

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name Saint Simon Parish School
(As it should appear in the official records)

School Mailing Address 1840 Grant Road
(If address is P.O. Box, also include street address.)

City Los Altos State CA Zip Code+4 (9 digits total) 94024-6843

County Santa Clara

Telephone (650) 880-1402 Fax (650) 988-9308

Web site/URL https://stsimon.school E-mail admissions@stsimon.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* Ms. Jennifer Beltramo E-mail jennifer.beltramo@dsj.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of San Jose Tel. (408) 983-0100

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 N/A N/A
(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, leave .blank*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	11	21	32
K	9	13	22
1	20	17	37
2	15	13	28
3	30	21	51
4	31	26	57
5	34	22	56
6	36	32	68
7	42	32	74
8	31	42	73
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	259	239	498

*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):
- 0.2 % American Indian or Alaska Native
 - 19.9 % Asian
 - 2.2 % Black or African American
 - 16.3 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 44.8 % White
 - 16.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 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, 2019 until the end of the 2019-2020 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2019	488
(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):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 8 %

38 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>20</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>22</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>2</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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	28
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.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 18:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	97%	96%	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 2020.

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. 1992

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

Saint Simon Parish School strives to build a welcoming community, grounded in academic excellence, where students are guided by Catholic values, encouraged to discover and develop their talents, and inspired to lead lives of service.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

To best address the needs of students and families while also complying with the directives from the Santa Clara County Department of Public Health, Saint Simon Parish School is offering three modes of instruction for the 2020-2021 school year. For kindergarten through 4th grade, the school offers daily in-person classes. For 5th through 8th grades, the in-person students have a hybrid learning model – students are divided into two cohorts and attend in-person and distance learning on a 3-day/2-day alternating schedule over a two-week period. Finally, students in all grade levels have the option of 100% distance learning for families that prefer that model. In all the above scenarios, the core academics are offered as live instruction, and the enrichment courses (such as physical education, music, and art) are a combination of live and recorded sessions. The school’s reading resource teacher provides in-person or distance learning, depending on the family’s choice, and the school counselor offers online support for students and parents.

For the in-person students, desks are separated for maximum physical distancing as practical. Plexiglass barriers are in place at all student desks, and teachers maintain six feet of distance from students during direct instruction. At recess and lunch, students are outside at physically distanced marked seating, and the classroom cohorts are at least 25 feet apart from other cohorts when eating and playing.

platforms for teaching, including Zoom, SeeSaw, Google Classroom, and Schoology, the school's learning management system. Based on parent feedback gathered at town hall meetings, for the 2020-2021 school year the school moved to common platforms for all grade levels, standardizing on Schoology for classroom assignment management plus Zoom for instruction. The school provides iPads or Chromebooks to all students to ensure they have the necessary technology to successfully receive instruction. Students in 5th through 8th grades primarily submit their homework electronically via Schoology. Students in kindergarten through 4th grades drop off homework and pick up new assignments and materials at pickup/drop-off events that are scheduled every other week. In addition, teachers in the lower grades post homework on Schoology and provide feedback to students individually or in small groups via Zoom. All teachers have dedicated office hours every school day for students to receive one-on-one support.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Saint Simon Parish School (SSPS) is a Catholic school located in the heart of Silicon Valley. Situated on a former apricot orchard, the school was founded in 1961 by Father James Spooncer who partnered with the Sisters, Servants of the Immaculate Heart of Mary, to create Saint Simon Parish School. The school opened its doors with 200 children in first, second, and third grades. New classes were added each year until there were two classes of every grade – first through eighth grade. Kindergarten was added in 1985, and a preschool/pre-kindergarten program was added in 2009.

As the student population grew from 200 to 500 children, the campus expanded to meet the needs of students with the addition of a library, a science lab, a multi-use sports field, and a gymnasium. The state-of-the-art science lab was updated in 2008, and in 2015 another major renovation added a stand-alone art room. In the past five years all eighteen classrooms were updated with modern audiovisual systems, including a fiber internet connection to enable a cutting-edge, technology-supported education reflective of Silicon Valley.

Saint Simon Parish School’s mission statement encapsulates its core values: building a welcoming community, grounded in academic excellence, where students are guided by Catholic values, encouraged to discover and develop their talents, and inspired to lead lives of service. Furthermore, the school’s tagline — “Strong Minds, Compassionate Hearts” — succinctly summarizes the vision of a school where students grow both in knowledge and in service.

Saint Simon Parish School is committed to educating the whole child in a nurturing, student-centered atmosphere. Supported by the framework of Catholic values, the school fosters each student’s spiritual, intellectual, emotional, moral, social, and physical growth. As a school and as a community, Saint Simon Parish School is dedicated to educate, inspire, and prepare students to make a difference.

The school's goals are to

- Instill a passion for excellence and provide a challenging, well-rounded education with faculty who inspire children to reach their full potential.
- Foster attitudes, values, and actions that reflect Catholic traditions and the teachings of the Gospel.
- Offer opportunities for children to discover and develop their gifts and lead by example.
- Engage students and families into full and active participation in the Saint Simon Parish community.
- Promote the human dignity of each person.
- Inspire a commitment to serving the community and an understanding of the value of helping others.

In accordance with each child’s gifts and abilities, the school strives to provide students with the environment needed to become children who embody the Schoolwide Learning Expectations (SLEs) and become Spiritual, Academically Prepared, Inquisitive, Neighborly, Trustworthy, and Strong (SAINTS). The SAINTS acronym makes the SLEs memorable and accessible to the entire student body. The faculty and staff work to guide the students in the SLEs, which are posted prominently throughout the school. Students who practice the values of the SLEs receive positive reinforcement (SAINTS slips that allow a free dress day), and students whose behavior needs to be repeatedly corrected may be requested to perform some restitution. Students are given opportunities to practice their SLEs as members of the Student Ambassadors Network that greet visitors in the classrooms. At the end of every school year, students are assessed on their maturing understanding of the SLEs, culminating in an 8th grade graduation project when students convey the impact the SLEs have had on their educational journey.

The dedicated faculty of SSPS consists of all lay teachers and aides with an average tenure of seven years.

Of the 37 teachers on staff, 13 hold master's degrees, and two are working toward their master's degrees. The administration consists of the principal, assistant principal, and preschool director. The support team for the administration consists of a director of admissions and marketing, an office manager, a full-time health technician, an information systems coordinator, and a business manager. In addition to 18 homeroom teachers, the faculty includes three full-time instructional assistants, six part-time instructional assistants, five preschool teachers and aides, a facilities manager, a Spanish teacher, an art teacher, a music teacher, two PE teachers, four math teachers, two science teachers for 4th through 8th grades, a reading resource teacher, and a counselor.

Saint Simon Parish School provides a strong academic curriculum while fostering the learning of the whole child. The faculty recognizes there is more to the education of students than the mandated curriculum standards. Numerous programs at the school address the Schoolwide Learning Expectations, including social and moral development programs (Safe Environment Training, the Ophelia project, Drug Awareness and Resistance Education, and middle school sexual harassment workshops), community outreach opportunities (food drives, service learning events, school families, and the first grade/eighth grade buddy program), extracurricular activities such as robotics, and after-school sports programs that encourage participation, teamwork and leadership.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Saint Simon Parish School ensures that all students make measurable progress in learning the Schoolwide Learning Expectations, the California Common Core State Standards (CCCSS), the California State Standards for those standards not covered by the CCCSS (social science, physical education, music, and art), and Diocesan curriculum standards. The faculty consistently uses assessments to collect data regarding student performance and takes action when appropriate based on the analysis of the information collected. SSPS uses standardized testing and benchmark testing, including the Renaissance Star assessment, National Catholic Educational Association Information for Growth: Assessment of Child/Youth Religious Education (ACRE) for grades five and eight, and Reading A-Z for kindergarten through 3rd grade.

In addition to standardized and benchmark testing, SSPS also uses a variety of formative and summative assessment tools to monitor the progress of their students. Teachers continually assess students and modify their curricular instruction based on the information gathered. End-of-unit tests and projects are some of the summative assessments used by teachers. Teachers also understand that students must be given multiple opportunities to demonstrate mastery of concepts. Additionally, teachers offer differentiated assignments and assessments that address a variety of learning styles and needs in their classrooms.

ELA

English Language Arts comprises four areas of study: speaking, listening, reading, and writing. Mastery of skills in these four areas provides the foundation for every academic subject. In 1st through 3rd grades, students start building reading skills (decoding and comprehension) and writing skills (narrative, expository, and opinion paragraphs). Students learn about reference materials, the parts of speech, and punctuation, while phonics and reading skills are reinforced. Fourth graders learn to write multi-paragraph essays with supporting details and stretch into complex grammar to enable more colorful writing. Students read a wide range of literature crossing genres. Fifth grade students create narratives as well as informative and persuasive essays. They also learn to speak in front of their classmates and learn how to read both informational and fictional texts for meaning. In 6th grade, students learn close reading skills that benefit them as they conquer challenging novels and non-fiction works. They also further develop their public speaking skills and present monthly to their classmates. Seventh grade unravels Latin and Greek word roots and dives deeper into grammar and punctuation. Students read fiction and non-fiction and analyze themes, text structure, and point-of-view. They also study Shakespeare and take a four-day field trip to Ashland, Oregon, to attend the Oregon Shakespeare Festival. The reading in 8th grade focuses on complex themes such as exploring the human psyche when facing extreme obstacles. Eighth grade writing emphasizes expository and argumentative writing on a vast array of subjects and teaches students the skills for and value of a rigorous revision process. Students practice a range of discussion and presentation skills, including storytelling and factual conveyance techniques. For students who struggle with reading, the school provides extra resource support for students in kindergarten through 3rd grade, and Learning Ally audio textbooks are available for students in all grades for assistance in reading material that may be above a student's independent reading level. During COVID-19, the ELA teachers use platforms such as Google and Flipgrid for student presentations and Schoology for submission of written work. Breakout rooms in Zoom are utilized to maintain student participation in small group discussions.

Mathematics

The math curriculum used by the school in kindergarten through eighth grade is from the Eureka Math program, with adjustments made to incorporate California-specific standards. The overarching goal of the program is not just to be able to solve math problems, but to understand the “why” behind the mathematical methods. Students in kindergarten through 4th grade are taught by their classroom teacher; in 5th through 8th grade students are taught by teachers who specialize in math. In the early grades, students delve into addition, subtraction, and estimation. They learn measurements and place values, master shapes and their attributes, and become proficient in multiplication and division. After covering decimals, fractions, and multi-digit operations in 5th grade, the students move into middle school math. The middle school math

teachers try to build on the research by Carol Dweck and promote a growth mindset in their students. Some examples include permitting students to take a retest if they performed poorly on a particular assessment, encouraging students to explain the different methods they use to solve problems, and discussing the differences between fixed and growth mindsets. Advanced students have the opportunity to enter an accelerated set of classes and be positioned to complete high school algebra by the end of 8th grade. The majority of students take advantage of this accelerated program and start high school math in geometry or higher. High-achieving students may also participate in the Math Olympiad, which provides a competitive environment to push students further in their mathematical development. After-school enrichment programs, including robotics, are also available for students interested in additional opportunities. The classes that are remote due to COVID-19 are taught over Zoom, sometimes supplemented with lessons from Desmos, an online graphing and teaching tool. Assessments are done in a number of ways: through the online assessment and learning system ALEKS, via the assessment feature built into Schoology, or on paper with the student scanning the test and submitting it electronically.

Science

In 2016, the school adopted the Next Generation Science Standards (NGSS), and has adopted the Carolina Science curriculum in kindergarten through 3rd grade and the Amplify curriculum in 4th through 8th grade. The early grades study light and sound, the states of matter, space systems, and the structures and functions of plants and animals. Third through fifth grade science is focused on life, earth, and the movement of energy, and students explore life cycles, weather, force, and magnets through hands-on experiments. In middle school, students incorporate the scientific method into their investigations and develop their laboratory skills, integrating topics from physical, life, earth and space sciences. All units and labs incorporate scientific and engineering practices, including the continuation of claim, reasoning, and argumentation based on evidence. All of the science lessons embody the natural systems and processes that make life possible and take advantage of resources such as Living Classroom, an outdoor-based education program designed to inspire children to learn about and value the natural world. Students conduct hands-on, nature-based lessons in the recently constructed school gardens, and the NGSS-aligned activities cover topics such as photosynthesis, life cycles, and ecology. One lesson involves planting wheat, which is later harvested and ground into flour, from which students make pretzels. Due to COVID-19, kindergarten through 3rd grade recently opted to utilize the Mystery Science program, which features anchor phenomenon to increase student engagement and enhance the NGSS experience in a distance learning setting.

Social Science

In 2016, California adopted a new framework for the teaching of social science which focuses on content, inquiry, literacy, and, most importantly, citizenship. The framework emphasizes an investigation of the discipline through an inquiry-based approach. SSPS embraced the new framework by emphasizing investigation, close reading, analysis of evidence, and argumentative writing. Even at the earliest grades, students are queried about individual and group thoughts and actions as they analyze problems and propose solutions. In 1st through 3rd grade, students learn about their physical place in the world, different types of communities, and the environment. They learn about consumers, producers, and the three branches of government. California History is the focus of 4th grade social science. Students bring history to life with a three-day field trip to Coloma, the center of the California Gold Rush, where students learn to pan for gold and cook cornbread on an open fire. Fifth grade learns about colonization, slavery, and the Constitution; the students participate in a series of Colonial Day activities and take a field trip to the California State Capitol. In middle school, students focus on ancient history and journey from the Paleolithic era through the ancient civilizations of India, China, Greece, and Rome. Eighth grade students focus on U.S. history, with the capstone event being a week-long trip to Washington, D.C. With the COVID-19 pandemic, students have not been able to participate in the field trips and hands-on experiences usually associated with the school's social science program; however, they have been able to participate in virtual activities. For example, 3rd grade changed its annual Wax Museum – an activity in which students research, write about, and orally present information about a historical figure – into recorded presentations using Flipgrid.

1a. For secondary schools (middle and/or high school grades):

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

Saint Simon “Little Saints” Preschool offers a structured program of play-based skill building and kindergarten preparation. In addition to its own credentialed staff, the preschool is able to enrich the children’s experience with courses taught by some of the elementary teachers. The curriculum is aligned with the elementary program and is modified to provide play-based learning and meet the needs of the younger students. The preschool teachers work collaboratively with the primary school teachers to ensure students meet the primary school readiness expectations.

A typical day at Little Saints is a mix of play and academics enhanced with enrichment learning opportunities. Reading, handwriting, and the alphabet are taught at learning stations and throughout the curriculum. The children have a weekly field trip to the school library where they are introduced to the world of books, and they are read a story by the school’s librarian. To teach mathematical concepts, the young learners start the day with a calendar, the sequencing of the day’s events, and their birthdays, and they discover counting and the number line at learning stations. For science, the students learn about the physical world – weather, the earth, food, and the environment – by using experiments to teach the fundamentals of the scientific process, including forming a hypothesis and testing ideas through trial and error.

Using imaginary play, the students are taught about the neighborhood, the people that help the community, holiday traditions, and how people are different and the same as each other. As a Catholic institution, the school teaches the values of human dignity, compassion, and kindness and that children are loved by God. Art in all its forms is part of the school day. The fine motor skills and creative thinking provided by art are critical to kindergarten readiness. A formal music lesson is taught each week by the elementary music teacher who introduces instruments, beat, vocals, and more. The students sing frequently at Little Saints, as music provides a fun way to memorize and motivate. As exercise and physical play are good for the body and mind and offer fantastic opportunities to learn self-moderation, students have a weekly physical education class instructed by the elementary PE teacher.

The school holds many special events to build a community for its families and children, including summer park playdates, family movie nights, a spring carnival, and mother/father/guardian celebrations. The school offers extended care for students starting at 7:30 am before the regular program begins, and after-school care is available until 5:30 pm. Because of COVID-19, the daily schedule has been modified to include more hand washing, and the cleaning schedule has been changed to allow all toys and equipment to be thoroughly sanitized every day.

2. Other Curriculum Areas:

Religion

Saint Simon Parish School’s religious curriculum aligns with the school’s mission statement, philosophy, and Schoolwide Learning Expectations. Students at Saint Simon Parish School experience a variety of Catholic prayers and traditions over the course of the year, from daily community prayer at morning assembly to sacramental preparation and retreats to help foster a personal relationship with God. Students attend weekly Mass and participate in the celebration as altar servers and technology ministers. They also attend twice-yearly reconciliation services in preparation for Christmas and Easter. First grade students learn about positive behavior and personal moderation, study stories from the Bible, and learn to pray the rosary. Supporting the sacramental life of its students, the school dedicates much of 2nd grade religion to preparing for the sacraments of Reconciliation and first Eucharist. Third graders study concepts of justice and respect, and 4th graders learn about the saints and the meaning of the Beatitudes. The focus of 5th grade religion is the family, the sacraments, and the study of Jesus as a person of service. Sixth grade students study the Old Testament and learn the relationship of Passover to the Eucharist, while 7th and 8th grade students study world religions to develop a deeper understanding of the variety of world faiths. While the COVID-19 pandemic has interfered with religious practices worldwide, the school attends weekly masses virtually to maintain consistency in the teaching of Catholic practices and traditions.

Art

Saint Simon Parish School has a dedicated art room, where students take art class weekly. The younger students start by exploring the foundations of artmaking; students draw, paint, collage, weave, and sculpt. In later years, they dive into different art techniques, learn about famous contemporary and classical artists, and connect literature with art. In 3rd grade the students create cross-curricular projects related to Native American studies, animal habitats, and wax museum portraits. In 4th grade, the cross-curricular projects include a perspective mission drawing, a bug in ink which connects to an observation poem in ELA class, and a personal narrative self-portrait. In middle school, students take on more sophisticated cross-curricular projects, such as Greek vases and ancient scripts for social science class and tessellation projects in conjunction with math class. Students have standards-based objectives to meet for every project. During the COVID-19 pandemic, students continue to have weekly art classes; however, the classes are conducted virtually. Students are provided with the materials they need to complete all the assigned projects.

Physical Education

All students take physical education class twice a week from one of the school's two PE teachers. In the younger grades, students learn about some of the larger bones in the body and about the function of the heart, while working on body management, motor skills, throwing, catching, and sharing. As they grow older, students refine their physical skills while learning about the strategies involved in games and applying basic offensive and defensive strategies to various sports. In 4th and 5th grades, students start to learn exercises to develop strength in their core; they focus on the group dynamics of sport, and experiment with more advanced techniques in activities such as racquet sports, hockey, and handball. In middle school, students study nutrition, develop personal nutrition plans, and focus on fitness for life. In response to COVID-19, the PE classes in the spring of 2020 for kindergarten through 3rd grade were changed to once a week; the classes were pre-recorded and included 10-15 minutes of active warm-up and fitness followed by a skills challenge utilizing common household items. For the 2020-2021 school year, students resumed having PE classes twice each week, with classes being a mix of live instruction and recordings. Classes focus on fitness, introducing new exercises centered on various muscle groups. Students are challenged to spend the final 15 minutes of each 50-minute lesson doing a cardiovascular workout/activity of their choice and keep a journal of their activities.

Music

In kindergarten through 5th grade, music is offered one full period per week. For students in kindergarten through 3rd grade, the full period is divided into two 30-minute sessions. Students start by learning music theory and music history, the foundations needed for interpreting and performing music. Students learn these principles using interactive materials, games, and musical instruments such as keyboards, xylophones, recorders, ukuleles, and drums, while also learning songs and dances for holiday seasons. Students of all grade levels learn songs and rhythmic patterns from multiple cultures from around the world, while kindergarten through 2nd grade students also learn how to sing "Hello" and "Goodbye" songs in a new language for each unit of their music class. In 3rd grade students learn to play the recorder, which introduces reading music, and the students play music as an ensemble. In 4th grade the music program integrates with the social science curriculum as students learn songs and dances from California history, and students begin to learn to compose simple songs. All 5th grade students are part of the school choir and learn to read and sing the music for the weekly school Masses. Moreover, in their music class they receive ensemble instruction on vocal health, voice exercises, and the techniques of singing. During the COVID-19 pandemic, music classes are being taught virtually, with a combination of recorded and live instruction. The school's in-person learners are not able to sing when they are together; however, they have been able to continue to work on music theory and rhythm, and to learn the music of various cultures.

Spanish

Spanish is taught in 30-minute sessions twice each week in kindergarten through 3rd grade, one period each week in 4th and 5th grade, and is an elective class in middle school that meets four days per week. The

curriculum follows the World Language Content Standards for California. In 1st grade, students learn the Spanish words for parts of the body, animals, food, jobs, their neighborhoods, and clothing. In 2nd grade, they increase their vocabulary to be able to read and understand simple Spanish sentences. In 3rd and 4th grade, students expand their learning of verbs and adjectives to enable them to create a written presentation, and they begin conjugation of verbs in the present tense. In 5th grade, students continue to learn basic grammar and how to fully conjugate regular verbs. They also start reading and discussing stories. During the COVID-19 pandemic, Spanish is being taught virtually through recorded lessons in kindergarten through 5th grade. The middle school elective course is being taught online with live lessons.

Extracurricular Activities

The school supports personal and academic growth with a variety of extracurricular activities. These include robotics, Math Olympiad, STEM Lego Challenge, various music classes, video production, musical theatre, dance, sports activities, Mad Science, Wizbots, and choir. In addition, students participate in STEAM makerspace activities during Generations Day, an event when students bring their grandparents or other relatives to visit school for a day. Saint Simon Parish School has an active after-school sports program for 4th through 8th grade, including boys and girls teams for flag football, volleyball, soccer, and basketball. Students also have the opportunity to participate in a swim meet and a track meet. Seventy-five percent of the student body participates in at least one sport per year. The goal of the after-school sports program is to build strong character and create a sense of camaraderie among students on the sports field. Additional athletic after-school opportunities include Girls on the Run and Let Me Run.

Library

Students in pre-K through 3rd grade go to the library once a week to hear a story, learn about different authors and books, and discover how to find books on topics that interest them. Pre-K and kindergarten students hear two stories about the same theme. They learn library etiquette and have the opportunity to sit at the tables for silent reading or small reading groups. First through eighth grade students have the opportunity to check out books, and if there is a specific book a student needs, the librarian will deliver it to the classroom. During COVID-19, the library program switched to online reading. The books chosen still follow themes and are grade-level appropriate. Also, each class receives two videos a week.

Technology

About ten years ago, the school chose to more closely integrate technology into the classroom, and the school's technology committee drafted technology curriculum standards by grade level, which align to the California Common Core Standards and the International Society for Technology in Education (ISTE) standards. Teachers incorporate these standards into their lesson plans so that students gain exposure and experience with technology as they advance through the grades. All classrooms have a 1-to-1 device ratio. Kindergarten through 3rd grade are equipped with iPads, and 4th through 8th grade have Chromebooks that can Chromecast to the classroom projector when needed. The teachers and staff are equipped with MacBooks, and the art room has its own set of iPads with styluses for use with digital art projects. Every classroom has an overhead projector and Apple TV. The school's suite of software includes IXL, NoRedInk, ALEKS, GoGuardian, StudySync, NewsELA, Mystery Science, Amplify Science, and Learning Ally.

3. Academic Supports:

SSPS uses Renaissance Star data, report card grades, formative and summative assessments, and teacher observations to monitor student progress and help identify students who may need support as well as students performing above grade level. Support services include a reading resource teacher, a counselor, and an independent reading tutor. Supplemental materials and online aids help guide students who need extra assistance and serve as a source of more difficult projects and extension activities for advanced learners. Another support system for struggling learners is the Student Support Team (SST). The SST consists of the principal, the school counselor, and the

student's classroom teachers who meet twice a year to monitor student progress and assess whether the student is receiving sufficient support or if additional services are needed.

During the COVID-19 pandemic, the school has continued support for high-achieving and low-achieving students. Low-achieving students are supported with Zoom meetings for individual students or small groups with a teacher, aide, or high school or college student. Lessons are recorded so students can re-watch them, and there is easy access to all course materials on Schoology. Teachers make themselves available outside of school hours to students and parents who need more support, and exemptions and adjustments for assignments and deadlines are granted when appropriate. Teachers schedule regular check-ins with their students so they do not fall behind in work. For high-achieving students, language arts teachers provide supplemental assignments and more challenging books, and math teachers provide supplemental online math programs such as Edmentum and Laurel Springs.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Traditionally, every day begins with a school assembly, led by the student council, which includes a daily scripture reading and reflection, a blessing for birthday celebrants, and a focus on one of the Schoolwide Learning Expectations for that day. Students in kindergarten through 5th grade reflect on the SLEs in their daily lives using journal entries in an SLE booklet. Students in 6th grade make PowerPoint presentations, and students in 7th grade produce iMovies, all focusing on the SLEs. Students in 8th grade have a variety of projects that reflect their SLE growth over their years at SSPS.

Student activities include rallies, Halloween costume contest parade, sports field days, the annual Father Murray Memorial Basketball Tournament, and after-school sports and activity classes. During the COVID-19 crisis, the student council records the daily prayer and birthday blessings that are broadcast during the first period of the distance learning day. In addition, teachers have set up several means for students to connect, including Zoom breakout rooms to allow students to socialize, a virtual weekly “lunch bunch” in lower elementary for a chance for students to eat and visit with classmates outside of regular class time, sharing times during Zoom classes, at-home scavenger hunts, an online Christmas play, Funky Fridays where students dress up according to that day’s theme, and a Halloween pumpkin decorating contest.

2. Engaging Families and Community:

The strong foundation for a Catholic community comes from households that embrace their role as primary educators of their children and work hard to instill Gospel values and Catholic traditions in their daily lives. Parents are welcome to attend the morning assemblies and begin their day in prayer with the school children, and they are encouraged to attend Mass both with the school on Wednesdays and on the weekends. Parents have opportunities to serve as Eucharistic Ministers at school Masses, volunteers in the classroom, and lectors at weekend Masses. In addition, the parish has an active Adult Spiritual Formation program, which all parents are invited to attend. The school focuses on creating an inclusive community and communicates to families through newsletters from the principal and letters home from the teachers.

A variety of classroom methods are used to ensure awareness and comprehension of student progress. In addition to the practices that are introduced by teachers at Back to School Night, new families are given Schoology training to familiarize them with the online tool. Information is disseminated through syllabi, parent/teacher conferences, email, progress reports, weekly newsletters, Schoology updates, and parent meetings as needed. During the Covid-19 crisis in the spring of 2020, Saint Simon Parish School used three different communication methods to relay information to parents and students as distance learning was in full effect. Students in grades kindergarten through second communicated via Seesaw, grades three and four used Google Classroom, and grades five through eight used Schoology. In response to parent feedback, in August 2020 the school’s technology team streamlined the process to use Schoology across all grades.

The administration communicates regularly to parents through Zoom town halls and email to provide updates on the school’s COVID-19 status. Moreover, the school has leveraged the expertise of the parent community, which volunteered to create a COVID-19 advisory committee. This committee comprises school parents with expertise in health care, public policy, sanitation, and logistics and provides recommendations to the school on how best to address the COVID-19 situation.

3. Creating Professional Culture:

Teachers are encouraged by SSPS to further develop their evidence-based teaching practices by attending workshops, conferences, and collaboration activities. To enable teachers to afford these programs, the school established the Teacher Endowment Fund in 1998. This fund encourages teachers to enhance their classroom performance by reimbursing them for continuing education expenses, tuition, credential fees, teacher association fees, education enrichment travel expenses, classroom supplies, and other productivity tools. In addition, the Diocese of San Jose sponsors several full-day in-service days for all teachers, which

provide an opportunity to learn about best practices in a variety of areas such as common core standards, literacy, differentiated instruction, and technology in the classroom. One such session at the beginning of the 2020-21 school year focused on hybrid learning.

The school has created an environment that encourages collaboration and learning among the faculty. Every Wednesday is an early dismissal day, providing the time for several types of teacher committees to meet. Each teacher is a member of a curriculum committee for a specific subject. These committees meet regularly to plan and update the scope and sequence of their courses, review standardized test results for students, and evaluate textbooks and other curriculum materials. Teachers are also members of cross-discipline committees, such as technology and safety. Finally, on specified Wednesdays teachers meet by grade level groups (such as kindergarten to 3rd grade, 4th and 5th grade, and 6th through 8th grade) to discuss issues that span grade levels.

Additionally, a group of teachers will be granted a release day so they can work together as a team. For example, all the science teachers were granted release days to collaborate and prepare for the adoption of the Next Generation Science Standards. Teachers are also provided time to attend professional development conferences.

4. School Leadership:

The principal and vice principal champion the school's vision and mission by modeling the Schoolwide Learning Expectations. Their interactions with the faculty and teachers consistently demonstrate the values and actions laid out in the SLEs. The principal meets weekly with the parish pastor and monthly with the School Community Council (SCC), a group of school parent leaders who advise the principal and pastor on a wide range of school matters.

Saint Simon Parish School has developed robust processes and procedures to ensure resources are allocated appropriately to support high achievement by all students. The school develops its annual budget in collaboration with the staff, the pastor, the parish Finance Council, and the SCC. In the fall, the administration works with the staff, the SCC, and the school's business manager to identify key priorities for the following fiscal year, taking into account the school's five-year plan and the resources necessary to support the school's Catholic identity, faith formation, curriculum instruction, faculty development and retention, and facility investment.

To address the issues surrounding COVID-19, the administration created a team that includes the business manager, the IT director, the head of facilities, the office manager, the director of admissions and marketing, and several teachers. This committee meets weekly, or more often if necessary, to create the processes and procedures and allocate the necessary resources in order to ensure the school could be opened safely and continues to meet the county health guidelines.

5. Culturally Responsive Teaching and Learning:

As a parish school, SSPS embraces the mission and vision set out by the parish's pastoral plan. One of the goals in the plan is to root the school community's faith in concrete action. To this end, the school has strived to create a demographically diverse and inclusive community more representative of the diversity of the broader Bay Area population, has expanded the social justice/service learning components of each student's religious education, and has worked to give each child a positive personal experience with the Catholic faith that will be the foundation of a life-long relationship with God. Moreover, to make it possible for more families to afford the academic and Catholic experience at Saint Simon Parish School, in 2017 the parish created an endowment for tuition assistance. Established with a \$250,000 challenge matching grant, the endowment has grown to more than \$500,000. Interest from the endowment is used to provide financial aid to students.

Students at Saint Simon Parish School are encouraged to grow spiritually and academically through a variety of service experiences and programs. Student service encompasses three levels of outreach: local (school/parish), the larger community, and the global community. Service and social justice are integrated in the classroom experience, which emphasizes outreach to others in support of Catholic values. Students meet on the first Wednesday of every month for service learning within their school “family.” Through this program, each student is a member of one of fifty-eight school families. These families are supported by staff moderators and generally have one student from each grade level, from kindergarten through 8th grade, with the 8th grade student serving as the “head” of the family. Once assigned a family, students stay in that grouping throughout all of their years at school. These families meet throughout the year to participate in service activities, such as making lunches for the homeless, writing letters to military service personnel and patients at local hospitals and retirement communities, collecting food for the Saint Vincent de Paul Society and the Kinship Center (which supports foster children through Catholic Charities), and preparing materials for the parish’s Tijuana Ministry. In addition to these in-school activities, 6th grade students are required to perform 10 hours of community service, and 7th and 8th grade students are required to perform 20 hours of community service.

The school sponsors an annual service learning day, which sends students in grades five through eight into the community for a day of local service, and includes on-campus service projects for grades kindergarten through four. The school also coordinates seven social outreach drives. Each grade is asked to bring in food items, with one rotating grade bringing money to buy groceries for a lunch for those experiencing homelessness. The students in that grade prepare the lunch, and 7th and 8th grade students serve it. In addition, the 8th grade organizes an annual celebration for the Kinship Center that includes a meal, entertainment, and gifts. During the COVID-19 pandemic, the school has had to make adjustments to the type of activities and how they are conducted. The school's in-person learners are doing activities within their cohorts, and the distance learners are doing activities virtually. The students created Thanksgiving and Christmas cards for veterans and Christmas cards for patients at local retirement communities. They also made cards and earned money to purchase gift cards for families in need. The school has also conducted multiple food drives since the pandemic started.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

When the school closures started in March, the overwhelming emotion experienced by parents and students was fear of the unknown. When will school reopen? How will classes be taught? Will my child fall behind?

The strategy adopted by SSPS was to listen to every concern expressed by parents and students, to communicate clearly, and repeatedly, everything the administration knew at the time, and to honestly identify areas where the school did not yet have answers.

The school conducted town hall sessions via Zoom, but soon discovered that a large session was unwieldy and that the parents' concerns varied by the age of the student as well as other factors. The school modified the communications so that the town halls were instead organized by grade level (youngest students, 4th to 5th grade, and then middle school), and sessions were also set up for new families, as they had unique concerns and questions. The slides and Q&A's from the sessions were posted to the COVID-19 section of the school's Schoology website so that parents could access them at any time.

The school welcomed the support of parents who wanted to help, and the school benefited greatly from the community's experience in medicine, cleaning technology, and ventilation systems. Based on feedback from parents and students, as well as the experience in the actual and virtual classrooms, the school modified schedules, adjusted coursework, and improved its use of technology in order to create the best learning environment possible given the circumstances.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$11106
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2160

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)