning (SEL) skills by providing lessons from a variety of programs and resources: Second Step, Class Dojo, Bucket Fillers, and The Contentment Foundation. These lessons assist our students in the development of meaningful peer relationships, increased confidence, improved communication skills, stronger self-awareness, and a positive home-school connection. Our focus on SEL includes the importance of demonstrating acts of kindness. For the past three years, Marengo has participated in The Great Kindness Challenge. The challenge is a weeklong event that is celebrated in over one hundred countries to encourage a culture of kindness. Each morning during the challenge, a community member reads a special quote over the PA system to set the tone for the day. Throughout the week, students and staff engage in activities that exhibit acts of kindness, such as shared reading, art projects, singing, and writing activities.

In order to support meaningful academic growth, we have adopted a project-based learning (PBL) model that focuses on engaging students' interests and problem-solving skills. The teachers have been trained in the methods of PBL and encourage their students to solve real-world problems across curriculum areas. For example, all grade levels use modules from Project Lead the Way (PLTW) to explore and solve problems in a small group setting related to standards in the areas of Science, English/Language Arts, Mathematics, and Computer Science. The modules give students of varying abilities the opportunity to plan, research, and execute a challenging project together.

2. Engaging Families and Community:

At Marengo Elementary School, we recognize that nurturing strong relationships with parents and community members is key to our students' academic success and personal well-being. The administration, staff, and parents work closely and consistently to identify opportunities for collaboration and partnership. Providing a variety of ways for parents to get involved ensures that we maintain a strong home-school connection with all families.

The Marengo Parent Teacher Association (PTA) provides a structured system for parents to participate at school and in the classrooms throughout the year. Membership in the PTA gives parents an opportunity to showcase their talents and skills. The PTA roles that parents assume range from providing behind-the-scenes support to being the chairperson of a Marengo event. In August, classrooms are assigned PTA room representatives who take a leadership position and work closely with the teachers. The room representatives facilitate communication with other parents, organize classroom events, and support the teachers as needed. This assistance removes some of the extra-curricular responsibilities from the teachers' workload, freeing them to focus on instruction.

During Back to School Night, the teachers present parents with a list of volunteer opportunities, such as assisting with classroom projects, working in the school library, preparing classroom materials, chaperoning field trips, and working one-on-one or with small groups of students. This evening is also a chance for the room representatives to discuss the assistance needed at upcoming events and to share the teachers' wish list items. Parents understand that time is a limited resource and are eager to support the teachers and their students.

In addition to joining the PTA, parents are encouraged to represent their parent group on the Marengo School Site Council (SSC). Each year, parents are elected to serve on the SSC with the principal, teachers, and other staff members. The SSC is responsible for reviewing student assessment data and developing a plan to monitor and increase student growth via the School Plan for Student Achievement (SPSA). The goals and strategies identified in the SPSA are shared by the principal and members of the SSC at general PTA meetings.

The Marengo staff and PTA work collaboratively to host community events, school fundraisers, and parent education nights. Each year, our families and community members look forward to the Talent Show, the Jog-a-Thon, Family Movie Night, Read Across Marengo, and other special events. These shared experiences are what maintain engagement and build a successful partnership between home and school.

3. Creating Professional Culture:

At Marengo Elementary School, the teachers are viewed by the administrators and parents as experts in their field and are trusted to make sound and thoughtful decisions in the best interest of their students. The teachers are dedicated and highly motivated individuals who use best practices to ensure that their students have appropriate access to the curriculum. Teachers work collaboratively with their peers and the administrators to plan instruction and identify areas of need.

There is a feeling of positivity and mutual respect on the Marengo campus, and everyone is encouraged to support one another. There are open lines of communication between the teachers and administrators who make it a priority to respond quickly to all teacher requests. Each year, the administrators choose a special theme and have t-shirts made for all staff members. This year the theme was "Kindness starts with ME!" The "M" and "E" in the theme stand for Marengo Elementary, as well as for the staff and students.

District and site teacher professional development (PD) opportunities are aligned with the goals of the Local Control and Accountability Plan (LCAP) and our School Plan for Student Achievement (SPSA). There is a clear connection between the areas identified for student growth and the PD that is offered to our teachers. Over the last several years, we have focused PD on supporting our shift to the new standards and the content of the state frameworks. Recent training has included Technology Tools, Writing Workshop, Thinking Maps, Mindfulness, Next Generation Science Standards (NGSS), and Intervention. Teacher feedback is invaluable and is gathered at the close of every PD session to guide our next steps.

Teachers are encouraged to take leadership roles in the planning and delivery of PD. Their expertise is valued and we want their colleagues to benefit from their understanding and passion for current and creative teaching strategies. For example, one of our teachers is also a mindfulness coach who led a session at our last district PD day. It was impressive to see her share relevant insights and perspectives with colleagues from all of the elementary sites. PD is more meaningful when it is delivered by a respected and trusted colleague. Our hope is that this will encourage more teachers to present at PD days in the future. Marengo teachers have also led site trainings in Thinking Maps, Project Lead the Way (PLTW), and English Language Development (ELD).

4. School Leadership:

At Marengo Elementary School, leadership is structured as a shared responsibility between the administrators, teachers, staff, parents, and students. A collaborative spirit is evident throughout the school where each stakeholder group plays a significant role in developing and implementing clearly articulated

goals for student achievement. Our commitment to shared decision-making allows us to provide diverse and meaningful educational opportunities for our students.

The principal and assistant principal divide administrative responsibilities to ensure that all program and group needs are being addressed. They promote positive relationships, oversee instructional schedules, maintain building operations, participate in school activities, and monitor academic and behavioral intervention programs. The administrators meet frequently to discuss their roles and how they can improve their support of the Marengo community.

The Marengo teachers and staff are problem solvers who consistently focus on what is best for our students. They work together to address concerns and they do not hesitate to represent their grade level colleagues on the Marengo Leadership Team. The team meets monthly with the principal and assistant principal to discuss schoolwide issues, examine grade level data, and make shared decisions. Many of the same teachers are leaders on other site and district committees.

The school counselor takes a leadership role as the facilitator of student success team (SST) meetings that include administrators, teachers, and parents. The purpose of the SST meeting is to discuss academic and behavioral concerns. The SST is essential to building relationships between parents and staff and providing appropriate student support

Parents take an active leadership role on the parent teacher association (PTA) to encourage community participation and to raise funds for classroom materials and enrichment opportunities. Parents also serve with the principal, teachers, and other staff members on the school site council (SSC) to address the needs of our students and assist in the development of the School Plan for Student Achievement (SPSA). The SSC monitors the implementation of the SPSA and the allocation of site funds.

Each year, 3rd through 5th grade students have the opportunity to join the Marengo Student Council. Student Council members meet with their advisor once per month to discuss and offer solutions for school-related issues. They also partner with the principal and assistant principal to lead the monthly assemblies. Every two years, our 5th grade students participate in the California Healthy Kids Survey (CHKS). The survey provides the administrators and school community with information about student engagement, achievement, and wellness. Survey results are used to identify specific actions to better serve our students and to increase their feelings of school connectedness.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

There are many qualities and practices that make Marengo Elementary a National Blue Ribbon School, but one thing that stands out as a most excellent practice is our shared commitment to our students' social-emotional development and well-being. With anxiety, depression, and suicide on the rise nationally, we have made it a priority to offer consistent support to our students and families. We are fortunate to be a dedicated team of teachers and staff who realize the importance of addressing issues beyond the academic program.

We currently use the Second Step Social-Emotional Learning (SEL) curriculum. Each grade level has a scope and sequence that includes lessons organized by the following units: Skills for Learning, Empathy, Emotion Management, and Problem Solving. The lessons build from one grade to the next and cover topics like Identifying Feelings, Being Assertive, Showing Care and Concern, and Managing Anxiety. Grade level teams have organized the SEL lessons to be taught at certain times of the year as identified on our curriculum maps. Some grade levels teach all of the lessons at the beginning of the year and revisit them as needed, while others spread the lessons out to more closely match the Reading/English Language Arts and History-Social Science content.

We have also introduced mindfulness practices to our students with the support of a trained mindfulness coach. The coach visits each classroom once per week for an 8-week period to teach guided lessons that focus on mindful breathing, self-awareness, mindful listening, gratitude, and mindfulness of emotions. Our long-term goal is to have a self-sustaining mindfulness program at Marengo that is led by the teachers.

When social-emotional issues arise for our students, we provide support that is facilitated by our school counselor through a student success team meeting. The team includes the counselor, teacher, parents, and administrator. Together, we share information, discuss concerns, and identify possible solutions. Solutions may include counseling, teacher and student check-ins, review of SEL and mindfulness strategies, or outside support.

Sharing acts of kindness is another way that we foster well-being at Marengo. Our classrooms, campus, newsletters, and social media page all display positive messages of kindness and hope for our school community. You cannot attend a monthly character assembly without receiving positive messages from "Captain Character" and "Super Sport." And, when the Great Kindness Challenge happens each year, we put on our colorful t-shirts and we celebrate the special things that make us Marengo Lions!