

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 8707 Adobe Bluffs Drive
(If address is P.O. Box, also include street address.)

City San Diego State CA Zip Code+4 (9 digits total) 92129-4448

County San Diego

Telephone (858) 538-8403 Fax (858) 538-2749

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

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

Date _____

(Principal's Signature)

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

District Name Poway Unified School District Tel. (858) 521-2704

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 Ms. Michelle O'Connor Ratcliff
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 26 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 39 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	5	14
K	60	45	105
1	49	27	76
2	39	37	76
3	36	41	77
4	23	34	57
5	37	30	67
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	253	219	472

*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
 - 37.6 % Asian
 - 0.4 % Black or African American
 - 11.4 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 32.1 % White
 - 18.1 % 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: 10%

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	47
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2018	476
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Mandarin, Spanish, Russian, Vietnamese, Korean, Japanese, Farsi, Cantonese, Tamil, Pashto, Punjabi, Urdu, Gujarati, and Kannada.

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

7. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 64

8. Students receiving special education services: 18 %

83 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>27</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>33</u> Speech or Language Impairment |
| <u>4</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.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	26
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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%	97%	97%	98%	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.

Adobe Bluffs Elementary School is a Professional Learning Community with a clear shared purpose and a collective responsibility to provide a supportive collaborative environment that ensures academic and social growth for all students.

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

Adobe Bluffs Elementary School is an exceptional model of a successful public school, located in Poway Unified School District, a large suburban district in San Diego County. We are known to many as "the small school with the big heart." Creating a caring, collaborative learning community that emphasizes student and community engagement is integral to expanding opportunities for our students to gain local, national, and global access to the curriculum. Real-life project-based experiences, such as Junior Achievement, gardening, Odyssey of the Mind, Lego League, and the blended/distance learning through the Voyager Education Technology Program, have all been developed to ensure that our students are well prepared to become 21st-century global citizens. In order to uplift and elevate our 21st Century global competency, Adobe Bluffs students TK-5th grade receive instruction in Mandarin Chinese language and culture one hour a week under the Foreign Language in Elementary School (FLES) Program.

With the success of the FLES program, Adobe Bluffs introduced the first-ever two-way dual language immersion program in the Mandarin Chinese language program, which is the first of its kind in San Diego County. In our three years since implementing both programs, ABES was recognized as a model school by many organizations, such as San Diego State University, the Asia Society, and the College Board. In 2018, Adobe Bluffs Elementary School received international recognition by being awarded the "Confucius Classroom of the Year" in Chengdu, China from the Ministry of Education. Out of 150 countries and thousands of educational institutions competing for the honor, Adobe Bluffs was the only public elementary school from the United States to receive this prestigious award for the Best Foreign Language Program.

Our professional learning community includes our instructional leadership team, composed of primary and upper-grade teacher representatives. Based on teacher feedback, the team designs, plans, and implements professional development related to social/emotional growth, English Language Arts, math, science, social studies, foreign language, and educational technology. Parents are also part of our PLC and attend Parent University classes, hosted by our teachers, at our monthly Coffee with the Principal. Parents also participate in morning reading time, and a parent-run art program called "Arts Attack." Lastly, we offer a weekly program called FLEP (Foreign Language for Parents) in Mandarin language and culture so that parents have the opportunity to learn alongside their child(ren).

Adobe Bluffs opened in 1992 and we are proud that some of our children are now third-generation students. This speaks to the strong community ties that help create our unique Adobe Bluffs family. As a staff and community, we are committed to all students having access to, and success with, a rigorous, comprehensive Common Core curriculum. The majority of our teachers hold master's degrees and two of our teachers are National Board Certified. Many are involved in district committees or serve as professional learning facilitators, both on-site and district-wide.

Our Adobe Bluffs culture is firmly established, as staff, students, and parents work side by side to maximize student academic and social growth. When visitors enter our school, they often remark on the "family feeling" of welcome that they experience. Students are known by name by the many staff members, from playground supervisors to the office staff, who care about them and share a collective responsibility for each child's success. We practice Character Counts. Anyone walking into Adobe Bluffs Elementary School will see the words trustworthiness, respect, responsibility, fairness, caring, and citizenship painted beautifully all over campus. You would also see these words and values represented in our curriculum and behavior management plans. Our classes for students with autism are integrated into mainstream classes, and typical students serve as buddies and mentors. Our upper elementary classrooms are paired with primary classes for many learning experiences throughout the year.

Volunteerism at Adobe Bluffs is impressive and is not limited to parents. Middle and high school students return to mentor and read with our students, as do grandparents and community members. Scientists from local universities and the private sector get involved in our annual Science Day, along with members of the business community and the high school robotics program. Guest presenters, who experience various disabilities, from Autism to physical impairments such as blindness, share their experiences and promote inclusion and diversity appreciation at our annual Ability Awareness Day. Parents are also involved in

running after school programs that engage students and provide opportunities for children to realize their potential as explorers, engineers, investigators, actors, and scientists. There are many programs and activities to stimulate and challenge all levels of students, during, and also after school at Adobe Bluffs. This practice produces engaged, involved students who have a zest for learning and low absenteeism. The California Assessment of Student Performance and Progress (CASPP), showed that 84% of our students met or exceeded standards in English Language Arts and 85% in math in 2019. Our commitment and focus on character building to elevate healthy social-emotional growth for our students have produced many successful results, including academic growth.

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 Adobe Bluffs, students receive a rigorous, personalized California standards-based, program that prepares every student to thrive in college, career, and life. Poway Unified School District provides research-based, state-approved instructional materials and Adobe Bluffs teachers utilize supplemental materials and programs that meet the specific individual needs of our students. Adobe Bluffs teachers strive to refine instructional practices and create learning opportunities for students that are engaging and differentiated to each student's learning needs.

1b. Reading/English language arts

Our multi-layered literacy program builds and reinforces literacy skills in many ways. Adobe Bluffs teachers take advantage of the rich standards-based reading program, called Benchmark Advance. This program provides diverse and authentic texts that engage students in meaningful academic conversations. Teachers supplement this program with a variety of fiction and nonfiction texts that support their instruction in science, social studies, and current events. Explicit phonics instruction, guided reading groups, book clubs, and Family Friday reading help to support students as they build fluency, decoding, and comprehension skills.

Adobe Bluffs teachers at all grade levels utilize literacy rotations which help foster independence, choice, and reading stamina as students build literacy skills. These rotations allow teachers to provide differentiated instruction to small groups with focused lessons on fluency, comprehension, and specific reading strategies. School-wide, educators provide comprehension instruction in summarizing, making inferences, making connections, and questioning. All teachers model annotation strategies that encourage students to self-monitor their thinking while they read, building important metacognitive skills. Writer's Workshop is implemented across campus, working hand in hand with reading instruction. Teachers focus on "reading to write" strategies, designed to assist students in writing complex texts. Students engage in the writing process, including peer editing and writing conferences, in order to increase their proficiency with all three writing types: opinion, informative, and narrative. Teachers model grade-level appropriate writing strategies of text structure, word choice, voice, and the integration and citation of text evidence.

Teachers use formative and summative assessments to monitor student growth in reading and writing. Students are assessed using the Measure of Academic Progress (MAP) tests, unit assessments from the Benchmark curriculum, and formal and informal writing assessments. Teachers meet in teams to review student data for determining which students might need impact intervention as well as leveling students into small groups for targeted instruction. Teachers collaborate in grade-level teams, as well as in vertical teams, to calibrate instruction and assessment using the standards as a guide.

As a result of these learning opportunities, 84% of ABES students exceeded or met standards in English Language Arts in the 2019 California Assessment of Student Performance and Progress (CASPP).

1c. Mathematics

Math Expressions and Engage NY (Eureka) are standards-based curriculums that provide a strong foundation for math instruction. Teachers provide instruction that focuses on using multiple strategies to solve a problem, as well as an explanation of their thinking, using important mathematical vocabulary. Students engage in real-world rich mathematical tasks, that encourage deeper thinking and provide students with purposeful experiences. All students in grades TK-5th participate in regular "math talks" that provide them with opportunities to defend their thinking and gain a deeper understanding of math concepts. Teachers provide students with sentence stems that guide their collaborative conversations and utilize meaningful math games that encourage further conversations about mathematical strategies, as well as

helping to build flexibility with numbers. Math instruction is focused on engaging students in problem-solving, and learning to persevere when problems can be challenging. At Adobe Bluffs, teachers differentiate for high achieving math students, while supporting the needs of students that are not yet meeting proficiency. In both primary and upper grades, teachers provide individual and small group opportunities to engage in math projects/tasks that challenge the thinking of these math students. In addition, Math Olympiad provides a competitive math environment for about 20-25% of our 4th and 5th-grade students.

Adobe Bluffs teachers create meaningful, real-world learning experiences for all students through project-based learning. Students collaborate with peers to solve real-world problems. For example, second graders build habitats that meet the needs of animals they have researched, while third graders work in groups to create an invention that solves a common problem that they have identified. Fourth graders survey the school to generate solutions to everyday school-related problems. These projects build problem-solving, collaboration, research, engineering, and communication skills. These projects also meet a multitude of grade-level standards in all of the core subjects.

Teachers use a variety of assessments to help guide their instructional decisions. MAP scores are used as a guide for monitoring academic progress as well as determining which students need intervention versus those who are ready for enrichment math tasks. Teachers also create assessments based on standards taught. With that information, teachers utilize small group instruction to support all students with reviewing tasks or challenging them in new ways. Each day, teachers use individual whiteboards for practice and academic “check-ins” with students. This gives teachers information on how to proceed with the next concept or determine who needs extra practice before moving on. Math assessments are an integral part of instructional planning.

1d. Science

Teachers prepare science lessons that are based on the Next Generation Science Standards. These lessons typically begin with an anchoring phenomenon of real-life contexts that focus on a question or a problem that requires a solution. Students are then guided through hands-on activities that encourage inquiry and discovery. Major science concepts are supported through complex nonfiction texts. School-wide, teachers integrate STEAM (science, technology, engineering, art, math), exposing students to the creative process, while increasing critical thinking and finding unique ways to problem solve. Teachers have access to STEAM materials that include coding, building, and circuitry. Parents support these STEAM workshops by volunteering and adding/replacing materials. Students participate in hands-on learning experiences to deepen their understanding of how things work. In addition, the local high school has a group of students called Catalyst for Success, made up of high school students who have a deep knowledge of, and passion for science. These students visit our school and teach science lessons to upper-grade students once a month. Fourth and fifth-grade students are encouraged to join our school’s Science Olympiad team where they have the opportunity to participate in a competitive event that combines scientific knowledge with technology.

Students are assessed in science throughout each unit. Teachers use standards-based quizzes and tests that demonstrate students’ understanding of concepts taught in class. Consistent feedback helps students understand which concepts require more research or practice and guides teachers on instructional plans. Science notebooks are one informal way teachers check for understanding. Students write notes, create diagrams, and draw conclusions about what they have learned. These notebooks show teachers how deeply students are understanding each concept.

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

Adobe Bluffs students engage in a variety of experiences that bring relevance to social studies standards. Field trips, guest speakers, other supplemental materials, and realia bring social studies to life for our students. Kindergarten students participate in an old-fashioned day to help them experience what life was like long ago. Second-grade students participate in a Heroes Hall of Fame that begins with research about a hero from history and culminates in a live presentation. Fourth graders are immersed in a Gold Rush experience while fifth graders learn about colonial times through role-playing and a Colonial Day. Fifth

Graders also participate in a program run by Junior Achievement, called BizTown, to make connections to real-world topics. Students are assessed in Social Studies both formally and informally. Class discussions and group projects are just two of the ways that teachers determine what students have learned. One example is the explorer project that fifth graders complete. Students learn about early explorers, research a specific explorer, and then create a project using a variety of technology platforms to demonstrate their understanding of the information in a creative way. Teachers assess students based on the accuracy of the information and how they applied their knowledge to the project. Students also engage in formal assessments that follow the California State Standards for Social Studies. Teachers use these assessments to plan instruction and determine student understanding.

1f. For secondary schools:

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

We have two preschool classes at Adobe Bluffs. One is for students with autism and the other for our general education students. The teachers in these two classrooms collaborate together to create a successful, developmentally appropriate program. Our preschool provides a safe and nurturing learning environment for young children that promotes their emotional, social, cognitive, and physical development. Both programs encourage respect for the feelings and rights of others. The class supports each child's physical development by providing indoor and outdoor space, equipment, materials, and guidelines for active play and movement that are healthy and safe. We also provide a Chinese curriculum for children to learn and explore the Mandarin language and Chinese culture. The environment of our program is planned to provide stimulating and challenging materials and activities. Preschool's learning standards are created with kindergarten readiness in mind. Students are assessed in their social-emotional and physical development, reading and writing readiness, listening and speaking, mathematics, science, history/social sciences, and technology. We encourage families to be involved in their child's early school experiences. The preschool has an open-door policy that encourages parents to participate in daily activities.

2. Other Curriculum Areas:

Health, technology, arts, and foreign language are integrated throughout our core curriculum through daily lessons and units of study. We work closely with parents to encourage a healthy and balanced life.

Technology is integrated seamlessly into each classroom at Adobe Bluffs. For the past two years, Adobe Bluffs has participated in our district led Voyager Program. The goal of the program is to further enhance technology integration in the classroom. Each teacher in the program works directly with a technology and innovation coach to build lessons that move toward the highest steps in the SAMR (Substitution Augmentation Modification and Replacement) model. Teachers have participated in numerous hours of professional development related to the use of technology and how to best utilize it in the classroom. We believe that putting technology into the hands of our students is just another way to prepare them for life in the future.

Physical education at Adobe Bluffs is a comprehensive program that combines physical education standards, health, and good sportsmanship. PE is primarily taught by a specialized instructional assistant with the support of our Adobe Bluffs teachers. Students attend PE one hundred minutes per week with our PE instructional assistant who is sponsored by our Education Foundation. She creates lessons that teach specific, grade-level appropriate skills aligned to state PE standards. After each specific skill is taught, students participate in a game where they can practice their new skills. Good sportsmanship is taught and encouraged as they play. Good sportsmanship is seen throughout the school, on the playground at recess, and in the classroom. Health and exercise are further encouraged through twice a week Running Club.

Art instruction occurs throughout the regular school day and is supplemented by our PTA sponsored Arts Attack program. Trained volunteer docents come to the classroom once or twice a month to teach technique, styles, and art history, while the students also produce a piece of art or clay sculpture. Art is displayed prominently in the classrooms and office, and we have a well-attended family evening Art Show each spring. In addition, student art is used to decorate for school dances, promotion, and performances.

Transitional Kindergarten through fifth-grade students at Adobe Bluffs receive instruction in music. Students TK-2nd grade attend music for 30 minutes a week, led by a credentialed music teacher. Students learn about musical notes, rhythm, and melody. Third and fourth graders participate in choir and each grade level features a musical performance. Approximately 90% of our fifth-grade students play an instrument in our district's musical instrument program. Once a month at our school's Thursday gathering, one grade level performs a song for students, staff, and parents.

Two years ago, Adobe Bluffs initiated a unique Two-Way Dual Language Chinese Mandarin Immersion Program. We currently have two immersion classes, one each in kindergarten and first grade. It has become a very popular and highly sought out program in our district. As the years progress, the program will continue to grow by inviting new kindergarteners each year. Each class is made up of 50% native English speakers and 50% native Mandarin speakers. This allows for student peer models in the classroom. In Mandarin, students are measured for proficiency in reading, writing, listening, and speaking under the American Council on Teaching Foreign Languages. The English instruction supports state standards in reading, writing, math, and science, happening in a very compact format. Both English and Mandarin teachers collaborate with general education classes to ensure a similar learning experience, as well as methods for revisiting important concepts in English and Mandarin, to give students the exposure they need to be successful.

All students at Adobe Bluffs participate in our school's FLES (Foreign Language in Elementary School) program. Students outside the immersion classes receive instruction in Mandarin from a credentialed teacher for 60 minutes per week. Students are exposed to the Mandarin Chinese language with "everyday" vocabulary, the phonetic system, poems, short stories, and songs. Cultural components such as calligraphy, abacus use, and paper-cutting are also an integral part of learning.

3. Academic Supports:

3a. Students performing below grade level

Adobe Bluffs teachers gather formative and summative pieces of data with regularity to assess the progress of students. Strong school-to-home communication ensures that families are informed of student growth and student needs through parent-teacher conferences, trimester progress notices, formal state and district assessments, and ongoing classroom assessments. Our trimester progress notices clearly articulate what is measured in each area and students' progress towards goals. Weekly emails keep parents up to date with current events in the classroom.

Our teachers utilize Consortium on Reaching Excellence in Education (CORE) assessments, Developmental Reading Assessments (DRA), and daily anecdotal classroom observations and notes to measure student growth. Ongoing phonemic awareness and phonetic skills testing in the primary grades has strengthened students' early literacy skills and identifies students for differentiation. Anecdotal notes from reading groups are used to drive small group instruction during the literacy block. Standards-based unit and trimester assessments help guide mathematics instruction. Daily writing prompts are a constant source of informal data to discern whether or not students are growing as academic writers. Grade level teams and support staff develop goals based on the feedback from benchmark assessments, Measures of Academic Performance (MAP) scores, and CAASPP assessments. Specific students and subgroups are monitored closely through "watch lists" to ensure progress in closing the achievement gap, and resources are committed to supporting students, both in and out of the classroom.

Effective instruction is the basis of Response to Intervention (RTI) and teachers continually strive to differentiate to meet the unique needs of every child, through the use of a variety of instructional methods and interventions. When students are identified as achieving below grade-level standards, their progress is tracked in 6-week blocks of time. Teachers implement specific interventions and monitor progress. Teachers meet as a team with the parents to set goals and brainstorm targeted interventions that are measured over the next 6 weeks. The team continues to meet to check in and determine the next best steps for students if they are not meeting target goals. Grade level teams collaborate regularly to review data collected through

multiple measures. Students identified with specific needs in grades K-5 meet with credentialed Impact teachers for 30 minutes weekly to focus on targeted skills in language arts and math. Adobe Bluffs also offers an Online Resource Lab to students who are achieving below grade-level standards. They meet after school once a week to work on homework or differentiated online support.

3b. Students performing above grade level

Students who are achieving at or above grade level standards have many opportunities to be challenged at Adobe Bluffs. Each grade level differentiates appropriately for these unique students. Small group rotations allow teachers to place students into flexible leveled groups when needed. Students work on complex tasks that encourage problem-solving, research, questioning, and collaboration. Students who are gifted and talented education (GATE) identified to have the opportunity to attend once a month Friday Fun group at lunch. This group of students plays games together works on projects and participates in a book club. Through donations of parent time or money, GATE students participate in enrichment activities such as science classes through the Fleet Science Center, frog dissection with a parent cardiologist, mock court with a parent judge, Junior Achievement financial classes with a parent financial advisor, as well as art, manners, and drama classes offered by local professionals.

3c. Special education

We have an inclusive special education program at Adobe Bluffs. Our three classes for students with autism (Preschool, TK-2nd, 3-5th) are integrated into mainstream classes, and general education students serve as buddies and mentors. These students join mainstream classes throughout the day when appropriate. Read aloud, library, art, and PE are common times for these students to interact with their grade-level peers. Students with Individualized Education Plans (IEPs) who are in the general education classroom receive daily push-in or pull-out services in both math and language arts. Small groups of students typically work with a special education teacher on specific reading and math strategies. Instructional assistants push into general education classrooms to support students in their class activities. Both of these supports help students make progress on their goals. Speech therapists, occupational therapists, adapted PE instructors, and behavioral specialists work hand in hand with teachers on campus to support students with IEPs.

Adobe Bluffs also has a Resource Specialist Program (RSP) for students with mild to moderate learning disabilities. Students are supported within their classrooms through differentiated instruction, and one-on-one and/or small group support. Based on assessment results and progress on goals, some students receive small group instruction in the RSP classroom for continued support to target their learning needs. The level of support that each child receives is based on the collaboration of parents, teachers, related service providers, and assessments. This collaboration ensures that all students receive adequate support to address their unique learning and behavioral needs, while also considering grade-level academic standards.

The ASD (Autism Spectrum Disorder) classroom at Adobe Bluffs is for students with moderate to severe learning disabilities. The students in this classroom are supported by not only the teacher but also by instructional aides. Lessons and instruction are based on academic standards and individualized IEP goals. In order to address students' learning needs, instruction is differentiated while using a variety of resources, materials, and technology. Positive behavior strategies are implemented to support students' appropriate behavior and engagement.

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

We have a significant English learner population at our school. About 13% of our students speak 14 different languages (Mandarin, Spanish, Russian, Vietnamese, Korean, Japanese, Farsi, Cantonese, Tamil, Pashto, Punjabi, Urdu, Gujarati, and Kannada). Newly-enrolling students who have a primary language other than English, based on the Home Language Survey, are given the English Language Proficiency Assessments for California (ELPAC) to determine their level of English proficiency. After taking the test, students are put into different groups based on language levels and receive the support needed. In the classroom, teachers front-load instruction by introducing vocabulary and giving background information to English learners before teaching the whole group lesson. Teachers support English learners by providing

sentence stems for writing and speaking. To deepen their understanding, teachers also design lessons for students to engage with content in multiple ways such as writing, speaking, reading, and listening.

Based on their language proficiency, these students also receive support with both push-in and pull-out instruction. We have an English Learner Instructional Assistant who works with students and supports teachers in meeting the needs of English learners. The Instructional Assistant usually focuses her support with students at the Beginning and Early Intermediate levels. During pull out instruction, students learn vocabulary, and fluency in reading, writing, listening, and speaking which enhances their ability to access grade-level content. They practice conversation and apply their developing language skills to academic content in all subjects.

Students' progress is closely monitored by both classroom teachers and the English learner team. When learning challenges occur, student language status is one of the factors to consider when designing support. Students are reclassified when their test scores meet both ELPAC summative assessment and grade level district/state assessment standards. The district expects reclassification to fluent English-proficient status within five years for students who enter the district at the "beginning" level.

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

We also have support for students with social and emotional needs. We recognize that students struggle with personal problems at home that might put them at risk for depression and anxiety. Some students have problems with behavior management or study skills that may stem from other distractions. At Adobe Bluffs we have a robust Student Services department. Our school counselor meets with individual and small groups of kids, grouped by emotional needs. These students participate in activities that help establish positive peer relationships, and teach behavior management skills and coping with stress. Our school counselor and Student Support Services assistant also teach Second Step lessons in TK-5th grade classrooms. These lessons focus on problem-solving, peer relationships, and bullying prevention. Our Student Services department is on the playground during recess and lunch to assist students who might be having difficulties on the playground with isolation or peer conflicts. Students who are identified as needing positive adult relationships are recommended for our school's mentor program. This program brings in local high school students to build relationships with elementary school students through games and homework help.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Adobe Bluffs Elementary is known to our community as “the small school with the big heart” because of our commitment to maintaining a positive and nurturing learning environment for all of our students. Due to our modest size, students are known by name by most staff members, fostering exceptional caring and collaboration. Parents, teachers, support staff, and the principal are united in doing our utmost to motivate our students and provide exceptional learning opportunities. We value the gifts and challenges of each person on our campus, and it shows in the activities and traditions that make us special and renowned.

All students feel safe and accepted in their classrooms because of our staff’s commitment to Positive Behavioral Interventions and Supports (PBIS) and Growth Mindset. Our teachers and staff embrace the belief that mistakes are positive when we approach them with the attitude that we learn and grow from them. Students believe that with hard work, struggle, and resilience, they are capable of achieving success.

Students are actively engaged in school academic and social activities. Monthly spirit days and class performances enhance the school community, keeping students engaged and excited. Student Council led Thursday Gatherings are a long-standing tradition of sharing successes, camaraderie, and music as a whole school once a month. Stand-outs in our Character Counts! program are recognized and high school ambassadors reinforce our monthly character focus. Adobe Bluffs’ student body is active and successful in pursuing extracurricular activities through the Odyssey of the Mind, First Lego League, Math Olympiad, and Science Olympiad. Our teachers and parent community take an active role in helping our students achieve success in these endeavors. Adobe Bluffs students help each other to learn and grow through our Classroom Buddy Program which matches an upper-grade class with a lower grade class to help students make connections and cross-grade level friendships, develop mentoring skills, and foster an appreciation for helping others.

Our cornerstone of caring and acceptance is exhibited every year through our Ability Awareness Day. Each year, adults and children with various physical and cognitive challenges come to share their stories with our students and staff. The essential message is that every person matters and that we are all important and deserving, regardless of the challenges we face. The spirit of this message permeates through our campus. We all wear our Ability Awareness shirts on the first Wednesday of each month to keep this important understanding at the forefront of our minds, and to encourage caring.

2. Engaging Families and Community:

Adobe Bluffs is a place where everyone makes a difference. We take our commitment to student learning seriously by promoting connections and relationships with our community that foster involvement and shared responsibility for student success. We continually work to provide parents with a voice in the direction of our school and to keep them informed. Many parents participate in a formal capacity in our PTA, Education Foundation, and School Site Council, sharing their time and talents during non-school hours.

The PTA and Education Foundation are our partners in providing exceptional programs and opportunities for our students. Our PTA provides outstanding programs such as Ability Awareness Day, Arts Attack, Odyssey of the Mind, First Lego League, authors’ faires, and book fairs. They have also provided each teacher with funds to purchase flexible seating options. This flexible seating has helped teachers to maximize student engagement and choice. Our Foundation, through its commitment to fundraising, has allowed Adobe Bluffs to become an exceptional example of a blended learning environment. Each K-5 student has daily 1:1 access to a Chromebook, which promotes differentiation as well as student voice and choice.

High school students volunteer in our Mentor Program and also offer support through providing STEM activities in classrooms. Many former students volunteer in Morning Read activities or in our school library.

Character Ambassadors from a nearby high school perform skits for our entire student body on a monthly basis to encourage positive character traits.

Partnership with San Diego State University's Chinese Cultural Center has proven to be essential in providing resources for our students to be globally prepared. Every Adobe Bluffs student receives instruction in Mandarin, whether for an hour a week or for half of each school day, depending on their placement. The Chinese Cultural Center provides support staff who help in our Mandarin classrooms. Due to this support, many of our students participate in our extracurricular Mandarin Club, performing at the Annual Moon Festival at Balboa Park and at community events around San Diego. All of our students take part in our Lunar New Year celebration, demonstrating their Mandarin language skills and appreciation for Chinese culture. Additionally, we encourage lifelong learning and engagement by offering parent Mandarin classes.

Our principal further encourages community engagement through his monthly Coffee Talks. His talks cover a wide range of school-related topics, including collaborative conversations, math talks, and foreign language instruction. In support of our culture of inclusiveness, teachers, staff, school board members, and parent volunteers have all taken part in presenting material, while encouraging collective discussion and transparency.

3. Creating Professional Culture:

Our Instructional leadership team (ILT), led by our principal, consistently works to demonstrate how valued our teachers are. They provide meaningful and timely professional learning on a consistent basis during our bi-monthly staff meetings and professional growth days. ILT respects teachers as professionals and elicits their input, understanding their varied strengths and styles help to enhance our school community.

Each bimonthly staff meeting is structured as a professional learning community (PLC) where teachers are valued as partners in their professional growth. PLC learning is focused and includes whole group and small group discussion, instruction, and collaboration. Cross grade-level collaboration benefits our staff and students as we work together to maintain a cohesive community with a common pedagogical approach.

Collaboration is a critical component of our success as a school community. Teachers utilize professional time on a weekly basis during our early release Thursday afternoons. This time is centered around instructional planning, student achievement, individual student needs, and best practices. Collaboration time allows us to examine and improve our pedagogy and determine steps we must take to improve ourselves as life-long learners.

As life-long learners, teachers take part in Teacher Learning Cooperatives (TLCs) throughout the school year and the summer. TLCs are learning opportunities approved and sponsored by our district, which utilize teacher expertise to allow other teachers to pursue meaningful and timely professional learning. Adobe Bluffs teachers not only take courses through the program, but they also create and teach classes to teachers throughout our district. In the past several years we have had Adobe Bluffs teachers provide district TLCs on rigorous reading, common core math, Google Slides, phonemic awareness, and empathy.

One TLC that has had a tremendous effect on our staff is the Voyager TLC. Over the past two years, eleven of our sixteen regular classroom teachers have received training and coaching in providing blended learning instruction to our students. Our principal has been instrumental in advocating for our teachers and securing this opportunity for them. Coaches are available via email and monthly training meetings. They also provide biweekly classroom support, allowing teachers to implement new uses of technology with an expert in the room to help. Having access to these coaches and their resources has helped to strengthen teachers' abilities to implement twenty-first-century tools in an authentic and engaging manner. It has provided the advantage of a seamless transition to distance learning during the Corona Virus (COVID-19) school closures.

4. School Leadership:

Adobe Bluffs Elementary School is a professional learning community with a clear shared purpose and a collective responsibility to provide a supportive, collaborative environment that ensures academic and social growth for all students. Our leadership strives to create an inclusive, fun, and innovative world-class learning community for each and every child, staff member, and family member to empower our learners to be global thinkers, creative problem solvers, and kind citizens.

Before students can succeed in the classroom, they need to feel safe, welcomed, and valued. This is exactly the culture the principal has established collaboratively with staff and families at Adobe Bluffs Elementary School. From the moment students arrive, our principal is visible in the parking lot greeting students by name. He shows his presence by visiting all classrooms daily with a positive and enthusiastic demeanor promoting focus and accountability. His high expectations encourage everyone to work to their ultimate potential. He has instilled a philosophy among staff in which all teachers feel responsible for all students. He collaborates with ILT to support vertical articulation between grade levels so that students can experience a seamless transition between grades. As new curriculum is adopted in our district, the principal provides meaningful support through guest speakers, activities, and online resources for our teachers. He listens to teachers' needs and provides current research to keep staff progressive and up to date by actively advocating for resources that will bring innovative instructional practices. Any visitor on campus will notice our principal's open-door policy. Administratively, he keeps our school running smoothly to avoid distractions in the classroom. The principal actively supports programs assisting students with special needs, second language, and giftedness.

Adobe Bluffs Instructional Leadership Team (ILT) helps guide our focus on student achievement. The ILT is comprised of principal and teacher leaders who dedicate time to both teaching and instructional leadership, including coordinating learning walks, leading professional learning, and collaborating with the Response to Intervention Team (RTI) to support struggling students. The ILT brings teacher-level input to school-wide instructional decisions and participates in the staff hiring process to ensure our collaborative, student-centered team culture is sustained.

Families are also key partners in school leadership, serving on advisory and parent leadership bodies, such as the School Site Council, District Advisory Council, English Learner Advisory Council, Adobe Bluffs Education Foundation, and the PTA. We have a highly engaged parent community that demonstrates a strong partnership with the school and sees itself as critical to student achievement and success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

With the increase in assessments, rising expectations, and new standards, socio-emotional development often takes a back seat. At Adobe Bluffs, socio-emotional development is the most instrumental program in our school's success. Having positive social and emotional skills is important throughout life and can have an impact on how children function at home, at school, and in the community. We focus on building healthy relationships, managing emotions, and showing empathy and understanding toward others.

We believe that Adobe Bluffs is a "small school with a big heart." We work hard to implement character education across the school because every teacher understands the value of putting character first.

One school-wide character program that is prevalent across our campus is CHARACTER COUNTS!, which focuses on six character traits. If you were to walk across our campus, you would see the words trustworthiness, respect, responsibility, fairness, caring, and citizenship painted beautifully all over campus. You would see these words and values represented in our curriculum and behavior management plans.

In addition to Character Counts!, the school counselor and Student Support Service assistant teach additional character curriculum that targets conflict resolution, empathy towards others, and bullying prevention.

Adobe Bluffs also utilizes a buddy program between our upper grade and primary classrooms. This peer leader program encourages students to learn social norms, gain confidence, and make appropriate decisions. The Buddy program extends to our local high school Ambassadors who teach positive character traits and mentor our students.

One way that positive character traits are encouraged on our campus is through recognition and public celebrations. Teachers and staff hand out character cards to students who are observed exhibiting good character traits on campus. These students are recognized at our monthly Thursday Gathering assembly and attend a character lunch with the principal. In addition, a teacher from each class nominates a student who reflects the character trait of the month. This student receives a certificate signed by a local representative.

Ability Awareness is a program that aims to help students, teachers, staff, and parents better understand the power of individuals and their abilities, the importance of inclusion, the value of diverse friendships, and the difference between empathy and sympathy. This year, Ability Awareness coincided with Kindness Week sponsored by Student Council's Character Commissioner. During Kindness Week, students participate in kindness activities at school and at home. These activities focus on connecting with new people, building positive relationships, and spreading kind words and actions.

Staff at Adobe Bluffs focuses on using positive language, keeping behavior expectations consistent, and instilling empathy in our students. We achieve this through professional development, common language, and ongoing collaboration.

"Ability may get you to the top but it takes character to keep you there."-John Wooden