

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

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

School Mailing Address 2307 Mountain Avenue
(If address is P.O. Box, also include street address.)

City La Crescenta State CA Zip Code+4 (9 digits total) 91214-3135

County Los Angeles

Telephone (818) 248-7766 Fax (818) 248-6352

Web site/URL https://www.gusd.net/mountainavenue E-mail jrscott@gusd.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* Dr. Vivian Ekchian E-mail vekchian@gusd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Glendale Unified School District Tel. (818) 241-3111

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 Dr. Armina Gharpetian
(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):
- 20 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 5 High schools
 - 1 K-12 schools
- 30 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	9	12	21
K	51	39	90
1	37	34	71
2	44	49	93
3	45	31	76
4	34	37	71
5	52	30	82
6	43	39	82
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	315	271	586

*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):
- 0.3 % American Indian or Alaska Native
 - 23.9 % Asian
 - 2.3 % Black or African American
 - 14.9 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 55.7 % White
 - 2.4 % 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	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2018	549
(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):

English, Armenian, Korean, Spanish, German, Tagalog, Mandarin, Polish, Farsi, Marathi, Thai, Japanese, Romanian, Bengali, Arabic, Cantonese, Portuguese

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

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

Total number students who qualify: 86

8. Students receiving special education services: 10 %

61 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>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>20</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>28</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: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

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

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

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

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

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

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

Yes No

If yes, select the year in which your school received the award. 2005

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

The Mountain Avenue community works cooperatively to meet the needs of each child to develop responsible learners who think critically, strive for excellence, and respect diversity.

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

Nestled at the base of the San Gabriel Mountains is a beautiful, neighborhood school, Mountain Avenue Elementary, Home of the Bears! Mountain Avenue is a highlight in our community, long known for academic excellence, parent involvement, and enrichment opportunities. Mountain Avenue is recognized as a highly sought-after school at the forefront of STEAM and technology integration partnered with academic rigor. Our focus on academics is well-balanced by character building, cooperative learning, and teamwork. When you enter the front gates you are welcomed by a beautiful quad area decorated with student-planted succulent gardens and kindness rocks. This centralized hub for students and staff is where we convene every Friday for spirit assemblies, student recognition, and student weekly performances. In each classroom you will see student-centered artwork, seasonal activities, and “Bear-tastic” writing that exemplifies a variety of genres across all grade levels. You’ll overhear rigorous conversations utilizing academic vocabulary. Music emanates from the auditorium as upper grade students practice a variety of instruments in our elementary instrumental music program. Parents can be seen volunteering in classrooms, leading students in ceramics projects, reading with small groups, and facilitating the Art Decent program. Physical education teachers provide standards-based lessons focused on endurance and sportsmanship and yard assistants encourage collaboration in fun and engaging activities during unstructured times. Observe the Mountain Avenue “Pocket Park” where classes will often go to read a book in the springtime or have a fun outdoor science lesson. An extensive offering of after-school enrichment classes allows for students to further develop skills beyond the core curriculum with courses in science, robotics, chess, Armenian language, Spanish language and acting.

Continuing a thriving legacy of community, generations of local families have attended Mountain Avenue and support the school by participating in traditional events such as the Annual Back to School Picnic, Halloween Carnival, and PTA Science Fun Fair. Mountain Avenue has an active and involved Parent Teacher Association (PTA) and an educational foundation called MACK, Mountain Avenue Committed to Kids. These parent sponsored groups raise funds to provide class sets of Chromebooks, interactive assemblies, supplies for the art studio and science lab, access to a mental health counselor, online programs, and more. Volunteers contribute thousands of hours in the classrooms and as members of the school site council (SSC), a decision-making body which provides input on the School Plan for Student Achievement (SPSA).

Our culturally diverse community respects and celebrates individual differences. With close to 600 transitional kindergarten through 6th grade students, our student body includes speakers of Korean, Armenian, Spanish, Mandarin, Tagalog, Arabic, and many more languages. All special needs students are in general education classrooms receiving multi-tiered levels of support. Students identified as gifted and talented (GATE) are invited to join in Robotics, Invention Convention, Math Club, and Math Field Day while receiving differentiated instruction in the classroom.

Mountain Avenue has a strong history of academic excellence being named a National Blue Ribbon School in 2005, a California Distinguished School in 2008, and a California Gold Ribbon School in 2016. The Mountain Avenue community takes great pride in having been recognized as a National Blue Ribbon School (NBRS) in the past, as this is an accolade that exemplifies our exemplary programs. We share this accolade proudly with our community - sharing our exemplary programs, high expectations for student achievement, and have become a destination school for so many. Receiving the National Blue Ribbon School award has compelled us to reflect on practices resulting in our success and continue to enhance our academic program STEAM methodologies, fine arts, and leading-edge technology. Our “Bear” family works cohesively together to maintain focus on increased student proficiency and well-rounded learning opportunities. These awards, and NBRS in particular, support our reputation for academic excellence and inspire families to seek enrollment in our school. With an understanding of our history and an eye towards our future, we affirm our mission statement; all members of the Mountain Avenue community will work cooperatively to meet the needs of each child. We will develop responsible, motivated learners who successfully solve problems, think critically, strive for excellence, maintain high ethical standards, and respect diversity.

The Mountain Avenue teaching staff is highly qualified with 90% of our teachers having earned advanced

degrees. Expectations for student achievement and citizenship are consistent and high-reaching. Through professional learning communities (PLC), teachers collaborate, plan, assess, and analyze data to focus their instruction and assure student progress. Classroom and after-school programs provide intervention for students who have not gained proficiency. For those who require additional support, the student success team (SST) convenes to devise strategies and solutions. Positive Behavior Intervention and Support (PBIS) system includes proactive strategies for defining, teaching, and recognizing appropriate student behaviors to create a positive school environment. Teachers have been trained in Restorative Practices to support community building circles in classrooms. As a result, the number of student infractions and suspensions are few. We value every member of our Bear Family and work to instill a sense of belonging in each and every student.

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

Mountain Avenue Elementary School prides itself on personalizing the learning experience for students and families. We provide a well-balanced state standards approach that encompasses all curricular areas. What makes our campus so special, is that we weave science, technology, engineering, arts, and math (STEAM) and Next Generation Science Standards (NGSS) throughout all subjects. Students master reading skills by immersing themselves in non-fiction science and social studies articles through resources such as Newsela, TIME For kids, and Scholastic News. Students will compose music through the online music program, Quaver Music. Teachers participate in regular professional learning communities (PLCS) by grade level, work seamlessly together to craft quality lessons and learning experiences for students. At the crux of PLC discussions is student achievement data, be that academic or social emotional data. We use this detailed data, such as the Panorama Student Survey, California, Healthy Kids Survey, California Assessment of Student Performance and Progress (CAASPP), CAASPP interim-assessments, i-Ready reading and math results, and common formative assessments to craft personalized lessons to address student need. Every lesson and activity has a specified purpose and goal to be achieved. There is no time for “fluff”. We are strategic in planning engaging lessons that keep students on target to meet end of the year expectations. Students are given numerous opportunities to share their learning and present their learning to others. This happens regularly at the Friday Flag Ceremony. Each week classes perform in front of the student body to share a historical event. For example, this year a first grade class presented interpretative dance, poetry, and facts to celebrate Dr. Martin Luther King Jr. in January. Such an activity engages an entire student body to learn about history, appreciate the arts, and learn how to present content in a meaningful manner. Bottom-line, at Mountain Avenue we make learning fun. Our students want to learn and be successful. The intrinsic pride felt with accomplishment is infectious throughout all classrooms. We meet individual student needs through small group lessons and classroom differentiation through core plus time.

1b. Reading/English language arts

The California State Standards provide the foundation for instruction in Reading/English Language Arts (ELA) and selected curricular approaches target student needs. Students are actively engaged in reading, recounting diverse literature and identifying central themes, along with phonics and the application of word analysis, to form the foundational groundwork. Mountain Avenue has a strong emphasis in writing development in conjunction with the fundamentals of grammar usage. Social Studies and science are integrated into ELA lessons through the use of novels, short articles, and Scholastic News. In addition to direct, whole group, and small group instruction, grade levels rotate classrooms twice a week, called Core Plus Time, to increase exposure to learning styles, broaden peer interactivity and differentiate instruction. By upper grades, students are handily conveying ideas via a variety of genres by applying evidence-based claims and creating well-developed characters.

Grades K - 5 utilizes the Benchmark Advance curriculum and grade 6 utilizes the Springboard Curriculum. Both programs are robust and offer online activities, assessments, and lessons. Each student has a consumable journal to interact with the lessons.

In addition to teacher-created assessments, students are evaluated in reading three times a year through an online program, i-Ready. Teachers triangulate data and student achievement through the ELA curriculum, i-Ready Diagnostic assessment and lessons, and classroom created assessments. Data is analyzed to determine domain strengths and areas in need of active support. Instructional groups are determined based on formative and summative data as well as anecdotal evidence. Data-driven, targeted instruction is planned and implemented by grade level teams. Accelerated Reader program provides incentives to read while enriching comprehension and recall. We are very proud of our data in ELA based on the CAASPP of 2019. In particular, our Hispanic students increased by 25 points!

Strategies used for English Learners (EL) in general classrooms include specially designed academic instruction in English (SDAIE), visuals, audio-books, i-Ready lessons, and peer interactions. Teachers utilize teaching strategies such as the Frayer Model, Think-Write-Pair-Share, and Reciprocal teaching. Special Education students are supported with accommodations and/or modifications, as stated in their individualized education plan. The special education team of teachers and support providers work in tandem with classroom teachers to ensure that students are being fully supported to meet grade level standards. This requires collaboration and collective planning within a grade level.

1c. Mathematics

The California State Standards provide the foundation for instruction in math. The district math curriculum is enVision Math 2.0 by Pearson. Math has been especially an area of focus because conceptual understanding of math in the elementary years is crucial for mathematical thinking in middle school and high school. Standards of Mathematical Practices are the driving force for kindergarten through sixth grade students as they navigate through the curriculum. Problem-based learning, enhanced by the use of manipulatives, provides opportunities for all students to deepen their understanding and articulate their reasoning. Reading, writing and speaking strategies are integrated into math instruction to equip and empower students to validate their answers with evidence-based reasoning. District, curricular, CAASPP interim, and teacher-made assessments guide teaching and intervention. Some students in grades 4-6 participate in the Math Team where they practice working in teams to solve rigorous math problems through mathematical analysis and application. The teams go on to compete with other schools at the district wide Math Field Day. Year after year the members of the Mountain Avenue Math Team have received numerous awards for their outstanding problem solving skills and conceptual understanding of mathematics.

PLCs, by grade level, have used data to identify essential standards in math to focus on throughout the year. Teachers collaborate to plan lessons, create assessments, share data, identify proficient/non-proficient students and create reteaching/enrichment lesson plans. Grade levels divide their students into groups based on academic skill needs and i-Ready data to provide intervention to focus on various math skills. We know that our teaching strategies and close attention to data are working. In 2018, 66% of students were proficient or advanced in math as based on the CAASPP assessment. In 2019, we grew by 11%, with 77% of students proficient. The growth for our subgroups in this area was also astounding! In math, English learners increased by 12 points, Hispanic students increased 29 points, and socioeconomically disadvantaged increased by 34.2 points. We are incredibly proud of these growth measures!

As shared in regards to English Language Arts, the special education team works with PLCs of teachers to address student need. Support staff and teachers push into classrooms to scaffold math lessons to ensure that all students are attaining and retaining math concepts. This partnership between teachers and support providers is critical to ensure that all student academic needs are addressed. Teachers continue strategies with English learners in math as lessons are language rich with content.

1d. Science

Next Generation Science Standards (NGSS) provide focus and foundation for all grade levels. Through interactive experiences, students explore ways to connect concepts in the four domains: physical, life, earth-space and engineering design. Parent volunteers assist classroom teachers in preparing scientific experiments throughout the school year. This allows students to investigate cause and effect, explore engineering practices, and defend disciplinary core ideas. Through this experiential, curricular approach, students develop a scientific, coherent view of the everyday world fostered by evaluating experiments, organizing and interpreting data and investigating topics on Chromebooks. Mystery Science, a web-based program, engages students in science and engineering. Students are presented with a central “mystery” question and they collaborate to decipher the mysteries using supplemental reading, video and STEAM activities. Scholastic News and informational text integrate language arts as it exposes students to current events. Topics are revisited across grade levels with greater depth and complexity depending on student assessments.

Field trips provide a fun, experiential transition from paper to reality. Off-campus trips include Glendale NBRS 2020

Community College Planetarium, Underwood Family Farm, Discovery Cube, California Science Center, the Cabrillo Aquarium, and Jet Propulsion Laboratory (JPL).

Mobile learning events come to Mountain Avenue and professional development edifies teacher knowledge and imbues strategies for implementation. Annually, PTA sponsors a Science Fun Fair where students display their science inquiries. This annual event draws participation from at least 50% of students. Each year we invite parents whose occupations are that of scientists to act as mentors and liaisons to our local science community. These real world scientists can be seen on campus inspiring students' curiosity, career development and modeling experiments.

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

The California State Standards provide the structure for instruction in social studies. These standards guide learning with emphasis on historical narrative, important individuals throughout history resulting in students understanding the rights and obligations of citizenship. Teachers utilize an array of resources to build foundational knowledge and create opportunities to apply learning. In particular, teachers use Scholastic News to address age appropriate current topics. Upper grade teachers specialize in social studies and/or science to provide an enriching curriculum that reflects current age appropriate content. Anecdotal, formative, summative and project-based feedback and assessments aid in the development and implementation of differentiated activities to meet individual needs. One way that Mountain Avenue celebrates historical figures and events is through presentations during weekly Flag Ceremonies. Classes sign up to present their learning on specific topics such as Martin Luther King Jr., Abraham Lincoln, gratitude or compassion. Students teach and entertain their fellow classmates about the topic they have studied often through poetry, song, or dance. These flag ceremonies give our school a time to come together and commemorate historical events. Annually, 6th grade students present their "Wax Museum" to the entire student body as well. Each student selects a historical or pop culture individual to study and research. Students write an "elevator speech" summarizing what their historical figure's accomplishments have been, what they aspired to do, and why this individual has had a positive impact in our world. They dress as their historical figure and recite their memorized speech. Students have portrayed politicians, athletes, singers, presidents, and more.

1f. For secondary schools:

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

Mountain Avenue has had a transitional kindergarten (TK) class since 2017. Transitional kindergarten (TK) is the first year of a two-year Kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Transitional Kindergarten offers an additional year of school to younger students. TK provides children with an opportunity to learn in an enriching and academically challenging environment that nurtures their growth. Research shows that children who attend Kindergarten readiness programs, like transitional kindergarten, are more likely to do well in school and attend college.

Using a unique specialized curriculum based on the CA Preschool Foundations and Kindergarten State Standards, TK teachers help children develop social skills through activities that build confidence and communication skills. They expose children to reading and math in an exciting, interactive way by using educational games to teach children about words and sentences and help them understand mathematical concepts like counting and patterns. The social, emotional and academic skills children learn in TK help them to succeed in kindergarten, become leaders in the classroom and confidently navigate the school day routine. TK students are provided the same opportunities, experiences, and school routines as K - 6 students. The TK teacher collaborates with Kindergarten teachers routinely to dialogue about curriculum, lessons, and student activities.

2. Other Curriculum Areas:

Fine arts are an integral part of our TK-6 curriculum. The Art Docent Program is a school-wide program which focuses on classical artists, spiraling in complexity. Students learn art history through a docent-led

presentation and create art pieces replicating the artist's technique. Additionally, our school foundation, MACK, supports weekly music enrichment for all students with an emphasis on reading music, singing and musical theory. Third and fourth grade students learn to play the recorder. Upper grade students can optionally participate in instrumental music. There they learn to play various wind, string, brass and percussion instruments. Students often share their talents through the "Mountain Avenue's Got Talent" show, presented by PTA. This year we had over 50 acts consisting of singing, dancing, piano playing, taekwondo, and comedy. Students also participate in the annual PTA sponsored Missoula Children's Theater production annually. Students audition for parts in a play on Monday and perform the play, in its entirety, in 6 days, the following Saturday. This year, students presented their version of Snow White and the Seven Dwarfs.

Mountain Avenue is part of a community with a high involvement in sports. Through direct instruction and play, students develop large motor skills, endurance, fitness, sportsmanship, safety and respect, preparing them for a higher level of play. All students learn how to play cooperative games to emphasize athletic standards. Grades 4-6 learn traditional team sports and their rules along with prep for the state physical fitness test. We are extremely lucky to have a regulation soccer field on our upper playground to facilitate sports and physical education. The District Nutrition Services Department provides a nutrition fair where students have the opportunity to sample healthy food and learn about healthy lifestyle choices. Last year, 100% of fifth grade students met the California Physical Fitness Test expectations.

Mountain Avenue has distinguished itself as a school consistently striving to be at the forefront of educational technology. A strong PTA and Foundation partnership has enabled us additional funding for Chromebooks provided at a 1:1 ratio for students in grades 2 - 6. For TK - 1, there is a 2:1 ratio. Foundational technology skills provide a springboard for career-readiness with an emphasis on collaboration and innovation. Our multi-media center includes 26 desktop computers, a printing station, and a well-stocked library with the most current titles and selections. All students visit the library and media-center weekly. Our multimedia technician maintains equipment and craft lessons for students in technology and library principles.

Mountain Avenue is conscious of the fact that college success, career readiness and life skills mean supporting the whole child. Our library walls are lined with pennants from colleges throughout the country and our student council sponsors college day as a spirit day. Teachers, staff and volunteers provide opportunities for student socio-emotional growth across the campus. Students in grades 4 - 6 take the Panorama Survey twice a year to gauge their social emotional well being. Data from this survey is reviewed by administration and teachers to provide support to students in need. Monthly character-building words are incorporated into lessons. Students who exemplify these descriptors are recognized during the weekly Flag Ceremony Assembly. On the playground, yard duty staff are trained in Playworks which maintains a safe, positive, social play time. All staff are trained in community circles and restorative practices. Community circles bring safe, structured moments to share thoughts and ideas in the classroom, both academically and socially. Circles are also used to help students work through disagreements and repair harm between each other. This year we have implemented "Peace Paths" around campus to also help facilitate student conflict resolution conversations. A trained faculty member facilitates restorative circles as needed.

3. Academic Supports:

3a. Students performing below grade level

In an effort to maximize achievement for our special student populations, Mountain Avenue has a comprehensive intervention and acceleration program called Core Plus. The premise of Core Plus is that students are given buffer time to review coursework, engage in enrichment activities, and receive intervention as needed. Core Plus happens two times a week and is facilitated by a fully credentialed intervention teacher. California Assessment of Student Performance and Progress (CAASPP) and i-Ready data provide specific information on the academic performance of students. Teachers employ Universal Design for Learning (UDL) focusing on differentiated and flexible instruction. Students who are below grade level or in subgroups in which there is an identified achievement gap (Hispanic, socio-economically disadvantaged, Special Education) receive tier 2 and tier 3 intervention. Students who are on level and/or

accelerating are provided enrichment activities by a credentialed intervention teacher. Students who need Tier 2 and 3 intervention receive designated lessons from classroom teachers and/or the Specialized Academic Instruction (SAI) Core teacher. The Core Plus teacher works with on level and accelerated students. This in turn provides a smaller class setting during Core Plus Time so that classroom teachers can work with smaller groups of students struggling in particular content areas.

PLCs highlight teacher collaboration within and beyond grade levels, focusing on amplified instruction and support. Through PLCs, teachers identify common areas of need and regroup students in order to provide both remediation and enrichment. For example, the third grade team has identified geometry as a target area and divided students in all four classes into homogeneous groups (high-low). Each teacher meets with a group weekly and scaffolds instruction based on their need.

3b. Students performing above grade level

Enrichment and extension lessons are essential for students at or above grade level. With such high percentages of students being proficient and/or advanced, this is a key population for our campus. Teachers provide differentiated instruction in the classroom. Extension work does not equate to be “more work” for excelling students. Students are given project based problem solving experiences that motivate them to delve deeper into content and curriculum lessons. The gifted and talented (GATE) program consists of students who meet eligibility requirements through CAASPP and Otis-Lennon School Ability Test. In addition to acceleration opportunities in class through i-Ready, extension activities and differentiated instruction, students participate in Math Field Day, Invention Convention and Robotics. This year, a new program has been implemented, GATE Hour. A credentialed teacher offers enrichment lessons and project based learning activities for GATE students within the school day. This year students created inventions and designed a realistic mini-golf course out of recycled materials.

3c. Special education

Mountain Avenue has a part time school psychologist, a Specialized Academic Instructor (SAI) and a speech and language therapist full time on campus. This team, referred to as the Intervention Team, meets regularly with parents and teachers to address student academic and behavior concerns. Students that have active IEPs are monitored closely by the SAI teacher. Students receive services during scheduled intervention blocks of time so that they do not miss regular classroom instruction. Students receiving services work in small groups in the SAI classroom, as needed. More popular is for the SAI teacher and/or classified teaching assistants to push into a classroom to provide accommodations to students in the general education setting. All special education students at Mountain Avenue are part of an inclusive setting. The SAI program ensures that designated students receive specific support to meet their goals outlined in the individual educational plan. Through explicit, small group instruction, the resource specialist uses the Souday System, a researched-based multi-sensory program for beginning readers. This year, we used a self reflection tool for staff to self-assess how inclusive their classrooms are. This helped staff navigate next steps towards implementation of an inclusive environment for all students.

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

Mountain Avenue utilizes the English Language Proficiency Assessments for California (ELPAC) to evaluate the progress of English Learners annually. The goal is for 100% of ELs to achieve one level of growth each year. Teachers provide distinct support for all EL students through SDAIE methodology which includes intentional use of visuals, scaffolding, total physical response and small or individual groupings to modify instruction in support of language development. Mountain Avenue’s rate of reclassification to English proficiency exceeds district and state. Targeted efforts have positively impacted the achievement gap and student success. The school teacher specialist, actively monitors the academic progress of EL students. She places students into programs based on language acquisition levels and partners with teachers to ensure quality targeted learning happens for these students. All teachers have been trained in a variety of instructional strategies, including the Frayer model and reciprocal teaching. Classroom visits show that these strategies, while designed for EL students, benefit entire classrooms. In 2019, 88% of EL students scored a level 3 or 4 on the English Language Proficiency Assessments for California.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Mountain Avenue, we value students having a deep sense of belonging and understand that it cultivates academic success. Students are encouraged to appreciate the beauty of our diverse community and understand the power of kindness. These are requisite skills for being a fully functional citizen and adult. PBIS is the basis for citizenship and school community development. Select staff participate in ongoing training and provide professional development for teachers and staff. All students participate in targeted instruction via grade level assemblies highlighting appropriate behavioral expectations. Every aspect of campus life is evaluated and staff has created rules and regulations designed to ensure harmony and balance. A PBIS school-wide “kick-off” assembly has introduced students to our comprehensive incentive program. Mountain Avenue displays matrices, posters and positive expectations throughout the campus. Our motto is BEARS, Be kind, Encourage others, Accept responsibility, Respect others, and Be safe. Citizenship character traits are incorporated into instruction and students exhibiting these traits are recognized during weekly Flag Ceremonies. Each week the school-wide assembly ends with an endearing chant of, “Go Bears”! Our mascot, Spirit Bear, greets students at the front gate on Fridays. Students are encouraged to be “Bear-tastic”.

Based on student surveys, Mountain Avenue developed school-wide, grade level and classroom activities to increase students’ sense of care and trust. Activities include community circles and grade level team building. A district-provided intern supports identified at-risk students with social skills training and the school psychologist provides individual counseling. The school foundation, MACK, provides a CARE Counselor to support student emotional well-being. Both of these service providers check in with students routinely to support their emotional needs. Our library has inclusive book titles that reflect and support different cultures, family structures, and gender expansive literature. We want all students to have a sense of belonging on campus and finding books that reflect who they are is one way to accomplish this.

Mountain Avenue values and supports its teachers. An open-door policy is essential in providing space for staff to share concerns, challenges and ideas. The principal visits classes weekly and shares feedback via notes or email. The instructional leadership team includes representatives from each grade level. Utilizing agreed-upon norms that set the tone and focus for student-centered discussions, they give voice about school culture and climate. Monthly faculty meetings are teacher-centered with topics generated from administration and staff and always begin with time for celebrations. Teachers are recognized through the Masonic Award, Teacher of the Year and PTA Honorary Service Awards. Mountain Avenue embodies an engaging, positive environment where all stakeholders feel valued, acknowledged and supported.

2. Engaging Families and Community:

Mountain Avenue has an involved and supportive parent community. Our PTA and foundation, MACK, sponsor enrichment activities for students while also providing numerous family-centered functions. Popular events include the Halloween Carnival, the winter Holiday Shop, the annual Jog-a-thon, Science Fair, family dances, and culture night. Additionally, there are parent educational presentations on topics such as assessment data and math. Our community is involved in our fundraising efforts and gladly support Mountain Avenue.

There are numerous ways for parents to take a leadership role at Mountain Avenue. Parents can be part of school site council (SSC), parent teacher association (PTA), and MACK boards or chair an event. SSC meets quarterly to review school-wide data, collaboratively develop goals and select tools for monitoring progress documented in the Single Plan for Student Achievement (SPSA). Parents can serve in various capacities on the PTA as a board member, chairperson, committee head or committee chair. Parents can also volunteer to be part of the MACK foundation board.

Mountain Avenue families are committed to supporting our students by volunteering regularly in and out of the classroom. Parents are welcome to work with students in small groups lending additional support to

classroom activities. Based on the annual GUSD parent culture survey, 91% of parents feel that Mountain Avenue cares for the children and is a safe school. Ninety seven percent of parents feel welcome at Mountain Avenue.

Parents stay informed of students' academic progress and needs through immediate feedback on assessments, parent-teacher conferences and progress reports. Student Study Team meetings convene to discuss challenges, modifications and goals. These meetings include teachers, administration, speech therapists and the school psychologist. On a school-wide level, our weekly newsletter, the Thursday Update, and the Mountain Avenue website keep parents abreast of current events and communicate information. Student and classroom information is relayed through online teacher pages on the website.

Upper grade students are encouraged to exercise leadership through involvement in student council. Officers are elected by upper grade students and are given the opportunity to develop skills by organizing and carrying out school activities, reading the morning announcements and leading the flag salute at Spirit Assemblies. Student Council helps share student ideas, interests and concerns with teachers and administration. In addition to planning events that contribute to school spirit and community, the student council is the voice of the student body.

3. Creating Professional Culture:

Professional Development (PD) is highly regarded at our school, with teachers on the forefront of continuing their education and honing their skills. With the implementation of Common Core State Standards, teachers take the lead in learning new academic language, protocols and paradigms. Many PD opportunities are provided to staff throughout the school year geared to meeting student and teacher needs. In addition to academics and curriculum, teachers have been trained in a variety of topics and instructional techniques including Gender Spectrum, Reciprocal Teaching, and Restorative Circles.

The PBIS team attends meetings during the year at the Los Angeles County Office of Education to acquire knowledge about the important elements of the program and to plan for site implementation. The team has organized and presented the information and fostered teacher input to create a behavior management system addressing the needs of Mountain Avenue. The staff and students have collectively adopted and enthusiastically embraced the school-wide behavior expectations and reinforcements, resulting in a sense of belonging and ownership.

TK-6 teachers attend three to four district trainings a year in the areas of math, ELA, science, technology and Guaranteed Viable Curriculum (GVC). Teachers have received training on the use of the new math curriculum and all of its resources. One teacher per grade level has participated in district math collaboration meetings to define and ensure GVC. During these meetings, teachers have worked together with their grade level colleagues to identify essential math standards and to create common formative assessments, specific to each standard, to be used district wide.

Site PD is provided at staff meetings once a month. Administration and teachers share their expertise in technology, safety, writing and growth mindset strategies. Grade levels have used data to identify essential skills and have discussed common strategies and lesson plans to address them. Additionally, common formative assessments have been created to identify student proficiency. District personnel have provided training in areas such as data analysis, behavioral support strategies, community circles and district-adopted math implementation.

4. School Leadership:

Effective leadership is at the heart of every successful endeavor; a school site is no different. With about six hundred students and a staff of 55, Mountain Avenue's leadership executes our mission statement with integrity, authority and compassion. The administrative team, consisting of the principal and teacher specialist, supports all interested parties and moving parts to ensure smooth operations and excellence. Each one values the importance of knowing individual students and recognizing classroom successes. However, there is a strong understanding that decision-making does not reside in the hands of the principal. Shared

leadership allows the team to harness the talents of teachers, staff, parents, former/retired teachers and school community members to develop a shared mission.

Shared leadership is embodied in the instructional leadership team (ILT). Representing the larger school community, every team member brings a unique skill set and expertise to spark a school-wide culture of learning. The ILT meets regularly to tackle site management challenges as well as empower each teacher representative to lead grade levels in the work around school improvement. This leadership body meets to review school-wide data, share templates for professional learning communities and design collaboration tasks to meet student academic and behavioral needs.

Teachers take on leadership roles through work on a variety of committees. These teams work to ensure that school and district policies are identified and provide professional development at staff meetings. Several teachers also are encouraged to share their passion and talents with students. Teachers facilitate after school art clubs, math clubs, and even picnics at the piano to highlight music appreciation.

The SSC is tasked with developing, reviewing and evaluating the school plan. This team, comprised of both staff and parents, makes budget priorities which support school improvement efforts. Decisions include hiring intervention personnel to support struggling readers and purchasing additional Chromebooks to expand technological opportunities which advance student success.

Finally, students, our ultimate stakeholders, engage in leadership opportunities through student council. Student council provides an important interface between students, teachers and administration. Officers and representatives are elected by the students body at the beginning of school year. They organize outreach to our local community through food and toy drives, Random Acts of Kindness Week and lead Spirit Assemblies. In addition, the student council president addresses the students every Friday at our Flag Ceremony. Through shared leadership, all members take the work of the school personally and assume responsibility for student success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Mountain Avenue has a model intervention program to differentiate learning for all students. We call it “Core Plus” and are proud that it is a program that addresses 100% of students on campus. Core Plus was implemented in 2017 and it’s premise is that there is no new instruction for two thirty minute blocks of time per week (Tuesdays and Fridays). A fully credentialed teacher was hired for two days per week to assist with the intervention implementation. Grade level professional learning communities (PLCs) meet routinely to discuss student academic needs. Teachers review common formative assessments, District benchmarks, standardized test scores, and social emotional data. Based on this data dive, teachers place students into groups based on skill need. The Core Plus teacher works with students on level or students who are ready for challenging work. Classroom teachers work with students who are struggling and have specific areas for growth. This “buffer time” allows teachers to address specific student needs, reteach lessons, or pre-teach new concepts. Our data reflects the attention to individualization and differentiation with significant growth in math and English Language Arts on the 2019 CAASPP assessment. Our double digit growth in math of 11% is a direct correlation to our Core Plus program.

Every aspect of our campus, from the custodians to the administrative support staff, is invested in and dedicated to the health, well-being, empowerment and education of our students. On any given day, stories can be told of connections between teachers, staff, parents and students all working together for the highest good. Some of these stories account for small growth for which we are grateful and excited. Yet, there are other stories which reflect surprising, profound and significant growth. There is a deeply held belief that each one of us has the opportunity and, in fact, an obligation to connect with students and do everything within our power to ensure that they become capable students and citizens. We have a saying at Mountain Avenue, “Once a Bear, Always a Bear.” Our Bear Family embraces everyone who walks through the door to ensure that they are welcomed and cared about.