

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Sixth Street Prep
(As it should appear in the official records)

School Mailing Address 15476 Sixth Street
(If address is P.O. Box, also include street address.)

City Victorville State CA Zip Code+4 (9 digits total) 92395-3546

County San Bernardino County

Telephone (760) 241-0962 Fax (760) 241-2497

Web site/URL <https://sixthstreet.vesd.net/> E-mail abishopcupp@vesd.net

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

(Principal's Signature) Date _____

Name of Superintendent* Ms. Lori Clark E-mail lclark@vesd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Victor Elementary Tel. (760) 245-1691

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Clayton Moore
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

**Non-public Schools: If the information requested is not applicable, leave blank.*

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2022 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 Students
PreK	8
K	30
1	32
2	33
3	35
4	27
5	38
6	23
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	226

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 4.1 % Asian
 - 7.9 % Black or African American
 - 75.8 % Hispanic or Latino
 - 0.8 % Native Hawaiian or Other Pacific Islander
 - 10.4 % White
 - 1 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 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, 2021 until the end of the 2021-2022 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2021	236
(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):

Spanish, Arabic

English Language Learners (ELL) in the school: 18 %
40 Total number ELL

7. Students eligible for free/reduced-priced meals: 85 %

Total number students who qualify: 192

8. Students receiving special education services with an IEP: 8 %
Total number of students served 19

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 with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 5

10. Number of years the principal has been in the position at this school: 2

11. 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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	10
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. 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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	91%	98%	98%	98%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

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

Yes X No

If yes, select the year in which your school received the award. 2009

16. In a couple of sentences, provide the school's mission or vision statement.

Sixth Street Prep will empower all students to be at or above grade level by building a strong learning foundation with depth of knowledge and critical thinking skills in the fundamental areas of reading, mathematics, science, and writing.

17. Provide a URL link to the school's nondiscrimination policy.

<http://go.boarddocs.com/ca/vesd/Board.nsf/goto?open&id=CAETP8735234>

<http://go.boarddocs.com/ca/vesd/Board.nsf/goto?open&id=C3ZR7R6BE38D>

<http://go.boarddocs.com/ca/vesd/Board.nsf/goto?open&id=BUT3LU0771EF>

<http://go.boarddocs.com/ca/vesd/Board.nsf/goto?open&id=CERUUZ7DCA84>

<http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

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

Each year, we have open enrollment. We also have a lottery waitlist for any openings throughout the school year.

PART III – SCHOOL OVERVIEW

Sixth Street Prep School (SSPS) serves approximately 230 to 240 students in grades Transition Kindergarten (TK) to 6th. Currently, 79.8% of our student population is considered socioeconomically disadvantaged. In October 2022, we celebrated our building's 100th Anniversary. We hosted a neighborhood "block party" and received recognition from the Mayor, our District, and the community. We had guests who attended the school here decades ago, even as far back as the 1930's, who stood and spoke. We have longevity in our community, as we have seen generations come through our doors as students, parents, and even staff. We have built up trust over many years of student success. We hold monthly English Language Advisory Council (ELAC) meetings for our parents. This is an open invitation to not only the parents of our English Language Learners but to the parents of all of our students. At these monthly meetings, we bring in speakers, including our own teachers, to present and train on topics that parents request. At Sixth Street Prep School, we have a tradition and a culture of success. We have high expectations for all and the differentiated support to allow all students the opportunity to succeed.

At Sixth Street Prep School, we incorporate many strategies to encourage and challenge students to develop their full potential. The primary goal of SSPS is to offer educational alternatives organized around how students learn best. We provide all of our students with high leverage strategies and Cooperative Learning Structures. Teachers are continually assessing in multiple ways to 1) identify strengths; 2) determine areas of improvement; 3) modify instruction to meet individual needs; and 4) provide interventions which help students experience competence as self-directed learners. At SSPS, we provide small class sizes in grades TK-2 (under the state mandated minimums). We have found that smaller class sizes promotes students to learn faster and perform at higher levels. We provide a physically safe environment for students by providing more Noon Duty Proctors on the playground.

Every staff member on our campus is entrusted to be a leader. Students feel comfortable approaching all staff as we have built a rapport with our families. Students know they will have the same teacher with very little to almost no turnover. Teachers begin making connections with students long before they actually have them as students in their class. All of our teachers collaborate with each other to determine and create programs, initiatives, and curriculum to best meet the needs of our students. Our routinely monitored data and annual test scores drive our planning and instruction as we continue to see high levels of student success. Results on the California Assessment of Student Performance and Progress (CAASPP) demonstrates that SSPS students are meeting or exceeding standards at a high rate. SSPS staff recognizes that students are more likely to be engaged and on-task when lessons offer real-life applications for the learner. As a result, lessons are designed to create powerful learning experiences that will motivate students towards high standards of achievement. Such learning experiences engage student curiosity, originality, and interpersonal relationships. As a staff, we have unanimously agreed to extend the school day by 45 minutes, Mondays-Thursdays. This provides all students with an extra 180 educational minutes each week. We also provide two full-time Resident Substitute Teachers who are on campus and working with small groups in each of the ten classrooms.

Much of the culture at SSPS is created and sustained through quality communication and support for all families and students. Parents are encouraged to contact teachers with any questions through a variety of sources. Teachers regularly update parents with student progress. The ELAC trainings provide parents with hands-on practice with instructional strategies that are used in the classroom. Students are encouraged with positive reinforcement for work completion, academic achievement, and positive behavior. Continuing success can also be attributed to a stable staff, low mobility of families and a school culture of providing what students need to succeed.

Students in our District take a social-emotional (SEL) assessment three times a year in grades 3rd-6th. We have a Psychologist who works with our students in counseling groups and one-on-one counseling. Students are referred to counseling through many sources, including the assessment, teacher referral, student request, and parent request. Parents have been extremely receptive to our counseling service and students enjoy their time with the Psychologist. Also, teachers and staff check-in with students as a way of progress monitoring. We are seeing noticeable SEL growth in our students.

Through all of these means, SSPS creates a learning community that encourages students to realize they are capable of high levels of competence, performance, and knowledge. The learning community is designed to foster positive changes in the lives of students, parents/guardians, teachers, staff, and the community. Our goal is to create an environment inside of our learning community in which students take responsibility for their own learning and maximize personal strengths which will enable them to select from a variety of career opportunities and to be successful in the workforce.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

All of our grade levels, TK-6, at Sixth Street Prep School (SSPS) teach to the California Common Core State Standards. We have agreed, as a site, on our “non-negotiables” which we all agree to use in our classrooms. We have these “non-negotiables” posted on posterboard in our staff lounge where we hold our Certificated Staff Meetings. The school-wide “non-negotiables” for Reading/English language arts (ELA) are: Thinking maps (grades TK-6), D’Nealian Handwriting, daily guided reading, meaningful centers with rigor, reading foundation/phonics, nonfiction reading, high-frequency words, and Running Records (grades TK-6). Certificated staff and administration also agree any new implementation of programs will only take place through consensus.

In Kindergarten, our teachers use Zoo Phonics to teach the 26 basic alphabet sounds. They chose Zoo Phonics because they believe the kinesthetic components are most effective for mastery. For the long vowel combinations and digraphs, they have chosen the multi-sensory Jolly Phonics program to ensure they are covering each of the 42 letter sounds. Phonics, decoding, and high frequency words are taught through the Orton Gillingham approach. Writing is taught in small groups using strategies from Write From the Beginning and Beyond along with thinking maps to aid in organizing their writing. Teachers were trained on the Write From the Beginning process. Phonemic awareness instruction is critical to early literacy, and our Kindergarten through 2nd grade teams use the Heggerty Phonemic Awareness Curriculum to best ensure retention. All Kindergarten ELA assessments (letters, sounds, writing, and running records) are completed in small groups or one-on-one with students. Our Kindergarten team has created many formative and summative assessments that most accurately assess student knowledge and progress.

First Grade continues Jolly Phonics to increase students’ literacy ability.

Both First and Second Grades expand their depth of phonics knowledge into reading and writing using the Orton Gillingham Approach. First and Second Grades both use the district created Language Arts units which correlate with the state standards. Each unit has a themed focus with books and supporting materials. Both grade levels conduct daily guided reading centers and administer both formal and informal running records frequently. Their guided reading groups are fluid and change frequently based on student needs. These students also learn Close Reading note taking skills through nonfiction reading passages.

Our intermediate students in grades 3-6 participate in both independent reading and whole class reading. They participate in book studies which cross several curriculum areas. Intermediate students also do daily Mountain Language for a spiral review of previously learned skills. They use the sticky note strategy of putting a post-it note after each page read to state the main idea of that section. This aids in reading comprehension. To encourage student reading, our intermediate students participate in Accelerated Reading. After they are assessed, a range of levels is assigned to each student. They have free selection of books to read from their level. They earn points towards reaching their individual trimester goals. Formative and summative assessments in ELA are done through whiteboard checks, exit tickets, thumbs up/down/sideways, teacher created assessments, and online assessments, as well as teacher observations, quick write and running records.

1b. Mathematics curriculum content, instruction, and assessment:

All of our grade levels, TK-6, at Sixth Street Prep School (SSPS) teach to the California Common Core State Standards. We have agreed, as a site, on our “non-negotiables” which we all agree to use in our classrooms. The use of keywords and key numbers when problem solving and the use of academic vocabulary are school-wide non-negotiables. Math instruction at SSPS is rigorous and carefully and thoughtfully planned for student success.

In Kindergarten, our students demonstrate mastery of number recognition and counting to 100 by ones, fives, and tens. They add and subtract within ten. Students use the Concrete Pictorial Abstract (CPA) Approach by using physical and visual aids to build understanding. Manipulatives are used daily in Kindergarten. Students master both flat and solid shapes and their attributes. In Kindergarten, our students are learning how to decompose numbers (break into parts) to demonstrate whole-part-part, add, and subtract. Our Kindergarten students also learn skills, such as counting, adding, and subtracting through dramatic play centers. Kindergarten math skills are assessed in both small groups and one-on-one.

For math instruction, first and second grades use the pedagogical approach of Singapore Math. This CPA Approach leads to abstract thinking and problem solving. Teachers focus on teaching to mastery, but they do not stop and wait for all students to gain mastery of the concepts. Instead, they continue in their instruction, and use daily spiral review of all concepts learned. Students learn to solve word problems by using strategies and model-drawing. Math is taught both through whole group direct instruction as well as guided centers. First and second grade students each have math journals for personal goal setting and as an aid in responding to questions during math practice. Students are taught to use academic vocabulary frames to answer questions. Math concepts are retaught in small groups; and, students are assessed informally through whiteboards and quick checks. Students are formally assessed on both Singapore Math and teacher-created assessments. Our second grade students also use I-Ready Math as a supplement. They practice three times weekly; and, then they take an I-Ready Math diagnostic assessment three to four times a year. The data provides teachers with powerful information to continue student progress and monitoring.

In grades 3-6, our teachers have opted to use Pearson enVisionMath 2.0. There is also a digital component to this program which our students use as well. Khan Academy is also used for extra support. Spiral review is a critical part of our Intermediate students' success which is done through Mountain Math. Teachers use multiple strategies to support student learning. Cognitive Strategy Instruction (CSI) teaches students general and specific cognitive strategies to improve learning and academic performance. The students learn specific steps to solve problems. Set-ups prior to problem solving require that students identify and write keywords, key numbers, the operation, and the strategy they will use to solve the problem. Students also prove and disprove after solving. This means they need to explain (prove) how they came by their answer they believe is correct and then disprove the incorrect answer choices.

1c. Science curriculum content, instruction, and assessment:

In grades K-6 at Sixth Street Prep School (SSPS), we align our curriculum with the Next Generation Science Standards (NGSS) for California Public Schools. When the NGSS were first introduced, certificated staff spent several professional development days together reviewing these new standards. We met as a school-wide team, as opposed to individual grade level teams because it was important for us to see the alignment between all of the grade levels. Then, we were able to map out exactly what topics we needed to cover and how we planned to teach them.

In Kindergarten, students use a variety of resources and materials for science instruction. They conduct experiments that align with their instructional themes. The teachers have selected books to highlight the animal of the week or the projects they are studying. They learn about the life cycle of butterflies by participating in a multi-step project. Students complete a binder of activities, including writing assignments, art projects, and thinking maps. Kindergarten, along with the rest of the primary grades, observe a butterfly habitat to witness the caterpillars transform into butterflies.

First and second grade classes have teacher-created science units that follow NGSS. They incorporate Scholastic News and Weekly Readers as an instructional and assessment resource. Close Reading style notes are created in student journals. Students refer back to those notes during writing and within science centers. They stress academic science vocabulary such as Enhanced Fujita Scale, paleontologist, and geologist. Assessments are also done through discussions and within writing assignments.

Our Intermediate grades use California Houghton Mifflin Harcourt HMH Science Dimension. When choosing this curriculum, the teachers researched several options. Ultimately, they decided to implement HMH instead of Twig because HMH is designed to help students synthesize their extended thinking.

Teachers stated that once they applied it to their science curriculum, they observed the tasks required extensive complex thinking (Depth of Knowledge level 4).

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social studies/history/civic learning content is taught at Sixth Street Prep School (SSPS) in all the grade levels. Individual grade levels have selected their own curriculum that best meets the needs of their standards. In all grade levels, the social sciences are incorporated throughout multiple subject areas.

In Kindergarten, students learn about citizenship and being good citizens. They also learn about community helpers and different jobs and careers. Kindergarten studies historical American figures such as Harriet Tubman, Abraham Lincoln, Martin Luther King Jr., and George Washington. As with science, books are carefully selected to highlight the people and topics they are studying. Students are assessed whole group with teacher created assessments.

In first and second grades, social studies, history and civic learning are embedded within their Language Arts units and are also incorporated into focused small group settings within their Guided Reading time. Books are included through the English Language Arts units; however, teachers have taken time to carefully select more books to supplement the curriculum. As with science, teachers use Scholastic News Weekly Readers as an instructional resource. These are used for both instruction and assessment, as well as teacher created assessments and both individual and group projects.

In the Intermediate grades, the curriculum which is being used is Pearson Scott Foresman. As in the primary grade levels, the intermediate teachers have combined curriculum with teacher created materials and resources. Civics, California history, and ancient civilizations are just a few of the subjects covered in 3rd-6th grades. Individual and group projects are completed routinely throughout the school year and are displayed for students and visitors. In fourth grade, while studying the history of California, students create models of the California mission of their choosing. Each student researches a mission with learned research strategies previously taught. They write their report and present it orally. Students from all grade levels walk through the classroom to see each mission, and they ask the fourth graders questions about their mission. All students are assessed on both their written and oral presentations.

1e. For schools that serve grades 7-12:

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

Sixth Street Prep School (SSPS) provides an environment for Transitional Kindergarten (TK) students. These are four-year-old students who will turn five years old within state specified dates. At SSPS, we do not have a separate TK classroom. We have a Certificated Kindergarten teacher who has continued her education to be eligible to teach TK according to California requirements. This 2022/2023 school year, she has eight TK students and 14 Kindergartners in a TK/K combination class. Because of a 12:1 state requirement, we have an Instructional Aide in that classroom with the teacher and students. Our TK students attend half-day while the Kindergartners attend full day.

At this time, there are no state standards for TK. Our district, Victor Elementary School District (VESD), has worked with teachers to create a TK report card. This report card guides instruction and assessments for all Transitional Kindergarten students. At SSPS, the report card, combined with teacher expertise and knowledge of what is expected of Kindergarten students, is the beacon for guiding long-term lesson planning.

In TK, our students have many opportunities for developmental activities and growth, as well as academic instruction. The students participate in academic lessons simultaneously with their Kindergarten classmates for letter and sound recognition, number recognition, counting, and writing. They are provided with time for play and activities which build their gross motor skills. The evidence we have seen over recent years is our

students who attended Transitional Kindergarten at our school achieve higher academically, socially and developmentally as they transition into Kindergarten, first grade, and beyond. Our student mobility is very low at Sixth Street Prep School, which enables us to monitor student progress throughout the years and compare that progress to those who did not participate in our TK program.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Art is incorporated into most of our curriculum areas at Sixth Street Prep School (SSPS). Students learn about different artists throughout history and learn to mimic their specific techniques. They also participate in directed drawing time in which the teacher is guiding students in a step-by-step drawing process. Art is also incorporated in science across certain grade levels. Students are taught repetition and songs to learn strategies throughout all of the grade levels at SSPS. Through this, teachers are allowing for kinesthetic and multi-sensory actions.

In fourth grade, students learn about the California Missions and create their own replica of the mission they researched. Then, they present their missions and reports to all students at SSPS. In second grade, students learn about the engineering of different types of bridges. As a culminating activity, they create a replica of a specific bridge they researched. They also share their bridges and reports with all students at SSPS.

Students in certain grade levels are also given the opportunity to participate in electives on Fridays. During this time, Art in some form is always an option. During electives, students have participated in art forms such as painting, weaving, and improvisation. Students in certain grade levels also participate in performances for the students and parents.

2b. Physical education/health/nutrition

At Sixth Street Prep School (SSPS), all grades, TK-6, participate in a structured Physical Education (PE) program daily. This structured PE time is led by the individual teacher for each classroom. Each grade level and/or cross grade level team worked together to create their structured PE program. These PE activities are purposefully created to meet the required standards set forth in the Physical Education Model Content Standards for California Public Schools. The teaching staff at SSPS understands the importance of physical activity on a student's health and well-being. During this structured PE time, our students learn the benefits of physical activity and a healthy lifestyle. Our students also learn the importance of sportsmanship, teamwork and following directions. We believe that the skills learned during their PE time transfer into all aspects of their development.

Students at SSPS also learn about the importance of nutrition and healthy food choices. We follow the District's Wellness policy by meeting the health and nutritional needs of our students. On a daily basis, students are offered both breakfast and lunch meals that meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans and Victor Elementary School District Board Policy.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

We have a wide variety of award-winning fiction and nonfiction books. In addition, we have picture books for our beginning readers to high school-level books for our advanced students. Our library is as diverse as our student population, with authors from various nationalities and backgrounds, such as Christopher Paul Curtis, author of *Bud, Not Buddy*. Louis Sachar is best known for his series *Wayside School* and the novel *Holes*. Elisabetta Dami is the author and creator of the character Geronimo Stilton. We have a wide array of Newberry Medal winners, such as *From the Mixed-up files of Mrs. Basil E. Frankweiler*, *Island of the Blue* NBRS 2023

Dolphins, and A Wrinkle in Time. We carry many Caldecott Honor winners such as Make Way for Ducklings and The Snowy Day. We have many popular fiction and nonfiction series.

We also have an extensive Spanish library for our EL learners and a Spanish parent library where our parents can check out books to assist their students at home.

We provide all of our students with a chromebook to keep and use at home on a daily basis. During the summer, if our students lack transportation to the public library, they can access a free online library from Open eBooks which contains a rotating catalog of thousands of popular, award-winning eBook titles. This program was made available to our students through The First Book Marketplace.

2e. Any other interesting or innovative curriculum programs you would like to share

At Sixth Street Prep School (SSPS), we are evaluating student progress regularly to find the most innovative ways to help our students. Teachers collaborated to create their own 10-a-days and 5-a-days specific to their grade level standards. They created these 10-a-days and 5-a-days in both English Language Arts (ELA) and Math. These are done in a whole class setting in the intermediate grades and small groups in some of the primary grades. During this time, students solve and answer review questions as well as current and upcoming curriculum questions. Completing these 10-a-days and 5-a-days gives students multiple opportunities to master specific standard areas.

All of our primary teachers and some of our intermediate teachers have been trained in the Orton-Gillingham Approach. This is a direct, multi-sensory, and sequential way to teach literacy when reading, writing, and spelling does not come easily for students. Our intermediate teachers also integrate Ed Puzzle to help students who may not be supported by purely auditory instruction. It allows them to engage visually. Orton-Gillingham and Ed Puzzle are ways that we address all learning modalities of our students. These can be done whole class, small group, and one-on-one depending on the specific needs of the students.

3. Academic Supports

3a. Students performing below grade level:

At Sixth Street Prep School (SSPS), we tailor instruction, interventions, and assessments to meet the individual and diverse needs of our students in multiple ways. Our staff has agreed unanimously that extending the school week by 180 instructional minutes for all students is critical for success. This extended time is used for interventions and reteaching. Also, as a staff, we have agreed to allocate funds to provide two full-time substitute teachers to work with small groups and one-on-one for students who are performing below grade level standards. They meet with students from all classrooms. We also have an Instructional Assistant in our Transitional Kindergarten/Kindergarten classroom as well as a Bilingual Instructional Assistant who provides small group and one-on-one support in all other classrooms. At SSPS, we believe that effective educators are the greatest resource for our students performing below grade level.

Classroom teachers support their students through small group interventions, such as guided reading and guided math. They also hold individual conferences with students to monitor progress, so each student knows their exact areas of needed growth and focus. Our teachers, at all times, know the individual needs of each of their students. They create site benchmarks to monitor student progress.

We have students in cross grade levels working as buddies throughout the school. Sixth grade students are chosen to work with selected Kindergarten students for reading and activities in the Kindergarten classroom. Third, fourth and fifth grade students work with first grade students each year on their culminating research projects. We encourage and train parent volunteers each year to work in small groups with students in the classroom, most often during centers. We also include parents in some of our achievement celebrations. These student celebrations are done in-class and school-wide, both formally and informally.

3b. Students performing above grade level:

At Sixth Street Prep School (SSPS), we have unanimously voted to extend the school week by 180 instructional minutes. This time is used for reteaching, remediation, and enrichment. All of our students participate in the extra 180 instructional minutes each week. We have included this intervention and support in our Local Control and Accountability Plan (LCAP) and set aside funds in our budget. As a staff, we strongly believe this is a critical support for all our students. We also provide two full-time substitute teachers to work in small groups with students on both enrichment and reteach.

In Math, our teachers offer small group enrichment which includes higher level thinking skills for our students who have demonstrated mastery of their grade level standards. We also introduce concepts from the upcoming grade level into the current year which helps our students to be better prepared when they move to the next school year. This was carefully planned through cross grade level collaboration among our teachers. They met to determine the most challenging areas for incoming students and have incorporated those concepts into their current instruction.

In all subject areas, teachers collaborate to tailor questions for students who need more of a challenge. These questions provide an extension of the activities by increasing the depth of knowledge which go beyond grade level standards. We also use peer coaching across the grade levels. We train our students to be “coaches.” These “coaches” work one-on-one with another student to teach a concept with which the student may need support. We have found that explaining a concept is an extra challenge to a student who may understand something but not necessarily be able to explain their thinking to others.

3c. Students with disabilities:

At Sixth Street Prep School (SSPS), we have students on Individualized Education Programs (IEPs), 504 plans, and Student Support Teams (SSTs). We are able to accommodate these students using a variety of methods. We are a small school without full-time Special Education teachers. Our budget includes funds for a part-time speech pathologist, psychologist, and Resource Specialist (RSP) teacher not based at our site.

Our students, who need speech services which are designated through their IEPs, receive those services through a pull-out system where they are instructed on chromebooks through a remotely based speech pathologist. We have a part-time psychologist who conducts assessments as needed for IEPs. Fortunately, she is a substitute psychologist and is not based full-time at another site which means she is able to observe and interact with students during the school day. She also runs counseling groups and one-on-one counseling for our students in need during the school day. Currently, she has two groups. The TK-2 group has six students and the 3rd-6th grade group has eleven students. She also has a student with whom she meets one-on-one. She meets with her counseling groups one day a week. Parents must provide written permission for their student to participate. Students are selected through surveys, teacher selection and parent requests. Our students have responded positively to these groups and are eager to attend each week.

We are only able to provide RSP services after school because our RSP teacher works full-time at another site and teaches our students after school for extra hours. Whenever a student needs to be assessed for an upcoming IEP, whether it be a new IEP or a triennial evaluation, we need to arrange for the student to remain after school in order to be assessed. This can make it a challenge for scheduling between parents and all members of an IEP team, but we are all dedicated to being flexible and doing whatever it takes to meet the needs of our students identified for special education.

3d. English Language Learners:

At Sixth Street Prep School (SSPS), we have a full-time Bilingual Instructional Assistant (BIA) on campus. She works in classrooms with students in small groups and one-on-one. Each year, the teachers meet with our BIA and create a schedule to best accommodate all students in all classrooms. This schedule changes yearly based on the needs of the individual students and classes. This is another example of how effectively our staff collaborates and comes together to do what is best for our students. Our BIA also conducts the English Language Proficiency Assessments for California (ELPAC) for our English Language (EL) learners.

In our classrooms, our teachers provide designated instruction in small groups for our English Language

Learners (EL). During this time, students receive both written and oral language practice with a strong focus on vocabulary. Our word origin lessons are a tremendous support for our EL learners as they are encouraged to demonstrate their native language as it applies to different word origins. In our classes, we also use picture and object clues for our EL learners to provide them with visual supports. We provide our students with auditory support through our chromebooks. Our SSPS library has a selection of books in the native languages of our EL learners. We also have books in Spanish for our parents to check out from the library.

As an extra support for our students, we provide assistance for parents of our EL learners. We hold monthly English Language Advisory Council (ELAC) meetings that are presented in both English and Spanish. These trainings demonstrate teaching strategies which our teachers use in the classroom, so parents are able to better support their EL students. We also provide translation for our families on all written correspondence sent home as well as all meetings, conferences and Robocall announcements via phone calls.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The saying “it takes a village” embodies our belief system at Sixth Street Prep School (SSPS). We have a very strong sense of family and community. In fact, this year we celebrated the 100th anniversary of our school building. We invited all past and current students and families as well as community members. We were able to block off the street to create a block party atmosphere. The newspaper shared our story along with the history of our school. It was an incredible event that showed our strong connection to our community.

We provide our students with social emotional support through many different resources. Referrals are made for counseling outside of our school site. Student surveys are conducted in grades 3-6 about their social emotional feelings. We also provide on-campus counseling for some of our students through counseling groups with our Psychologist. In these groups, students are working on socialization skills as well. She can also provide one-on-one counseling as needed.

Our students’ achievements are celebrated through awards assemblies for academic progress, attendance, behavior and for following our Student Basics. We are the Sixth Street Prep Bumblebees. We have weekly raffle drawings to reward students who receive “Bee Buck” tickets for demonstrating positive behaviors. They enter their tickets into the raffle box, and we draw prizes each Friday. Our students eagerly await the Friday morning raffle. Each trimester, we have reading celebrations for our students who have met their reading goals. On celebration days, and other days throughout the year, we will welcome students in the morning with themed “welcome mobs” with music and dancing as we let our students on campus for the day.

Our sense of family carries on for our teachers long after students leave their classrooms. Teachers regularly check in with their past students as they pass them in the hallways and outside. Our fifth grade students participate in a yearly field trip to the District’s Maintenance and Operations Department to participate in Career Day. Our parents allow and trust us to prepare their students for college readiness. Our staff discusses all of our colleges/trade schools which we attended and even has a friendly college rivalry happening, and students are highly encouraged to participate. On numerous occasions, previous students have returned to visit and give us updates about their lives. Some students even come back to get help from our teachers with their college admission requirements.

2. Engaging Families and Community:

At Sixth Street Prep School (SSPS), we understand the importance of family for student success. We have also established a strong sense of community within our neighborhood and our generations of students who have attended and will continue to attend SSPS. Our teachers regularly contact parents regarding student work, progress and/or areas of concern. Our office team also reaches out to parents to ensure attendance updates as well as following up to keep all information current and up to date.

Our community is a huge support for our families. Each year, we select several of our students to receive a bicycle through the “Doris Davies B.E.A.R.S” organization. We also receive shoe donations for some students. There are organizations that provide food during the holidays to our families in need within our community. Operation School Bell provides clothing for some of our students and we participate in a “Fill the Ambulance” toy drive.

At SSPS, we encourage and welcome parent volunteers in our classrooms. We conduct parent volunteer trainings to ensure that all of our volunteers are up-to-date on all school and classroom procedures, as well as confidentiality rules. We have our parents represented on our Site Council. During these meetings, the members of Site Council work together to make important decisions about our school, as well as the LCAP.

We recognize student achievements through awards and ceremonies. As part of these awards, we are able to

provide students with certificates and gift cards which have been donated from local restaurants. We host monthly English Language Advisory Council (ELAC) meetings where we train parents on many topics. They gain knowledge about Social-Emotional Learning, math, English language arts, science and California Assessment of Student Performance and Progress (CAASPP) readiness, along with junior high readiness for our outgoing sixth Graders and their parents. We also provide translators as needed for all parent meetings, as well as translation of documents, newsletters, and phone calls. The Family Resource Center (FRC) is provided by our District to all families. They provide classes in English, GED prep, household finances, computer skills, and parenting. Their goal is to strengthen our families to be productive and self-sufficient.

At SSPS, we maintain relationships with our families long after their students have moved on to junior high and high school. Students and families stop by to visit and say hello. We even have teachers who help our previous students get ready for high school and even college with application support. We are truly a family at Sixth Street Prep School.

3. Creating Professional Culture:

Teachers at Sixth Street Prep School (SSPS) are given time for professional development, collaboration and professional responsibilities throughout the school year. When asked on multiple surveys throughout the year, 100% of teachers stated they feel supported by their principal. SSPS has a strong history of collaboration among the teaching staff.

Prior to the beginning of each new school year, teachers complete online annual trainings and assessments in areas such as mandated reporting, blood-borne pathogens, harassment, threat assessment, and more. They are given time during contract days to complete these trainings and not made to complete them on their own time. In total, teachers are given five contract days prior to the start of the school year. One of those days is designated as professional development led by the principal. The other days are set aside for teacher collaboration, planning and professional responsibilities.

During the school year, there are times set aside for continuing collaboration and/or professional responsibilities. There is another professional development day in January prior to students returning from Winter Break, which is led by the principal. Wednesdays are Certificated Staff Meeting days. One Wednesday a month is set aside for teachers to use for their own time. The remaining Wednesdays are principal-led staff meetings. During these staff meetings, the principal and teaching staff engage in data analysis, brainstorming, planning and nuts and bolts.

Each Friday is a minimum day for our students. The remainder of the contract day is for teacher planning, collaboration, and/or professional responsibilities. The principal meets with each grade level twice a year on Fridays. During these pre-scheduled meetings, the principal and grade level team discuss data and student progress. The remaining Fridays are set aside for teachers to use at their own discretion on collaboration and/or professional responsibility. Teachers provide feedback to the principal every Friday to share how they spent their contract time. The collaboration happening on our minimum day Fridays is outstanding.

Throughout the school year, the District offers professional development opportunities for teachers. New teachers are given support in regular new teacher trainings. These trainings offer support in curriculum and classroom management. There are also many professional development opportunities for all teachers in the District. Anytime a teacher reaches out to the principal with a request to attend a training, they are provided with a substitute teacher so that they can attend the training. Teachers at SSPS are also encouraged to attend non-district trainings. All of our teachers carefully research trainings they feel would be valuable to their professional growth. Funds are set aside each year in the budget for teachers to attend out-of-district trainings. After the training, the teacher(s) who attended then present to the rest of the teaching staff in order to share what they learned.

4. School Leadership:

The leadership philosophy at Sixth Street Prep School is one of collaboration. The first thought of our administration is to always consider what is best for the students. When we think of what is best for our

students, we do not only focus on academic achievement and performance, we take into consideration the whole child. This includes focusing and giving attention to a student's social-emotional needs.

In collaborative leadership, it is important to regularly seek feedback from all involved stakeholders. There is a need to regularly consult with teachers and staff about our students. After all, they are the ones in there each day with our students, and they are an excellent resource.

At Sixth Street Prep School (SSPS), the principal is the only administrator on site. The principal handles all administrative issues. This includes, but is not limited to discipline, budget, and staff evaluations. The principal also acts as a liaison with parents. The SSPS principal ensures all Education Code is followed. The relationship between principal and staff is at the forefront of our administration. This is also true for relationship building with both our parents and community. There has been a climate of trust established between administration and staff at SSPS, which has continued to grow with the practice of collaborative sharing. There are two Teachers in Charge (TIC) who take on the role of acting principal when the principal is off-campus. These TICs are trained by the District in necessary administrative practices regarding areas such as discipline and emergency procedures.

Each Friday of the school year is a minimum day for students. The remainder of the contract day is provided for collaboration time among the teachers. Our dedicated team of teachers meet in grade levels and cross grade level teams to analyze data in order to drive their planning and instruction. The administration and teachers work together to ensure vertical alignment. The results of their Friday collaboration time is shared with the principal. On designated Fridays, the principal meets with individual grade level teams to review student progress, achievements, and concerns. The principal conducts routine informal classroom walkthroughs and discussions with staff. This allows for administration to get a pulse on what teachers might actually want to learn, which helps guide the professional development managed by administration. The principal also holds regular meetings with both certificated and classified staffs.

5. Culturally Responsive Teaching and Learning:

At Sixth Street Prep School (SSPS), we are able to effectively address the diverse needs and backgrounds of our students, families, and staff in a variety of ways. Our kitchen and cafeteria staff go above and beyond to accommodate students with food items and/or substitutions for religious exemptions, fasting, and observing holidays, such as Ramadan. Our students are encouraged to bring in items and share about their culture with their classmates.

In classrooms, our students learn about different cultures throughout history in all of the grade levels. In first grade, all students spend a month researching a country of their choosing. They learn about the culture, food, art, history, and different aspects of each country. They partner with students in 3rd, 4th, and 5th grades to help them organize their research and notes into a powerpoint slide show which they present to the entire class. In second grade, students have a unit of study about African American culture and the road to freedom. In fourth grade, students create a slideshow presentation to share about their own culture. Other grade levels learn about different cultures through whole class book studies. Our teachers share their own cultural experiences, and students are encouraged to do the same.

Our parents are kept up to date and informed about meetings and trainings offered through the Victor Elementary School District. We update them about classes provided by the Family Resource Center (FRC). The FRC offers English classes, GED support, finance classes, parenting classes, and much more. Our parents are informed about supports provided for our foster and homeless families. The African American Engagement Committee (AAEC) meets every month district-wide with parent and/or staff representatives from the District. We hold English Language Advisory Council (ELAC) meetings each month at SSPS.

All of our students at SSPS have equal access to all learning materials. We ensure equity by providing what each individual student needs, when they need it. At times, this looks different for each person. The provided English language support encourages students to share their language and cultural experiences. We provide books, for both students and parents, in multiple languages. These are provided both in the library and online, as well. All of our students and families have access to these materials and are provided

chromebooks to use at home for online access. We also provide hotspots for any family who needs support with internet access.

PART VI - STRATEGY FOR EXCELLENCE

Selecting just one practice that makes Sixth Street Prep School (SSPS) a success seemed overwhelming at first. After spending time analyzing and reviewing all aspects of our school, the one practice that has been the most instrumental to our school's success has been, without a doubt, the success of SSPS is due to the dedication and devotion of our staff, students, and families.

Our classified staff is dedicated to helping our students and families in any way they can. They always go above and beyond to find solutions for any problems that arise. They take pride in our school and the community, and work to put a smile on the faces of our students. Our students feel comfortable and safe when in their presence. They are an amazing team of compassionate and hard-working people who are an integral part of our success.

The certificated staff at SSPS is the most dedicated group of teachers with whom the principal has ever had the pleasure of working. They are committed to ALL students learning and growing. Our teachers instruct students using multiple strategies to solve problems because they understand each student learns differently. They challenge students with increased depth of knowledge questions and differentiate instruction as needed. Teamwork is at the forefront of planning for our students. Cross grade-level and grade-level meetings and check-ins are done daily. We have a group of teachers who unanimously agreed to "non-negotiables" which we know are critical for our success. They routinely analyze data and modify instruction to meet the needs of every one of their students. They are modeling lifelong learning to instill a love of continuing education in their students. It is truly a joy to watch them teach.

Our students and families know the importance of a solid educational foundation. Students at SSPS set both long and short-term goals for themselves and work to achieve them. They have learned the significance of respect, hard-work, and community. Our parents and families support their education, and work with their students teaching them the importance of hard work and responsibility. The true impact the staff of Sixth Street Prep has on our students and families is evident because they return long after they've moved onto junior high, high school, and college to visit and share with us about their lives. We've even had prior students return with their children. Sixth Street Prep School is truly a family for our students. The principal of the school truly believe it is the principal's role to support all members of the SSPS family in any way possible.