

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 33125 Regina Drive
(If address is P.O. Box, also include street address.)

City Temecula State CA Zip Code+4 (9 digits total) 92592-1473

County Riverside

Telephone (951) 302-5140 Fax (951) 302-5146

Web site/URL https://www.tvusd.k12.ca.us/PVES E-mail smaxwell1@tvusd.us

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. Jodi McClay E-mail jmcclay@tvusd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Temecula Valley Unified School District Tel. (951) 676-2661

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. Sandy Hinkson
(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)
 - 6 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 26 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	11	10	21
K	42	46	88
1	54	54	108
2	50	46	96
3	50	39	89
4	44	47	91
5	38	42	80
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	289	284	573

*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):
- 1.4 % American Indian or Alaska Native
 - 11.6 % Asian
 - 2.6 % Black or African American
 - 38.3 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 33.4 % White
 - 12.2 % 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: 7%

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	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2018	542
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Korean, Filipino, Japanese, Mandarin, Vietnamese, Persian, Russian, Kurdish, Arabic

English Language Learners (ELL) in the school: 6 %
33 Total number ELL

7. Students eligible for free/reduced-priced meals: 35 %

Total number students who qualify: 203

8. Students receiving special education services: 14 %

82 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>11</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>19</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>30</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>46</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 3

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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	96%	96%	97%	97%	96%
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.

All Pauba Valley students will become responsible, respectful, life-long learners through rigorous instruction in a safe learning environment, in order to reach their highest potential.

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

Pauba Valley Elementary School (PVES) is nestled in the foothills of Vail Ranch, in the southwest corner of Temecula Valley. Temecula is approximately one hour north of San Diego, California and is known for its numerous wineries and annual Temecula Balloon and Wine Festival. Our school is located in a quiet neighborhood of single-family homes and opened in 1996. During the 1996-1997 school year, enrollment was 646 students. Student enrollment hit its peak during the 1998-1999 school year with 980 students. Currently we have a transitional kindergarten (TK) - 5 population of 573 students. Approximately, 66% of the students come from minority backgrounds and 35% of the students qualify for free and reduced meals. Six percent of our students have been identified as English Language Learners and students and families represent the following languages: Spanish, Korean, Filipino, Japanese, Mandarin, Vietnamese, Persian, Russian, Kurdish and Arabic. Our students, staff and families are proud to be part of what we consider the "Pauba Valley Family." Our high standards of academic excellence and positive school culture, truly set us apart.

At the beginning of each year, PVES staff analyzes student performance on state testing and Common Interim Assessments (CIAs) to determine areas of strength and weaknesses for English Language Arts and math. Throughout the year, teachers meet weekly in grade level teams to discuss student data. Results are used to plan daily instruction that meet the needs of all learners. These discussions clarify effective instructional practices and refinements that need to be made to better ensure student learning.

Pauba Valley Elementary works to ensure that each and every child in its care receives a rigorous, multifaceted educational experience preparing them for the demands of college and career. Teachers engage in active staff development throughout the year by attending; district training sessions provided by staff and consultants, site-based training sessions presented during staff meetings, committee and grade level meetings and one on one training provided during formal observations and post observation conferences. Staff development is planned to ensure effective instruction and increased student learning. Staff meetings and modified days are designed to provide teachers with instructional strategies to develop appropriate rigor with the state standards and time in professional learning cCommunities (PLCs) to identify what students need to learn and plan how to implement intervention and enrichment in classrooms based on units of study. Teachers with specialized training are given opportunities to train their peers, and provide instructional support as teacher leaders.

Regular teacher observations and post conferences are held to provide instructional feedback on Common Core implementation while maintaining the Essential Components of Instruction learned over the past few years during staff development. The Essential Components of Instruction are strategies that center on: teaching to correctly formulated, limited number of objectives, active student participation, specific feedback strategies, and monitoring student responses while simultaneously adjusting instruction based on the teacher's interpretation of those student responses. Classroom observations indicate teachers are collaborating regarding instructional planning and common assessments as they implement state standards and teachers are providing a guaranteed and viable curriculum to all students.

PVES is committed to providing a relevant and rigorous curriculum to students of all ability levels. Instruction is highly integrated and includes examples of "connectedness" between disciplines. All students have access to curriculum activities that foster, promote, and maintain proficiency in reading and math. Lesson objectives are introduced to students during new learning and are revisited throughout the lesson. Students are given numerous opportunities to develop their critical thinking skills which are then used as a tool for problem solving and heightened comprehension. Critical thinking, collaboration, communication and creativity are embedded in lessons across all subjects.

Technology is integrated into teaching and learning to address the diverse learning styles of our students and to develop digital learners. Students at PVES have access to Chromebooks and iPads in all grade levels. Teachers strategically use technology to engage students and enhance learning via Smart Boards and document cameras. On-going technology training is provided by our district educational technology director and supported throughout the year by our on site technology coach.

Pauba Valley incorporates Positive Behavior Interventions and Supports (PBIS) into everything we do. At PVES we have clearly defined expectations of behavior. Behavior standards are explicitly taught and students are acknowledged for following the expected behaviors. Students are encouraged to participate in mindfulness activities, visit the Friendship Room at lunch, utilize the motor lab or participate in a social skills group. Every Monday, students and staff are encouraged to participate in a weekly Kindness Challenge that the principal shares on the morning announcements.

Data driven decisions have guided us to focus our instruction on English Language Learners and special education students in recent years. As a result, we have seen a significant improvement in the English Language Arts and math scores of these subgroups.

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

Pauba Valley Teachers focus on engaging all students and utilize the instructional strategies of teaching to a limited number of correctly formulated objectives, provide specific and immediate feedback and monitor and adjust instruction based on student(s) responses to instruction. Lesson objectives are introduced to students during new learning and are revisited throughout the lesson. Students are given numerous opportunities to develop their critical thinking skills which are then used as a tool for problem solving and heightened comprehension. Critical thinking, collaboration, communication and creativity are embedded in lessons across all subjects.

PVES is committed to high quality instruction through a professional learning community. For teacher instruction and student learning, PVES focuses on these essential questions: What do we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? How will we respond when some students already know it? Teachers use multiple measures throughout the school year to inform instruction: state assessments, district assessments, math and ELA textbook adoption assessments, and formative assessments created by grade level teams.

Assessments are used as formative measures to ensure all students' learning needs are being met. Teachers meet in PLCs on a weekly basis. During this time, teachers analyze data from common unit assessments. Common formative assessments are developed to assess student learning, determining proficiency towards grade level standards. These assessments cover a limited number of priority standards. Teachers analyze results and use the data to modify instructional practices. Teachers who were more successful share their best practices so all teachers can adopt those instructional strategies. Additionally, teachers re-teach concepts in intervention groups and give another assessment to determine student proficiency with the standards. This process is part of the Temecula Valley Unified School District (TVUSD) Learning/Assessing Cycle.

1b. Reading/English language arts

TVUSD provides all teachers with pacing guides, CIAs, and Unit Planning Organizers (UPOs) for their grade level in the area of English Language Arts. PVES uses California Wonders by McGraw Hill for our transitional kindergarten through fifth grade reading/language arts instruction. Additional resources to support our balanced literacy program are the Comprehension Toolkit which provides nonfiction materials to support state standard instruction and 95% Group Phonics Chip Kit used for supplemental strategic phonics instruction in grades Kindergarten through third grade.

At risk students kindergarten through third grade are provided a double dose of guided reading instruction from our highly qualified literacy specialist thirty minutes a day, four days a week and special education students are provided supplementary instruction in the Barton System for spelling, reading and writing.

A variety of instructional approaches are used daily to increase learning and provide various modalities for differing learning styles. Formative assessments provide us with an overall view of a student's growth, which allows us to see growth from beginning to end. Our formative assessments allow us to guide and adjust curriculum to support student's understanding of specific skills. Teachers meet in weekly PLCs to discuss assessment results and plan intervention/enrichment, based on data collected.

Assessments are used to drive our reading instruction and plan differentiated lessons to meet the needs of all students. Kindergarten students are assessed a minimum of four times a year on letters and sounds, sight words, phonemic awareness, listening/speaking and reading comprehension using the Developmental Reading Assessment (DRA). First and second graders are assessed in the areas of core phonics, sight words and the DRA, while students in third through fifth are assessed using the McLeod Assessment of Reading

Comprehension and the California Assessment of Student Performance and Progress (CAASPP).

Writing assessments K-5 include opinion, informative and narrative writing which grow in depth and complexity from grade level to grade level.

Teachers provide daily opportunities for students to listen to reading, read to self, read to someone, work with words and write. Instruction is aligned with the Common Core State Standards and students in all grades participate in flexible reading groups based on ongoing assessment data. Small group instruction is skills based, need based and interest based and instruction is differentiated to meet the needs of each student. Through the use of our Title I Funds, we are able to supplement our reading/language arts program with online programs Raz Plus, True Flix and Book Flix. Students are able to access thousands of fiction and nonfiction titles at their individual reading level from home and school. 30 minutes of daily reading at home is highly encouraged for every student.

Our English Language Learners (ELLs) are provided designated and integrated English Language Development and participate in listening, speaking, reading and writing activities daily. ELLs are given the English Language Proficiency Assessments for California each year. Results of the assessment are used to provide targeted English Language Development. Our comprehensive reading/language arts program supports the needs of all students.

1c. Mathematics

PVES teachers use EnVision Math published by Pearson as the core curriculum. Teacher leaders have worked together to create units of study that include a scope and sequence for the year, pacing guides and CIAs. Teachers use UPOs that include the "Big Idea" and Essential Questions for each unit. Classroom activities, unit topic/concepts and resources are all aligned to the content standards. Math instruction in all classes incorporates the eight Standards for Mathematical Practice which include: Makes sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure and look for and express regularity in repeated reasoning. Teachers are providing students with opportunities to use their own reasoning strategies and methods for problem solving. Students are asked to discuss and explain why the procedures they are using work to solve particular problems. Visual models are used to support students' understanding of general methods.

Teachers at PVES have been trained in Juli Dixon's interactive math strategies and have learned key strategies to teach foundational math concepts. During the daily math block, you will see students providing strategies, creating context, doing sense-making and talking to each other. Students explain their thinking verbally and in writing. Instruction focuses on problem solving and critical thinking. Across the grade levels, students use manipulatives, paper and pencil, mental math and technology to make meaning in math. Math journals are used for taking notes on new learning, explaining their thinking and solving problems in multiple ways. When visiting one of our classrooms during math, you would observe students working in pairs or groups, engaging in the mathematical practices and then sharing their thinking, oftentimes on the microphone for all students to hear. Teachers present open ended questions where students are required to do the sense making instead of relying on the thinking of the teacher. Teachers emphasize three classroom norms during math instruction: students will explain and justify solutions, make sense of other's solutions and say when they don't understand or when they disagree.

Students are taught to persevere and celebrate "silly mistakes." Teachers ask students to share their silly mistakes with the whole class so they can all learn and grow. Because of our positive culture and climate at PVES, students feel safe to take risks, ask questions and acknowledge mistakes.

Common Formative Assessments are given every five to seven weeks to determine student progress. Kindergarten through second grade students are given district created CIAs and teacher or Envision Math created tests and quizzes. In addition to district created CIAs and teacher or Envision Math created tests and quizzes, third through fifth grade students are also assessed on the CAASPP. Data is used to make

instructional decisions and form small groups in need of reteaching. As in all curriculum areas, data is used to guide instruction and to determine the possible need for a Student Success Team (SST) meeting.

1d. Science

Teachers have been trained in the Next Generation Science Standards (NGSS). Teachers spent a full year learning about the creation, architecture behind them and placement of the 3 Dimensions and strategies to support students doing the sense making in science. Teacher leaders in the district have created NGSS curriculum maps for each grade level. Students expand their scientific knowledge by visiting museums, farms, Sea World and a local pumpkin patch.

Science lessons are hands-on, and include students working as a team or in a small group. Cooperation and communication among students is necessary to make a project work. Students use the strategy of a "line of learning" in their science journals which depicts what the student thought would work in an experiment before drawing the line of learning and then what actually worked or what they would change in the future to make it better.

Students also learn about science in our school garden. Students are taught sustainable gardening by taking ownership of a seedling and using farming techniques to grow pumpkins. This includes soil enrichment and amendment, watering and how much water is needed to grow pumpkins, how sunlight and temperatures affect plant growth, plant cycles, and care of plants. Students document what they have learned in their science journal.

NGSS has shifted the demands from multiple-choice and short answer assessments as evidence of learning. Rather than a scope and sequence of knowledge and skills, these new standards focus on the performances expected of students who are prepared for higher education and careers.

Students in Kindergarten through fifth grade are assessed through teacher created quizzes and tests. Fifth grade students are also assessed in the area of science on the CAASPP. Assessment results are used to determine content mastery and the need for further instruction in a particular area.

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

Social studies instruction at PVES is aligned to the state standards and is integrated into all areas of the curriculum. TK/kindergarten students work to become outstanding citizens by learning "All About Me" and the community. First graders expand their cultural awareness and knowledge of Native Americans and study about our National Symbols. In second grade, students learn about our government, mapping and people who make a difference. 3rd graders study the history of Temecula and visit the Temecula Museum. Each year our 4th graders bring history to life with their "living" museum of people that made a significant impact on the state of California and visit one of the many nearby missions, Mission San Luis Rey. Fifth graders visit historic Vail Ranch Headquarters. Vail Ranch Headquarters has been the heart of Temecula since 1867. Many of the buildings were originally built in the 1800's, when the property was a working cattle ranch. The site has now become a living historic park and has a working blacksmith shop.

Social studies/history/civic learning and engagement is enriched via the PTA funded Scholastic News which is purchased for every student at the school. Through technology, students are able to move beyond the four walls of the classroom and access interactive videos and websites. Patriot Day, Veteran's Day and President's Day are just some of the holidays celebrated at PVES with schoolwide assemblies or grade level performances.

Assessment in all grade levels includes unit tests/quizzes as well as project-based assessments. From creating a state float like in a parade, salt map of California geography or explorer board game, students have the opportunity to show what they have learned in a variety of ways. Teachers analyze assessment results to determine understanding of the content presented and the need for additional instruction.

1f. For secondary schools:

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

Pauba Valley offers a transitional kindergarten (TK) program to students that turn five years old between September 2nd and December 2nd of the current school year and is part of a two year comprehensive kindergarten program. TK is designed to be a bridge between preschool foundational skills and the traditional academic kindergarten program. The program is modeled on a modified kindergarten curriculum that is age and developmentally appropriate and includes reading, writing and math skills.

TK is also designed to teach social and emotional skills, such as self-confidence and cooperation, and early academic skills, such as numbers and letters. Students learn to keep their hands and feet to themselves, use kind words, listen to the teacher and take turns. Students develop independence and problem solving skills that better prepare them for success once they enter the traditional kindergarten. TK is a half day, staggered program with no more than 26 students enrolled in the class. Half of the students attend from 8:55-1:00 and the other half attend from 10:30-2:35 which allows the teacher to provide small group instruction the first 95 and last 95 minutes of the day. Parent volunteers are welcomed and appreciated in the TK classroom.

2. Other Curriculum Areas:

PVES provides a broad range of curriculum experiences that have a positive impact on our students. TVUSDs Elementary Visual and Performing Arts (VAPA) Program serves all students grades 1-5. The VAPA Team is made up of dance, music, and visual arts certificated teachers and visual arts educational assistants. Students receive one semester of VAPA instruction each year with three, six week rotations of dance, music, and visual arts. VAPA instruction is 45 minutes, once a week. Teachers enrich the art program provided by the VAPA team by integrating art into their language arts, math, social studies and science instruction.

PTA supports the arts through the National PTA Reflections Program. Based on an annual theme, students are encouraged to submit pieces in the areas of dance choreography, literature, photography, film production, music composition and visual arts. In addition to the annual PTA Reflections Program, PTA funds The Music Man music assembly each year. The Music Man is a traveling music teacher that impacts each student's knowledge and interest in music through entertaining and educational assemblies. The children see how sounds are organized and how people throughout history have used patterns to express themselves.

Pauba Valley teachers understand the importance of students moving throughout the day. Physical education (PE) instruction is provided for 200 minutes every ten days for students in grades 1-5 and is taught by PE specialists and classroom teachers. One semester all 200 minutes are taught by a certificated PE specialist. The other semester, the minutes are shared equally by the PE specialist and classroom teacher. Our mission in TVUSD Elementary PE is to provide a standards-based, inclusive, challenging, and developmentally appropriate physical education program for all 1st through 5th grade students, foster cooperation, social skills, character-building, and good sportsmanship, provide lessons that involve maximum participation, movement, and learning and provide students with the necessary knowledge and skills to instill the importance of lifelong health and fitness.

Technology is infused throughout the curriculum. Each teacher and specialist has a google classroom set up and students begin the school year being taught lessons on digital citizenship. All students have access to chromebooks and Ipads daily. Students can access apps at home and at school from their single sign-on Clever Badge. Once logged on, students can access the reading and math core curriculum programs and a variety of other apps such as Moby Max, Epic, Sumdog, Raz Plus and Seesaw.

Students in TK-5th grade visit the library weekly. The librarian strives to foster a love of reading in every student that enters her door. TK and kindergarten students spend 15 minutes a week in the library under the direction of their classroom teacher and the school librarian. Students in grades 1-5 visit the library for 45 minutes each week. The librarian or library assistant reads aloud to students and students check out books to have at school and home for the next week. Books are brought to life as the librarian creates Smart Board lessons directly connected to the books read aloud.

Pauba Valley Elementary School is known districtwide for its school garden. Each class has their own garden plot and parent volunteers host garden classes that support student's learning. Students and families work together to maintain the garden and the PTA provides funding. Pauba Valley Elementary won the Golden Bell award in 2009 for our school garden, which was the first of Temecula Valley Unified School District's elementary schools to have a garden and served as a model for all TVUSD elementary schools.

Pauba Valley is a Positive Behavior Intervention and Support (PBIS) school. Universal Expectations have been created for all areas on campus. Expectations are reinforced by all staff members on campus and students are rewarded for appropriately following expectations. In addition to the expectations by campus location, Boys Town Curriculum is used to teach monthly behavior standards. Each month a new behavior standard is introduced on morning announcements by the principal and the classroom teacher provides follow up lessons throughout the month. Behavior standards taught during the year include but are not limited to Getting the Teacher's Attention, Disagreeing Appropriately, Accepting No For an Answer, Following Instructions, Listening to Others, Staying on Task and Waiting Your Turn.

3. Academic Supports:

3a. Students performing below grade level

PVES utilizes a multi-tiered system of supports (MTSS) to meet the academic needs of our students. Under performing students have access to district-adopted curriculum and standards based instruction on a daily basis. Through staff meetings and weekly PLC meetings, data is analyzed to adjust instructional programs and design and develop intervention for students on an ongoing basis. At-risk students are identified a minimum of three times every school year, using district assessments, progress reports, and report cards. At-risk conferences are held between the administrator, classroom teacher, and support personnel to identify resources and design programs to support and assist the struggling students.

All students participate in consistent instructional blocks for English Language Arts and mathematics. Students in need of extra support receive intervention 3 or 4 times per week for a period of 30 minutes each session provided by grade level teachers. Each grade level has specified "intervention blocks" of time to provide intervention for at-risk students. Teachers provide re-teaching and/or remediation of grade level concepts in ELA and math. In addition to intervention blocks, K-3 students receive academic support via small group instruction and a double dose of reading instruction from our highly trained Literacy Specialist.

Student Success Teams meet regularly to address student, teacher, and parental concerns as well as to recommend intervention strategies for students who have been experiencing difficulties within the regular educational program. Strategies employed are: small group instruction, collaborative instruction within the classroom setting, differentiated materials, parent volunteer tutoring, leveled reading materials, written information made accessible on audio and/or video tapes, independent use of technology, intervention aides and multiple modifications and additional opportunities for practice of skills and content knowledge. Students not responding to Tier I and Tier II interventions may be referred for a special education assessment or a 504 plan.

3b. Students performing above grade level

On going assessments, formal and informal, ensure teachers are providing instruction to all students at the correct level of difficulty. Students performing above grade level are provided multiple opportunities to enrich their learning. Content, process and product is differentiated for high achievers. Leveled readers and enrichment activities are provided to allow students to dive deeper into subject matter.

Students performing above grade level may be screened for giftedness. Teacher and parent input is considered when determining giftedness as well as Raven's Progressive Matrices, report card grades and student's performance on the California Assessment of Student Performance and Progress (CAASPP). Students that qualify for Gifted and Talented Education (GATE) are placed with teachers that have been trained to provide differentiated instruction to challenge and enrich their school experience.

3c. Special education

PVES has two Resource Specialists, two Special Day Class (SDC) teachers, one Speech and Language Pathologist (SLP), One Occupational Therapist (OT), an Adaptive PE (APE) teacher and 13 Instructional Assistants (IAs). IAs support the special education program and students at PVES through small group instruction that may include a focus on reading, writing and/or math.

Fourteen percent of the students at Pauba Valley have an Individualized Education Plan (IEP). Teachers work with students with speech and language deficits, cognitive learning differences as well as adaptive behaviors. Special education teachers and general education teachers collaborate to modify instruction and adapt materials. In recent years, PVES has transitioned from primarily a pull out model of instruction to more of an inclusion model of learning support in the general education classroom. Classroom teachers and case carriers collaborate to provide the best instructional program for the students. Students are exposed to the grade level standards in the general education classroom and receive additional academic support there during the reading/language arts or math block.

Students performing two or more years below grade level receive small group or 1:1 instruction in a self contained classroom. Students in the SDC classes are included with their typical peers frequently throughout the day, including during all content areas (as appropriate), music, art, library and PE.

To help support the special education program at PVES, the principal meets every other week with the Program Specialist and Director of Behavioral Health. As a team, they discuss site needs, visit special education classrooms and observe instruction.

Our special education student's test scores have increased significantly over the last two years as a result of research based strategies being used in the classroom and the collaboration between our general education and special education teachers.

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

At PVES our English Language Learners (ELLs) are supported through our Designated and Integrated EL instruction. Academic language supports are implemented in all classes based on ELD standards, structured speaking opportunities and structured independent reading opportunities. The goals for our ELLs is to ensure that all ELLs access and progress towards proficiency in English and to ensure that all ELLs access and progress towards proficiency in the core curriculum. We strive to decrease the risk of failure and work to strengthen parent involvement and engagement in their child's education. Instruction focuses on the following research based strategies to help develop basic reading and comprehension skills in our ELLs: developing decoding skills with early, explicit and intensive instruction in phonological awareness and phonics, increased opportunities for ELLs to develop sophisticated vocabulary knowledge including strong academic language, the use of challenging narrative and expository texts to teach comprehension strategies, promoting reading fluency with a focus on vocabulary and increased exposure to print, ensuring independent reading is structured and purposeful at the appropriate level and providing opportunities in the classroom to engage in structured academic talk.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students are greeted each morning with a joyful "good morning pilots!" on the morning announcements. The principal's enthusiastic words set the tone for the day. Student work and positive messages adorn the school building walls. Students at PVES attend school in an educational environment that is safe, clean, attractive and free of distraction.

The entire staff at Pauba Valley Elementary School is dedicated to providing a consistent, cohesive environment where all students demonstrate mutual respect and acceptance, celebrate cultural diversity, and reinforce the right to learn; high expectations to perform one's own personal best is the standard for everyone. Because of the dedicated administrators and staff, students at PVES feel valued and respected. All staff members know that in order to teach students the academic skills they need, we must first build a positive relationship with each child.

PBIS promotes behavioral success through research based strategies in a safe and welcoming culture. The first fifteen minutes of each day are dedicated to our schoolwide PBIS program. During our PBIS block, teachers incorporate the Sanford Harmony social emotional learning program into their morning meetings. Sanford Harmony was designed to foster communication and understanding, connection and community both in and outside the classroom and help develop boys and girls into compassionate and caring adults. Conversation cards are used to help students develop empathy, promote healthy communication, problem solve and improve peer relationships.

MTSS are also utilized to support students struggling with behavior/social emotional issues or connecting at school. Our school principal, intervention administrator, school psychologist, school counselor and Tier II behavior assistant meet weekly to analyze behavior data and discuss struggling students. During these meetings, recommendations are often made to our social skills group, mentoring, daily check in check out with the Tier II counselor, Friendship Room or before school Mindfulness Room. Mindfulness is a simple but powerful technique to focus attention, manage emotions, handle stress and resolve conflicts. Furthermore, introducing mindfulness to students has the potential to improve academic achievement, mental health and inter and intra-personal relationships.

PTA provides multiple opportunities for kids to be engaged every year beginning with our back to school popsicle party, Because Nice Matters week where kindness to others is the focus, Spirit Run fundraiser, Harvest Festival and Book Fair. Dress up days and movie nights are another way PTA supports the school year round in keeping our students engaged.

2. Engaging Families and Community:

"Family and community engagement is not a one and done activity. It is an ongoing process of meaningful interaction between schools and families that involves two-way communication and a purposeful focus on support of student learning." (US Department of Education) Engaging families and the community is at the core of everything we do at PVES: our staff believes this is critical for the academic development of our students.

Parents and community members are invited and encouraged to serve on committees that support the overall goals for the school and are a critical part of the decision making process. Input from all stakeholders is gathered, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and PTA. These stakeholders work together to analyze data, engage in comprehensive needs assessments, make planning/programming decisions, and evaluate the effectiveness of these programs.

PVES encourages parent Involvement through activities that include but are not limited to: Back-to-School Night, Literacy Nights, Open House, Parent Conferences, SSTs and volunteering. Parent volunteers can be seen in classrooms and hallways. PVES is proud to offer a Watch D.O.G.S. (Dads of Great Students)

program that encourages men to become more involved in their child's education and be a positive male role model on campus.

Multiple forms of communication are utilized to engage families. Weekly newsletters from administration are sent home electronically. Classroom newsletters are sent to keep families aware of units of study. Instagram, Twitter, Facebook and our school website are used to keep parents engaged and informed. The school website includes links to teacher email addresses, the school calendar, daily breakfast/lunch menu and the district website. The annual student handbook and digital school marquee are also used to provide vital information to parents. Parents may log into their Infinite Campus account at any time and view their child's most recent grades and attendance. Teachers communicate via email or phone as needed and use programs such as Class Dojo and Remind for communication. "Reminder Binder" student planners are used to communicate with parents in grades 3-5.

PVES engages with the community through field trips to nearby locations such as The Temecula Museum, Vail Ranch Headquarters, Temecula Community Theater, and fire department. Students participate in the annual Elks Hoopshoot contest, local water district art contest, Ronald Reagan Sports Park essay contest, Mission of Hope Food Drive, AHA Kids Heart Challenge and Pennies for Patients.

3. Creating Professional Culture:

Pauba Valley staff feel appreciated and supported. Teachers receive instructional support through staff meetings, PLCs, administration, and district specialists. District Teachers on Special Assignment (TOSAs), Supplemental Support Specialists (SSS), Directors of Curriculum and Instruction, and Student Welfare and Success team members are brought on site as needed. Teachers have received Unit Planning Organizers created by TVUSD teachers. These organizers provide a plan for implementation of the State Standards and are utilized during PLC times. Our Reading Specialist provides support and assistance to instructional staff by way of resources, professional development and modeling lessons. Teachers TK-5 have been provided educational technology training to help prepare our students for 21st Century life. Our goal is to allow teachers and students to utilize the most effective tool for the instructional skills being taught at any given time.

The principal and teachers meet at the beginning of each year to create school, grade level and personal goals. Throughout the year, administration provides support for teachers and staff through the formal observation process as well as informal observations and feedback. The focus of classroom observation is to maintain teachers utilizing the Essential Components of Instruction and ensure effective implementation of Common Core units developed by teachers from the Temecula Valley Unified School District. The administrators at PVES have an open door policy to all staff. Communication occurs daily and is ongoing.

Modified days and common prep periods allow teachers to collaborate a minimum of 60 minutes per week in their Professional Learning Communities for English Language Arts/ELD and Math State Standards implementation. Through PLC and other grade level meetings, teachers discuss student data and achievement, best practices, and planning for first instruction as well as intervention and enrichment. In addition to the weekly PLC meetings, each teacher receives two planning days per year and are highly encouraged to use one as a day of grade level collaboration where the whole grade level plans together.

Staff development addresses our school goal of educating and engaging students. Every member of the staff participates in staff development to expand their own knowledge and positively impact students' academic and social emotional success. Site administrators participate in monthly staff development led by district directors and superintendents. Recent staff development topics include but are not limited to Multi-Tiered Systems of Support, trauma informed instruction, PBIS, Run Hide Fight Safety training and Critical Thinking in Math.

4. School Leadership:

“The first job of a leader—at work or at home—is to inspire trust. It’s to bring out the best in people by entrusting them with meaningful stewardships, and to create an environment in which high-trust interaction inspires creativity and possibility.”

— Stephen M.R. Covey, *The Speed of Trust: The One Thing that Changes Everything*

The principal at Pauba Valley has worked diligently to build trust among the students, staff, families and community of PVES while remaining focused on doing what is best for all students. Stakeholders feel comfortable asking questions and sharing ideas. The school is perceived as safe and orderly and fiscal, operational and technological resources are managed in a way that focuses on effective instruction and the achievement of all students.

Shared leadership is nurtured and valued at PVES. The principal supports and practices collaborative leadership with both classified and certificated staff. PVES boasts a strong instructional leadership team led by the principal and intervention administrator with expertise in the area of classroom instruction, curriculum and assessment, english language development and special education. The leadership team consists of the site administrators, a grade level representative from each grade, special education teacher and literacy specialist, however, there are numerous leaders at PVES. Some teachers have strengths in technology, math, reading, behavior, etc... All staff members are valued for their contributions to our school. Each staff member's strengths are shared and contribute to the good of all. Teachers are encouraged to develop leadership skills through participation in committees such as SSC, leadership team, PBIS and district level curriculum teams.

In addition, the Parent Teacher Association (PTA) and School Site Council (SSC) are critical supports to school leadership. The PTA provides planning and funds for school programs, and the School Site Council monitors curriculum implementation and the spending of categorical funds. These groups strive to maintain a high quality learning environment for all students. Additional advisory committees also provide opportunities for parent leadership. Through the English Learner Advisory Committee (ELAC), parent representatives keep the bilingual community informed of school and district policies, as well as programs. The district PAC (Parent Advisory Committee) works with the school district to provide input on LCAP (Local Control Accountability Plan) decisions. Parent and community members are continuously invited and encouraged to serve on PVES school site committees that support the overall goals and vision for the school.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The positive school climate and culture at PVES supports students' academic as well as social/emotional growth and is the reason we are so successful today. The sense of community is evident from the moment you walk through the door. Parents, guest teachers, and other visitors to the school, regularly comment on the uplifting feeling tone throughout our site.

PVES fosters a positive climate and culture by working to support students' basic needs. Students that qualify for free and reduced meals receive breakfast and lunch at school everyday. When students need eyeglasses and do not have insurance, they are provided a donation voucher. PVES works with the local ELKS and Rotary Club to provide clothing, school supplies and dictionaries for all 3rd grade students. Strong interaction, teamwork and partnership between families and the community creates the optimal environment for student success.

Dr. James Comer said, "No significant learning can occur without a significant relationship." We invest significant amounts of time in developing relationships with our students, parents, community and each other, which is critical to the foundation of our positive school climate and culture. Having great relationships with our stakeholders allows us to have high expectations for our students. Whether you are a student, family member, staff member or community member, we want you to feel welcomed and part of the Pauba Valley Family. Our hope is that families and community members will feel connected, informed and welcome to participate as true partners in the education of our students.

Every Friday morning, we join together as a school community for "Friday Flag". Students, staff and families meet on the blacktop to attend our weekly Friday Flag Assembly at which time we recite the Pledge of Allegiance, chant our school motto "Learning for All", recognize student and staff birthdays and accomplishments, learn more about upcoming events and sing our school song, Pauba Pilots Together. Friday Flag serves to enhance the self-esteem of our students and help build positive regard for others.

Climate is built when six elements are emphasized and recognized within a school; stakeholder input, celebrating success, managing resources, perceptions of safety, building trust and modeling leadership. PVES masterfully exudes all 6 elements and can be summed up in the lyrics of our school song, ☐ "One Pilot here and another Pilot there cannot light up the sky. Pauba Pilots together go forward together and shine in America's light!"