

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

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

School Mailing Address 300 West Laguna Road
(If address is P.O. Box, also include street address.)

City Fullerton State CA Zip Code+4 (9 digits total) 92835-2504

County Orange

Telephone (714) 447-7725 Fax (714) 447-7432

Web site/URL https://laguna.fullertonsd.org/ E-mail cindy_bak@myfsd.org

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. Robert Pletka E-mail robert_pletka@myfsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fullerton Elementary Tel. (714) 447-7400

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 Mrs. Hilda Sugarman
(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):
- 17 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 20 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	44	44	88
1	39	50	89
2	36	60	96
3	42	46	88
4	40	58	98
5	36	60	96
6	45	54	99
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	282	372	654

*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
 - 67 % Asian
 - 1 % Black or African American
 - 13 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 11 % White
 - 8 % 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: 4%

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	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2018	655
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Korean, Spanish, Vietnamese, Cantonese, Filipino (Pilipino or Tagalog), Mandarin (Putonjhua), Japanese, Farsi (Persian), Hungarian, Indonesian, Russian, Cebuano (Visayan), Polish, Gujarati, Romanian, Bengali, Tamil

English Language Learners (ELL) in the school: 12 %
76 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 76

8. Students receiving special education services: 7 %

44 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

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.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	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 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	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes X 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.

To empower every student to think creatively, take responsible risks, embrace diversity, and make impactful changes in their community through public service.

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

Laguna Road Elementary School is tucked just inside a well-established residential neighborhood in northwest Fullerton. Known for its high-achieving students, dedicated staff, and continual efforts toward enhancing the quality and rigor of instruction, Laguna Road has been a longstanding point of pride in the Fullerton School District. Laguna Road educates 654 students in kindergarten through sixth grade, each unique in their own right. Teachers educate students of differing backgrounds, using innovative and best practices to ensure that our students are receiving high-quality instruction. With a collective and dedicated 420 years of teaching experience amongst the staff, our highly qualified staff include 22 full-time teachers and 4 part-time teachers, who hold a total of 19 Master's degrees, 1 administrative credential, 2 Emerging Leader certificates, and 12 GATE certificates. Moreover, during the 2018-2019 school year, Laguna Road was proud to be home to a highly acclaimed District Teacher of the Year recipient. Laguna Road is also the proud awardee of two National Blue Ribbon Awards, six California Distinguished School Awards, one Gold Ribbon Award, two California School Board Association Golden Bell Awards, along with honors from California Business for Education Excellence, the California PBIS Coalition, and has been named a Certified School by Common Sense Media Digital Citizenship.

Laguna Road educators are committed to ensuring that our students' academic needs as well as their social, emotional, and cultural needs are met. Alongside welcoming innovation and diversity, Laguna Road also fosters a sense of community and tradition in Roadrunner families. The Laguna Road Carnival is one such tradition. The entire school comes together to put on a carnival where students, parents, and staff alike enjoy each other's company. Further, activities such as sledding on Kindergarten Snow Day, riding the train to Mission San Juan Capistrano, a week-long stay at Outdoor Science School, visiting the Ocean Institute in Dana Point, and performing in the sixth grade musical are traditions viewed as rites of passage among students. In addition to the activities mentioned above are the community-focused causes Laguna Road participates in: Patriot Day, Breast Cancer Awareness, Childhood Cancer Awareness, Donate Life, Love Fullerton, and Pathways of Hope, among others. Community-building and an awareness of one's impact on their community are central components of the vision Laguna Road seeks to impart on its students.

In recent years, Laguna Road's vision has manifested itself in the development and implementation of a robust variety of programs designed to reach students with an abundance of interests, to enrich their current understandings, and to motivate students to gain new knowledge as well. Encouraging student interests outside of core content areas means that Laguna Road educators are teaching the whole student, building relationships based on their preferences and promoting students' self-advocacy and self-management skills.

Many staff members spend time outside of the classroom to contribute to extracurricular programs. These programs include Robotics Club, eSports, Chess, Speech, Choir, Guitar, Band, Writers Guild, Engineering Club, Math Field Day, Film Festival, and our STEAM Lab. The variety of activities speaks to the emphasis Laguna Road places on a student-centered school experience. By allowing students a breadth of choice, Laguna Road educators promote student autonomy. They are able to personalize learning with the hope of conveying to the next generation of citizens that making an impact comes in many forms.

Project Impact at Laguna Road was conceptualized three years ago from our school vision to empower and enable every student to succeed by educating them to think creatively, to take responsible risks, to embrace diversity, and to make impactful changes in their community through acts of public service and social responsibility. With the implementation of the Next Generation Science Standards (NGSS), which provides educators with the flexibility to design learning experiences that piques students' interest in science and prepares them for college, careers, and global citizenship, the desire to have in-depth units of study with essential impact questions, opportunities for community involvement, and a designated space for students to discover, build, and create, led to the construction of an innovative science, technology, engineering, arts, and mathematics (STEAM) lab, the first of its kind in the district.

As a previous recipient of the National Blue Ribbon School award, this prestigious recognition has served as a catalyst for continuous improvement and ongoing collaboration between our staff and community. Since our recognition in 2005, Laguna Road has experienced changes in leadership and student demographics, but has remained steadfast in providing a world class education to meet the academic, social, and emotional needs of the whole child through rigorous learning, hands-on experiences, and strong community involvement.

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 Laguna Road, we believe that trusting relationships and social emotional wellbeing are foundational to the learning process. Our staff makes a concerted effort to get to know our students, celebrate their unique strengths and differences, and guide them through a self-discovery of their passions and potential pathways. Integrated concepts within a relevant context and engaging, experiential learning help to ignite a passion for learning, build confidence for taking risks, and develop future ready skills. School wide commitments using Robert Marzano’s research base provides an effective model of instruction that includes rigorous learning goals, addressing multiple learning modalities, helping students interact with new knowledge and deepening their understanding through gradual release of responsibility. Furthermore, a consistent lesson structure across content areas that includes connecting to background knowledge, stating a clear learning objective, providing explicit teacher modeling, actively engaging students in guided practice, checking for understanding, and independent practice, ensures rigorous teaching and learning in all classrooms. Teachers meet weekly in grade level professional learning communities (PLCs) to collaborate on identifying guaranteed and viable standards, analyzing data of formative and summative assessments, design instruction and interventions for students needing additional support, and plan enrichment and extension for students who have mastered the concept.

As we get to know our students and their unique strengths, our staff uses a personalized learning approach to meet their diverse needs. All students are held to high standards and expectations for learning and provided with goal setting opportunities and various supports to guide them through their unique growth trajectory. Technology plays an integral role in our approach as it serves as a tool to guide student voice and choice in learning and enhances both student and teacher creativity. We have a 1:1 iPad program in kindergarten through 6th grade, partially funded by our school district and our school foundation. Access to and intentional use of technology provides an engaging experience that builds both the hard skills and soft skills for future readiness.

1b. Reading/English language arts

Our reading program develops confident, fluent readers through explicit instruction on phonemic awareness, systematic phonics instruction, focus on fluency, academic vocabulary development, and reading comprehension strategies. Using the McGraw-Hill Wonders curriculum along with supplemental resources such as iReady online reading lessons and the Epic reading application, our teachers instill a love of reading by providing a wide range of reading choices across genres. Students are given an iReady reading diagnostic assessment at the beginning, middle, and end of the year to identify specific areas of need and track learning progress. Students have access to online reading lessons on their iPads that are differentiated to their level as determined by the diagnostic assessment. Teachers further address individual needs by working with students one on one and in small groups to ensure acquisition and mastery of reading skills and strategies.

Our writing program incorporates the Lucy Calkins Units of Study and encourages students to lead a writerly life. The writing workshop approach provides explicit teaching and modeling of writing strategies within the following genres of writing: narrative, informational, and opinion or argument writing. Students are led through the writing process of immersion into genre-specific texts, gathering ideas and drafting, revising and editing, and finally, publishing and celebrating their perseverance through the process by presenting their writing to an authentic audience. Each writing unit of study includes explicit mini-lessons, teacher modeling, active engagement, and independent writing time to build their stamina as writers. The writing workshop model allows our teachers to make a highly cognitive task more visible and accessible to all students. It also engages our students by giving them voice and choice in the writing topics within a specific genre and providing flexibility to move through the writing process at their own pace. During independent writing, teachers may confer with individual students or meet with them in small groups to teach a new strategy. Student writing serves as a powerful data point to drive instruction and determine the

content of mini lessons or strategy lessons. Teachers may ask open-ended questions such as, “What are you working on as a writer today?” so that students develop their identity as a writer and take ownership of their learning.

1c. Mathematics

At the beginning of the year, grade level PLCs identify the guaranteed and viable or focus standards, design instruction, intervention, extension, and track progress towards mastery of all students in math. Using the Houghton Mifflin Harcourt Go Math program along with supplemental resources such as iReady online math lessons, students are taught strategies to generalize across math concepts through the Standards for Mathematical Practice (SMP) and provided opportunities to develop number sense and fact fluency. Our teachers explicitly model problem solving strategies and teach students to explain their thinking and justify answers. As they meet in their PLCs weekly, they share best practices and determine next steps for students who have mastered the content and students who may need additional support. Through strategic small group instruction, one on one check ins, and enrichment and extension activities, our students make progress towards their individualized math goals and standards-based mastery.

Technology is an essential resource in our math program. For example, the HMH Player in the Go Math program provides online lessons, guided practice, and immediate feedback for standards-based math skills in each grade level. Teachers may also use other online tools such as Kahoot and Quizizz or curriculum-based assessments to check for understanding of concepts or Woot Math and IXL Math to develop automaticity. Students are given an iReady math diagnostic assessment at the beginning, middle, and end of the year to identify specific areas of need and track learning progress. Students can access online math lessons that are differentiated to their levels as determined by the diagnostic assessment. As students complete their independent work and iReady online lessons, teachers are able to intervene, enrich, and extend learning as needed.

1d. Science

Since the adoption of the Next Generation Science Standards (NGSS), our teachers have worked diligently to design an engaging and rigorous science program. Our Project Impact STEAM Program provides pathways for expanding students’ knowledge and curiosity in STEAM, while addressing the need for 21st century learning skills such as collaboration, critical thinking and problem-solving and providing opportunities for a higher purpose by pursuing passions and exposure to future careers. Students are actively engaged and take ownership of the learning process. Our teachers are trained in the 5 E lesson design model where students are engaged with a problem, challenge, or essential question, explore and investigate the phenomenon, explain their new knowledge, elaborate and extend their knowledge, and evaluate or reflect on both the content and process. They use a variety of resources and strategies including Mystery Science videos, realia, and real life problems to engage our young scientists. Both formative and summative assessments are used to check for understanding and further guide instruction. Teachers administer end of unit tests and project-based learning rubrics to assess student learning. In fifth grade, students also take the California Science Test (CAST) to assess their knowledge and understanding of NGSS. During weekly PLC meetings, teachers identify essential standards, align goals and expectations with common formative assessments, and plan for intervention and extension of learning.

Through engaging, hands-on inquiry-based lessons in our STEAM Lab, a physical space designed for hands-on learning, collaboration, and exploration, students develop a sense of wonder and ignite their curiosity through our Project Impact STEAM program. Each trimester, students focus on an essential question to help them think beyond the classroom and connect to real world application. Lessons are structured to help students actively discover the answer to these questions. For example, kindergartners examine how shelters can be impacted by weather. First graders explore how they can conserve water in their community. Second graders discuss how rising sea levels affect erosion. Third graders compare positive and negative influences humans play in the survival of plants and animals. Fourth graders explore inventions used to conserve energy. Fifth graders inquire how a person’s cell count impacts their susceptibility to disease, while sixth graders investigate the importance of protecting the brain.

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

Instilling civic responsibility through experiential learning and the arts is a proud tradition at Laguna Road. Students learn about important concepts in history and demonstrate their new knowledge through music and the performing arts. These experiences serve as memorable events to further solidify students' understanding of historical events and commit them to long term memory, develop a deep appreciation for our rich history, ethics and moral values, and cultural diversity, and create a productive and contributing citizens.

Formative assessments such as end of unit tests and project-based learning rubrics assess students' knowledge and understanding of grade level standards and inform next steps for instruction. Teachers work collaboratively to design culminating experiences such as a hands-on experience or performance where students apply and present their new knowledge to an authentic audience. For example, in kindergarten, students learn about commemorative holidays throughout the year. After learning about the history of Thanksgiving, they're immersed in Native American Day where they play games, make butter, plant seeds, and practice Native American cultural traditions. In first grade, students learn about the elements of fair play and sportsmanship and apply their learning during Global Play Day with peers. In second grade, students apply their knowledge of geography and map skills to explore cultural traditions around the world. Their culminating event is the Holidays Around the World performance complete with music, dance, and costumes. In third grade, students learn all about the history of Fullerton, our town, and teach their families through an original play, written and accompanied by our teachers. In the upper grades, students participate in an active retelling of historical events through music, games, and storytelling. In fourth grade, students dive into the history of California and showcase their new learning in the interactive experience, Walk Through California. In fifth grade, students are immersed in the history of the United States and showcase their new learning in the interactive experience, Walk Through American Revolution. In sixth grade, students learn all about world history and geography and showcase their new learning in the interactive experience, Walk Through Ancient Civilizations.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Every student in every grade level receives 24 engaging lessons in visual arts, music, theatre, and dance through our All the Arts for All the Kids (ATA) program. These arts lessons are integrated with grade level standards and taught by experts in the field. Walking across campus during All the Arts, a visitor might see our dance teacher demonstrate a Latin American dance called bachata to our kindergarteners, our music teacher lead a sing along to the strumming of her guitar with our second graders, our visual arts teacher guiding students in a directed drawing with our fourth graders, or our theatre teacher modeling the art of pantomime to our sixth graders.

In addition to All the Arts, our students develop confidence and poise through grade level performances. Kindergarten performs an annual Spring Sing, first graders perform at their Grammarsaurus showcase, second graders perform at their Holidays Around the World showcase, third graders perform their Fullerton play, fourth graders perform their California, Here We Come play, fifth graders perform at their Sing Through America showcase, and sixth graders present theatrical performance of a popular musical such as Joseph and the Amazing Technicolor Dreamcoat or Seussical.

Physical Education (PE) is taught in 50 minute increments twice a week to all students in kindergarten through sixth grade. From warm ups and stretches to strength training exercises and competitive sports, our students develop healthy habits for an active lifestyle. Laguna Road also follows the smart snacks and nutritional guidelines set by our state to ensure healthy eating habits. Our students participate in the Harvest of the Month program, which includes monthly nutrition lessons and a taste test of healthy fruits or vegetables. To validate the importance of healthy eating and lifestyle habits, we apply for recognition as a National Healthy School to the Alliance for a Healthier Generation.

All students are invited to participate in a beginner level after school program to acquire the Korean language and learn about the culture and heritage on a first come, first served basis. Students meet weekly with the Korean language teacher to practice speaking, listening, and writing the language through storytime, games, and media.

Our commitment to integrating future ready skills is evident in our 1:1 iPad program. Every student in kindergarten through sixth grade is assigned an iPad to enhance creativity and supplement learning. In 4th-6th grade, students take their iPads home daily to continue learning at home through a variety of apps and programs.

In addition to technology, we also value the library experience as a means for students to develop a love of reading and thirst for knowledge. Students visit our library weekly to check out books and enjoy reading with their teacher and peers.

Laguna Road is proud to be a Positive Behavior Interventions and Supports (PBIS) school. Students are explicitly taught what it means for Roadrunners to ACT (Accountable, Courageous, Thoughtful) responsibly in various locations on campus. At the beginning and midpoint of the year, all students participate in a walking tour of campus where various individuals such as the principal, office staff, custodian, and lunch supervisors, explain what it means to be accountable, courageous, and thoughtful in the office, restrooms, and at the lunch tables. Setting clear and consistent expectations sets the tone for the school year and brings our community together around common core values.

When students are caught in the act of demonstrating our core values, they receive a Radical Roadrunner ticket that goes into a weekly raffle drawing. Recognizing and celebrating positive behaviors is validating and motivating for our students. This year, we also implemented a new curriculum called Second Step to teach social emotional strategies. In the weekly message to staff and community, the principal shares a PBIS message, discussion point, and strategies to try out. Students also receive weekly instruction on problem solving skills, emotional regulation, and character education. As students progress through this program, they develop a growth mindset, self awareness, and empathy for others.

3. Academic Supports:

3a. Students performing below grade level

Students performing below grade level are supported through our Response to Intervention (RtI) reading program. As noted in the core curriculum section, every student takes the iReady reading and math diagnostic assessment to determine their strengths and areas of growth, set goals for improvement, and track progress towards their goals. Teachers use both common formative and summative assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to identify students who are performing below grade level standards. Every 8-10 weeks, grade level PLCs meet with the Response to Intervention coach to discuss students' needs and create a schedule of interventions. Students receive strategic and intensive interventions 4 times weekly for 25 minutes on phonemic awareness skills, phonics, vocabulary, fluency, and comprehension.

The intensive interventions and support provided through our RtI program continue to close the academic achievement gap at Laguna Road. According to the Smarter Balanced Assessment Consortium (SBAC) results in 2019, our overall students performing proficient increased 1.5% with a total 87.7% students performing proficient. Furthermore, our students from economically disadvantaged backgrounds increased 5.9% with a total of 83.3% students performing proficient.

In response to the positive outcomes of our RtI reading program, we began a math intervention program called Delta Math Club. As grade level PLCs met weekly to analyze the common formative and summative assessments, they refer students needing additional support to this intervention program to receive strategic and intensive interventions 2-3 times weekly for 30 minute sessions.

3b. Students performing above grade level

Students performing above grade level are provided an opportunity to accelerate pacing or extend and enrich learning through our GATE strategies and designated classes. Every student in second grade takes the GATE identification tests to determine if they qualify to enter a GATE designated class. Starting in 3rd grade, students who qualify may choose to move forward in a GATE cohort of like minded peers from 3rd grade through 6th grade. GATE designated classes enable our teachers to accelerate, extend, and enrich as needed to meet our students' GATE needs. All designated GATE teacher receive rigorous training and certification on scholarly attributes, higher level thinking prompts, and icons for depth and complexity.

For high achieving learners within the general education classroom, there are various methods utilized by teachers to further challenge our students. Teachers use small group instruction to accelerate students, curriculum compacting, strategic grouping with like minded peers, and special projects to ensure high levels of engagement. Technology is also a great resource in further accelerating and extending learning. We use the differentiated iReady online lessons where students can complete reading and math lessons up to the 8th grade level, as well as the ALEKS program for even higher levels of math.

3c. Special education

Our special education program consists of resource, speech, occupational therapy, adaptive PE, and counseling services. Our service providers work directly with students through a pull out and push in model to ensure students are acquiring the skills as outlined in their individualized education plans (IEP) and applying these skills into their general education classrooms. The resource and speech teachers, school psychologist, mental health associate, general education teachers, and parents work collaboratively to address students' individual needs. These consultations between teachers and service providers and collaborative discussions among all stakeholders occur throughout the year in weekly PLC meetings and during IEP meetings.

For resource services in reading, our teachers use Orton-Gillingham methods through a structured, multi-sensory reading program called the Souday System. Students are provided with explicit teacher modeling and guided practice through intensive interventions in a small group setting. For resource services in writing, our teachers use Thinking Maps graphic organizers to help our students plan and organize their ideas. For resource services in math, our teachers use a tactile approach called Touch Math and guided practice to help students obtain automaticity, fact fluency, and problem solving abilities. For speech services, our teacher uses a variety of resources including social thinking curriculum from Michelle Garcia Winner to build pragmatics skills and social competencies. For counseling services, our teacher uses a variety of programs including Zones of Regulation, Strong Kids, and Second Step to address the diverse social emotional needs of our students. Explicit teaching, modeling, and role play of various scenarios helps our students develop the skills and strategies to cope with strong emotions and engage in appropriate peer interactions.

According to the Smarter Balanced Assessment Consortium (SBAC) results in 2019, our students with special needs performing proficient decreased 15% with a total 42.1% students with special needs performing proficient, compared to the overall 87.7% students performing proficient. In order to close this achievement gap for our students with special needs, we have provided additional training and support from district personnel for our service providers on research-based instructional strategies and programs. We have also analyzed our students' IEP goals and services to identify changes needed to further support our students with special needs. Ongoing communication and consultation opportunities have been increased between our service providers and general education teachers to ensure that students were receiving appropriate accommodations and modifications in and out of the classroom setting.

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

Our most recent data indicated that 18% of our students are identified as English Learners. According to the Smarter Balanced Assessment Consortium (SBAC) results in 2019, our English Learners performing proficient increased by 9.9% with a total 51.9% English Learners performing proficient. While we celebrated the growth in proficiency, we also realize that more work is required to close the achievement

gap of about 24.2%, in comparison to the overall 87.7% students performing proficient.

During designated English Learner Development (ELD) instruction, teachers use the district-adopted ELA Wonders curriculum, which includes a robust ELD curriculum that addresses the ELD standards for reading, writing, listening, and speaking. An instructional aide supports with small group ELD instruction and class size reduction in our first and second grade classrooms. Furthermore, our instructional focus has been explicit teaching of academic vocabulary with a focus on Tier 2 or high frequency, multiple meaning words. This school wide commitment to reinforce understanding of academic vocabulary words and use of scholarly talk supports English Learner Development.

In addition to targeted ELD instruction, we understand the importance of engaging our parents in a collaborative partnership and strong support system. During our parent teacher association (PTA) and Korean Outreach meetings, we have provided additional parent education opportunities to learn about our ELD instructional program and the English Language Proficiency Assessment for California (ELPAC). The principal also meets with individual parents to offer consultation, discuss proficiency data, and set individualized goals for progress.

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

With over 18 different languages being spoken amongst our families, Laguna Road honors the diversity in our community by welcoming and participating in various cultural traditions throughout the year. During Lunar New Year or Diwali, students are encouraged to wear their cultural outfits and share family traditions. In addition, our PTA and Korean Outreach organizes assemblies and experiences to honor and celebrate cultural diversity.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Laguna Road is proud to be a silver medal recipient from the Positive Behavior Interventions and Supports (PBIS) Coalition. Through our PBIS program, we are committed to explicitly teaching and reinforcing expected behaviors, using a common language and consistent message aligned to our core values, and addressing our students' academic, social, and emotional growth through progressive discipline and strategic interventions. We use a tiered approach to providing support by using evidence-based practices to promote a safe and welcoming classroom and school environment.

Within Tier 1 of our PBIS program, we provide explicit teaching and reinforcement of expected behaviors through our PBIS matrix that teaches the expectations of various locations on campus and aligns with the school wide PBIS motto of Roadrunners ACT responsibly. When students are demonstrating positive behaviors of being accountable, courageous, or thoughtful, they are given a radical roadrunner that is entered into a weekly raffle. When students make unsafe or unkind choices, we use a progressive discipline approach paired with restorative practices to teach appropriate behaviors and restore relationships. Parents are contacted to discuss behaviors, consequences, and supports provided at home and at school. In the classroom, teachers use a variety of strategies to build a strong classroom community and positive classroom culture such as morning greetings, classroom meetings, mindfulness strategies, restorative circles, and inspirational quotes and music to start the day. Teachers use a universal screening tool called the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) as well as informal observations to refer students to Tier 2 or 3 interventions.

Within Tier 2 of our PBIS program, we provide small group interventions for students who need additional support. Our mental health associate uses the Growth Mindset, Zones of Regulation, Strong Kids, and Second Step curriculum to teach students appropriate social emotional skills. This year, our PBIS team implemented a new intervention called Roadrunner Club, to build positive peer relationships across grade levels and reinforce social skills on the playground. The feedback from both students, playground supervisors, and teachers has been positive in decreasing problem behaviors. In the classroom, teachers may also use incentive-based behavior contracts and management strategies to teach and reinforce positive behaviors.

Within Tier 3 of our PBIS program, we provide intensive and often one on one support for students who need this level of support. This may include one on one counseling sessions with our Mental Health Associate or daily check in and out procedures with teachers or support staff. The level of support and accountability is more frequent and intensive, and often paired with behavior contracts that have individualized goals. Parent communication is also more frequent to maintain consistency between home and school.

2. Engaging Families and Community:

Parent engagement is a top priority in our school and district. Developing positive relationships with students and families has been a highly successful strategy to increase parent engagement. There are also many opportunities for families to actively participate in their child's education. We have various stakeholder groups that work closely with site leadership and staff to further engage our families. Our PTA hosts monthly meetings, an annual volunteer welcome breakfast, and a multitude of community events including school dances, Lunch with a Loved One, Book Fair, Pathways of Hope Donation Drive, Turkey Trot, PTA Reflections art contest, and end of year volunteer luncheon. Our teachers and staff welcome active participation parent volunteers in the classroom, on field trips, and grade level events. The high levels of parent involvement is evident in the 25,000 collective volunteer hours logged every year.

In addition to PTA, our school foundation works diligently to raise an annual average of \$130,000 for classroom enrichment, performing arts, field trips, technology and our STEAM program. They host an annual carnival and parent night out with the dual purpose of fundraising and bringing our community

together around a common goal. Our foundation has funded our 1:1 iPads in kindergarten through 4th grade, robotics and engineering club, newly renovated STEAM Lab, STEAM instructional assistant, additional technology needs, and experiential learning. Students at Laguna Road attend multiple field trips a year, perform in an annual showcase, play, or musical, and have access to technological tools for enhanced and integrated learning.

There are various leadership and parent advocacy opportunities at Laguna Road. School Site Council meets four times a year to review and approve our school budget and its alignment to our mission, vision, and goals. We conduct a needs assessment and engage in strategic planning using feedback from all stakeholders. Our annual YouthTruth survey and ongoing Your Voice Matters survey provides extensive feedback from our students, staff, and parents on areas of focus and growth. This feedback loop results in goal setting and next steps to guide our school through a model of continuous improvement and growth. We also have parent representatives on the District English Learner Advisory Committee (DELAC), Champions for Learning Committee, and Local Control Accountability Plan Committee who serve as advocates and liaisons between the school and district.

Ongoing communication and collaboration about student progress and growth towards goals is an essential element of our school program. At the beginning of the year, parents are invited to attend Back to School Night where teachers share information and resources specific to the program. While our participation rates are high, teachers are also flexible and understanding with scheduling alternative times for working parents and sending information home. Parent conferences are held in the fall and spring so that teachers, parents, and students can work together to discuss progress towards goals and identify next steps to help each student reach their full and unique potential.

3. Creating Professional Culture:

Professional development at Laguna Road is ongoing and guided by the site leadership team. Formative and summative assessment data is analyzed every year to identify areas of strength and areas of growth across grade levels. The leadership team determines an area of focus, provides feedback on a professional development structure, and agrees upon shared commitments to practice. This collaborative process enables our teachers to have voice and choice in their professional growth and take ownership of their learning. Every staff meeting starts with shoutouts, celebrations, and sharing of best practices. These opportunities to validate the hard work of colleagues is important to building a positive and collaborative school culture. It also encourages a growth mindset and builds leadership capacity in our staff. Professional development includes a combination of choice-based learning through district offerings, coaching support from Teachers on Special Assignment, peer observations and collaboration in PLCs, and attending conferences on a variety of topics such as intentional use of technology, reading and writing workshop, restorative practices, academic vocabulary and scholarly talk, and Next Generation Science Standards.

To further support reflection and professional growth, teachers are provided feedback through formal and informal observations from the site principal. Each classroom teacher has a collaborative journal where the principal can share observation data, celebrate successes, ask reflective questions, and share ideas or resources. These journals provide an ongoing dialogue and support system between the teacher and principal.

Through these professional development experiences, our teachers develop confidence and expertise by implementing new strategies, reflecting on student learning, and sharing ideas with colleagues. As they develop their craft, teachers are highly encouraged to share their new knowledge and experiences at staff meetings or presenting at conferences including our district's annual Strengthening Your Core conference, Computer Using Educators (CUE) conference, and the International Society for Technology in Education (ISTE) conference.

4. School Leadership:

Effective leadership is the driving force behind a successful school. The collaboration of our principal, site leadership team, parent leaders, and student council bring the mission and vision of our school to life.

Mahatma Gandhi once said, “The best way to find yourself is to lose yourself in the service of others.” This quote rings true in how our stakeholders work together to serve our community at large. Our teachers and staff go above and beyond to share their passions and skillsets with our students and families. Whether it's organizing various Project Impact events such as Childhood Cancer Awareness Day or Patriot Day, preparing for our annual Film Festival, or serving as the host for our Talent Show, our staff demonstrates servant leadership and genuine care for our students and community

Our staff has a strong sense of collective efficacy, or the belief that our collaborative efforts can make a larger impact on our community. The site leadership team includes representatives from each grade level and department and meets monthly to analyze data, discuss our instructional focus, design learning experiences, and address challenges through a shared decision-making model. Meeting norms, protocols and facilitation ensure that all voices are heard and decisions are data-driven and student-centered.

Engaging our students in collaborative problem solving and leadership development is an important aspect of our school. Students have a multitude of leadership opportunities including student council, Friday Night Live, and informal opportunities to make an impact in our community. For example, when our PBIS team discovered an increase in problem behaviors on the playground, they sprung into action by meeting with a student focus group, creating a big buddy, little buddy mentoring program, and silent mentor system to engage our students in leading by example.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Project Impact at Laguna Road has been instrumental to our school's success as it has given our students, staff, and community a sense of pride and identity. Project Impact provides pathways for expanding students' knowledge and curiosity in STEAM, while addressing the need for 21st century learning skills such as collaboration, critical thinking and problem-solving, in addition to providing opportunities for a higher purpose by pursuing passions and exposure to future careers. Students are actively engaged and take ownership of the learning process. And with a diverse student population, including English Learners, at-risk, and gifted learners, the program is constantly evolving and expanding. When students are engaged in relevant, firsthand learning experiences, and are empowered to make a difference in their world, they are more eager to come to school. Laguna Road has overall attendance rates of 98%, with low chronic absenteeism (1.9%), and suspension rates (0.1%).

Staff development plays an integral role in the implementation of Project Impact. District training on the NGSS standards provides a scope and sequence, in addition to a plethora of STEAM lessons and activities. Targeted professional development and weekly grade-level professional learning communities (PLCs) provide opportunities for teachers to collaborate on best practices. The strategic utilization of our STEAM instructional aide to gather relevant supplies, enhance and revise lessons, coach teachers in the implementation of the lessons, and manage the STEAM lab schedule allows for fluidity to the program. The support of our school foundation is a critical component to the success of Project Impact as they raised the initial funding for the construction of the STEAM lab and continue to secure ongoing financing to maintain the program.

From inception, Project Impact has been a cooperative effort among all stakeholders. Feedback collected from staff and parent organizations such as school site council, PTA, Korean Outreach, and the school foundation guided the vision and implementation of the program. A brochure highlighting the framework for Project Impact and professionally designed and printed banners and posters were created as a means to effectively communicate the vision and goals of the program to our school community and are often utilized as systematic reminders about our signature program.

Instrumental to the success of Project Impact is our ability to communicate on a regular basis with our parents and the community-at-large. Social media avenues such as our Laguna Road Facebook and Twitter pages, and Project Impact Instagram account provides opportunities to post blurbs, photos, and videos of student collaboration, work samples, STEAM activities, and outside community activities showcasing students who personally went beyond the curriculum and made an impact on the world. Parents also receive a weekly e-newsletter which inform the community of upcoming events and current Project Impact activities. Project Impact updates are also shared regularly with our community during monthly meetings with our school stakeholders.