

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

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[X] Public or [ ] Non-public

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

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

Official School Name Mesa Robles School  
(As it should appear in the official records)

School Mailing Address 16060 Mesa Robles Drive  
(If address is P.O. Box, also include street address.)

City Hacienda Heights State CA Zip Code+4 (9 digits total) 91745-4858

County Los Angeles County

Telephone (626) 933-6000 Fax (626) 855-3827

Web site/URL <https://mesarobles.hlpusd.k12.ca.us> E-mail oaperez@hlpusd.k12.ca.us

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Dr. Alfonso Jimenez E-mail ajimenez@hlpusd.k12.ca.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hacienda La Puente Unified Tel. (626) 933-1000

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Christine Salazar  
(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

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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

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**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):
- 22 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 5 High schools
  - 1 K-12 schools
- 32 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	0
K	68
1	82
2	76
3	77
4	102
5	102
6	230
7	204
8	207
9	0
10	0
11	0
12 or higher	0
Total Students	1148

\*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
  - 53.7 % Asian
  - 0.6 % Black or African American
  - 36.2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 3.9 % White
  - 5.6 % 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	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1, 2021	1048
(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):

Chinese, Spanish, Filipino,

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

7. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 572

8. Students receiving special education services with an IEP: 6 %  
Total number of students served 68

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>24</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>13</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %  
Total number of students served: 12

10. Number of years the principal has been in the position at this school: 4

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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	42
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 27:1

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	94%	99%	98%	98%	98%
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 ☐ No ☒

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

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

Mesa Robles' mission is to provide all students with a positive learning environment with high expectations to reach academic goals and build a character with an emphasis on respect, responsibility, safety, citizenship, and character.

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

<https://www.hlp schools.org/nondiscrimination>

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

## PART III – SCHOOL OVERVIEW

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Mesa Robles Elementary School is a unique kindergarten through eighth-grade school in the hills of Hacienda Heights, a suburb of Los Angeles County. The home of the Mustangs opened its doors in 1964. Mesa Robles' mission is to provide all students with a positive learning environment with high expectations to reach academic goals and build character with an emphasis on respect, responsibility, safety, citizenship, and personality. Mesa Robles, known for being a high-achieving school and has a reputation for producing consistently excellent academic, performing arts, and STEM programs. Through the combined efforts of all stakeholders, Mesa is an engaging and welcoming place to learn. Mesa Robles has a dedicated staff, with 50% working at the school for fifteen or more years. Mustang pride runs deep across generations. There is strong parent involvement at Mesa, with many volunteers dedicating their time to support our school in the classrooms and enrichment events such as assemblies, fundraisers, and middle school activities. These are attributed to our dedicated Parent Teacher Organization (PTO). With students from kindergarten to eighth grade, upwards of 1,150 pupils arrive daily to pursue knowledge, socialize, and grow.

Mesa's dedicated staff facilitates exemplary academic and enrichment programs. According to the California Dashboard, Mesa Robles consistently scores at or above on state and local benchmarks. Results from the California Assessment of Student Performance and Progress (CAASPP) over the past five years show a 2.86% increase in ELA (English language arts) and a 5.89% increase in Math of students meeting or exceeding the standard. Mesa Robles is 50.7 points above average in English Language Arts (ELA) CAASPP results and 42.4 points above standard in Math CAASPP recent results. In 2018, Mesa Robles began implementing New Pedagogies for Deep Learning (NPDL). NPDL encompasses the "Six C's": Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. Teachers collaborate between and across grade levels to create and facilitate lessons that incorporate real-life experiences leading to problem-solving through increased student voice, choice, and agency.

School climate and student safety are top priorities at Mesa Robles. The school has fully implemented Multi-Tiered Systems of Support (MTSS), focusing on Response to Intervention (RTI) for behavior and academics. The principal and two assistant principals maintain a progressive school discipline plan. The counselor and Teacher on Special Assignment (TOSA) provide social, emotional, and academic support in collaboration with the classroom teachers. Mesa's kindergarten through eighth-grade Associated Study Body (ASB) works with Where Everybody Belongs (WEB) to promote a positive school and community culture with various philanthropic programs. A program unique to Mesa Robles is the school-wide behavior incentive program called "Huts" and "Colleges." Groups collectively work to earn points for behavior aligned with the schools' pillars of safety, respect, and responsibility. This system encourages students to become collaborative, contributing citizens, which creates confident and tenacious academic leaders all over campus. Over the past two years, Mesa has added several teacher-led enrichment after-school clubs such as Gardening, Chess, Speech and Debate, Drama, Art, Spanish, Percussion, Bullet Journaling, and Homework Help. These hands-on, engaging clubs promote other avenues of creativity, build relationships among students with common interests, and create a more well-rounded Mesa community.

Mesa Robles School strives to continue to learn and grow. Within the last few years, we have received recognition for several statewide awards: The distinguished Golden Ribbon School Award in 2015, the Title I Academic Achievement Award School in 2016, the California Distinguished School Award in 2018 and 2020, and the 2022 California Pivotal Practice (CAPP) Award. In 2021, U.S. News ranked Mesa Robles among the top 10% of Best schools in California (top 5% for middle schools and top 12% for elementary schools). Mesa Mustangs have a tradition of excelling in various programs offered to our student body. Our robotics team has been recognized internationally and earned the "Teamwork Award" for several years in regional competitions. Mesa Robles also has multi-award-winning instrumental and vocal ensembles at local, regional, and state levels. Over the years, Mesa's elementary and middle Science Olympiad teams have earned multiple local and state awards. The Speech and Debate team has won regional awards and qualified for state and national competitions in 2022 and 2023. We also celebrate success with our sports, which have won several league championships, including basketball, flag football, volleyball, soccer, softball, and cross country.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

In grades kindergarten through fifth, students at Mesa Robles School participate in an engaging English Language Arts (ELA) program utilizing the McGraw-Hill Wonders program. Lesson design focuses on five key themes as they practice Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. Students in grades sixth through eighth use the StudySync curriculum that delivers adaptable, interactive, and equitable learning solutions centered around three writing genres: Informational Essay, Argumentative Essay, and Narrative. After reading several cross-curricular informational and narrative texts, these writing genres are reinforced with activities around writing, editing, and perfecting their own written text. Grammar, spelling, and editing skills are taught with these anchor texts and embedded into their final writing products. These reading and writing activities directly link to and reinforce the students' success in local and state assessments.

Teachers across all grade levels make content accessible to students through direct instruction and differentiated scaffolds such as language frames. Beginning in kindergarten, students learn the shared visual language of Thinking Maps. Various maps are used to bridge students' thoughts and transform those thoughts into writing, supporting the facilitation of New Pedagogy for Deep Learning's (NPDL) "6 Cs." Both strategies are conduits to deepen student engagement and foster ownership of their learning. Depth of Knowledge (DOK) leveled questioning is strategically infused throughout lessons to deepen students' understanding of core concepts and to provide opportunities for collaborative discussions. Kagan structured collaborative strategies are used to develop citizenship and collaboration in the classroom. Nancy Fetzner's reading and writing strategies- including chants, notes, and organizers, are used to structure and craft texts of opinion, expository, argumentative, and narrative writing. Teachers apply English Language Development (ELD) lessons aligned with the core curriculum, including Total Physical Response (TPR), language frames, visual input, and visual aids, to allow students access to rigorous text with support. Digital resources such as McGraw Hill Wonders Adaptive Learning and Lexia Core5 provide differentiated practice and support to students. Elementary and middle school students build fluency and comprehension using the Accelerated Reader (AR) program. The Standardized Test for the Assessment of Reading (STAR) is given three times yearly to identify students' Zone of Proximal Development (ZPD). The AR Program also allows teachers to monitor students' instructional and independent reading levels. Within professional learning communities (PLCs), teachers share and develop best instructional practices based on what works as evidenced by student achievement data. Instructional teams plan and adjust instruction using results from formative assessments such as think/focus questions, essay and narrative writing, reading comprehension assessments, white board work, student collaborative discussions, exit slips, weekly assessments, and District benchmark assessments such as Student Measures of Academic Progress (SMAP).

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

Mesa Robles School focuses on providing a mathematics curriculum established with a deep understanding of how students learn math, celebrating productive struggle, and embracing a growth mindset. All grades utilize the Houghton Mifflin Harcourt California Go Math program, aligned to the California Mathematics Common Core State Standards. Unique to the middle school, Mesa offers honors and accelerated courses. Provided are a sixth-grade honors course, a seventh grade accelerated course, in which seventh and eighth-grade curriculum is covered during the same year, and eighth-grade integrated math. This high-level course covers Integrated Math I in addition to several modules of Integrated II content, moving students toward college and career readiness as well as future success in the accelerated pathway at the high school level. In addition, Houghton Mifflin includes an adaptive Personal Math Trainer with engaging lessons, activities with step-by-step examples, and checks for a student's understanding of a given concept. Teachers use this platform to assess students' learning and growth, differentiate instruction, and provide enrichment and homework intervention.

Math instruction is rooted in the eight Standards for Mathematical Practice: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. These practices build students' conceptual understanding, foster communication skills, and provide opportunities for productive struggle and mental perseverance. Teachers routinely use the National Council Teachers of Mathematics (NCTM) Effective Teaching strategies and layers of facilitation to provide opportunities for students to solve real-world problems, develop a deeper understanding of math concepts, and have opportunities for academic discourse. Strategic lessons, designed around essential questions and big ideas while emphasizing conceptual understanding, leveraging visuals and models, and using the 5E Instructional Model (engage, explore, explain, elaborate, and evaluate), are facilitated in all classrooms. Teachers drive instruction using the Task, Question, Evidence (TQE) process to analyze students' thinking, identify mathematical needs, and represent mathematical ideas. TQE includes collaborative and critical thinking components, which allow students to articulate their mathematical thinking. Other formative assessments include number talks, responses via whiteboards, and exit tickets. Utilizing the results of summative assessments, such as Student Measures of Academic Progress (SMAP) Assessments and chapter tests, teachers use digital platforms, including Think Central and Dreambox, to provide personalized learning, differentiated support, and practice.

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

Mesa Robles delivers science instruction through the curriculum Twig Science for kindergarten through fifth grades and Discovery Education for Science for sixth through eighth grades. These are built around three-dimensional learning: Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs). Science instruction utilizes the Next Generation Science Standards (NGSS) and prepares students for the California Science Test (CAST). Students from kindergarten through eighth grades develop an understanding of the four domains of science: physical, life, earth and space, and engineering, technology, and applications of science. In the earlier grades, students begin by recognizing patterns and formulating answers to questions about the world around them. Students in the upper grades learn the Engineering Design Process, wherein they learn to modify their design, increase additional mastery of the projects, and extend their knowledge of the topic. Students can also show mastery of concepts by connecting to real-life situations, a staple to New Pedagogies for Deep Learning (NPDL).

Students engage in multiple practices and assessments in each instructional segment through hands-on experiments, labs, and observation of phenomena. In preparation for the California Science Test (CAST), student growth is assessed through Student Measures of Academic Progress (SMAP) to provide data and to adjust instruction. Differentiation occurs for students with extra support. Heterogeneous grouping is used for collaboration to encourage student engagement and motivation at all levels.

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

The significance of History/Social Science (HSS) is beyond the specific content since the universality of concepts enables integration across the curriculum and connects students to broader contexts while developing an understanding of who they are. To learn the concepts and content, all grades utilize the McGraw Hill Impact social studies program in alignment with the HSS curriculum as prescribed by the California State Standards. This program includes an adaptive learning Smartbook and digital components with interactive, timely resources which facilitate differentiation to meet the diverse needs of students and enrich learning. The understanding developed through instruction, based on New Pedagogies for Deep Learning (NPDL) and Ethnic Studies, leads students to develop critical thinking skills including analyzing historical movements to study the impact on their lives and global issues of today. HSS instruction includes four key areas of emphasis: content, inquiry, literacy, and citizenship. For grades K-3, the content emphasizes community-based learning in order to develop a broader understanding of the world. From fourth to eighth grades, the content sequentially transitions from California to United States and world history. Mesa Robles' instruction centers on an experiential model compatible with the NPDL 6Cs (collaboration, communication, critical thinking, creativity, citizenship, and character) as well as the 8 (eight) Outcomes of Ethnic Studies (pursuing equity and justice, developing greater inclusivity, furthering

self-understanding, understanding others, developing interpersonal communication, community focus, recognizing intersectionality, and civic engagement). Students learn to understand their relationship with the global community through a culturally responsive lens. Teachers have implemented programs to strengthen understanding such as a "Peer Mentor" program at the middle grade levels, supporting all students. Each grade utilizes a variety of formative assessments, including chapter quizzes and tests, Socratic seminars, collaborative and independent projects, analysis of historical documents, exit tickets, and performance tasks to evaluate progress and drive instruction.

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

Beyond the rigorous curriculum and optional honors opportunities Mesa Robles offers to all students, 8th graders have the unique fortuity to be a part of the Integrated Math class. This class is set up to be like a 9th grade honors math class. If a student received a "C" or higher upon completion in 8th grade, they would begin in Integrated Math 2 when they are a freshman in high school. Mesa Robles offers three Career and Technical Education classes (CTE): Science Exploration, Web Design/Publication/Photography, and Creative Arts. The Science Exploration class is a part of Project Lead the Way (PLTW) and gives students the opportunity to continue their education in STEM or become a part of Health Occupations Students of America (HOSA) at the high school level. The Web Design/Publication/Photography class aligns with high school classes in these various areas, which could lead to a future degree in college as well as receive experience for the professional world. The Creative Arts class, along with the instrumental and vocal ensemble classes, sets students up to continue their practice in high school and beyond. Finally, the Robotics elective starts students using First Lego League (FLL), but then transitions students into the First Tech Challenge (FTC) for high school, which prepares them to major in engineering and robotics in college. Outside of classes, Mesa offers clubs that introduce and lay foundations for possible future careers such as the Gardening Club, Drama Club, and Art Club. Mesa's Where Everyone Belongs (WEB) club and our Associated Student Body (ASB) teaches students to be collaborative leaders for not only school events, but also with community outreach and charity.

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

### **2. Other Curriculum Areas:**

#### **2a. Arts (visual and/or performing)**

All students receive weekly general music instruction from second through fifth grade and perform with their grade level. Fifth grade also receives an additional weekly instrumental class with performance opportunities. Mesa Robles has three middle school choral groups and four middle school band ensembles that rehearse daily. The choral and band programs have received high markings at regional and state music festivals. In addition, many students have been selected to participate in local and Southern California middle school honor bands and choirs yearly. The wheel elective offers two additional visual and performing arts classes to seventh and eighth graders. The first is a Career Technical Education (CTE) pathway art class that introduces students to the elements of art. The second is a guitar class that teaches the fundamentals of music reading while learning to play beginner guitar. Through the Technology Enhanced Learning (TEAL) Project, in collaboration with the Los Angeles County Office of Education and the Los Angeles County Department of Arts and Culture, elementary teachers have access to culturally inclusive arts instruction throughout the school year. Mesa's art courses immerse students in music which boost their academic achievement, creativity, critical thinking, self-confidence, emotional development, and cultural awareness.

#### **2b. Physical education/health/nutrition**

Students in Kindergarten through fourth grade regularly participate in teacher-led physical education activities in two or three time periods for a total of 100 minutes a week. Fifth-grade students mimic the

middle school physical fitness instruction with weekly mile run practices, physical fitness exercises, and body composition tracking. They also receive twelve weeks of nutrition education through the California Department of Education's Nutrition Pathfinders. Mesa has three physical education teachers who work with all sixth through eighth grade students. Students are taught about fitness and achieving a healthy lifestyle, including physical and mental well-being. While preparing for the State Fitnessgram test, students create self-driven short-term and long-term fitness goals tracked weekly on fitness cards. This continuity has contributed to a decade of scoring as a top California school on the seventh-grade California Physical Fitness Exam. Physical education classes also participate in sports activities that expose students to unfamiliar sports like bocce ball and frisbee golf, but actions that also promote participation in Mesa Robles sports teams or after-school intramural sports. Through a partnership with the Dairy Council of California's program "Exercise Your Options" program, students learn about options, choices, and decisions regarding the foods they eat and their physical activities.

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

Mesa Robles offers Chinese Culture as part of the elective wheel rotation for sixth graders. This class explores the different aspects of Chinese Culture and is designed for students who have little or no background in the Chinese language. Students learn about the Chinese people's significant worldly and historical contributions, from inventions to notable figures, to important achievements. Also being explored are introductory Chinese speaking, reading, and writing skills. Students in sixth through eighth grades may also choose the year-long Chinese Language class. This class is an introductory language and culture course in which the basic communication skills of listening, speaking, reading, and writing are taught and practiced. The students acquire the essential Chinese language skills needed to function at a minimum level in a classroom, playground, local community, or countries where the Chinese language is spoken. In addition, the class prepares students for continuing their language studies through high school.

## **2d. Technology/library/media**

Mesa Robles is fortunate to have a fully operational media center available daily. Students in kindergarten through fifth grades visit the center for forty-five minutes a week. The media center aide reads a story and then discusses the author's message or activities to expose students to literary genres and expository texts. In addition, middle school students have access to the center before, after, or during their lunch to work on homework.

Through a bond voted in favor by the community in 2016, Mesa Robles has been updated to 21st Century classrooms by providing at-home laptops and a classroom set of laptops for each classroom in grades first through eighth, while kindergarten students each have iPads. Students and staff work with the learning management system (LMS) Canvas and have access to many technology apps and programs. Teachers post weekly or daily agendas and activities online to support classroom instruction. In addition, each classroom has a ViewSonic interactive monitor that allows teachers access to an electronic whiteboard, internet, and document cameras in one location.

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

Students in sixth grade can join Robotics as part of the Elective Wheel, where they are introduced to EV3 Mindstorms programming. Seventh and eighth graders can participate in the Robotics class with real-world experiences through EV3 Mindstorms programming. Project Lead the Way (PLTW) is an elective offered to students in seventh and eighth grades. This class aligns vertically with our feeder high schools' STEM career pathways and introduces students to performing actual medical practices through an inquiry-based learning methodology.

Achievement, Incentive, Motivation (AIM) is a sixth, seventh, and eighth grade class to empower students through one-on-one tutoring support, growth mindset work, collaboration, and personal accountability through goal setting.

The Associated Student Body (ASB) Leadership class is for sixth, seventh, and eighth grade students eager

to develop leadership skills. As a member of the ASB, students learn organization, time management, responsibility, and communication, and demonstrate these skills by planning and organizing activities for the school and community projects. In addition, we offer the Yearbook/Web Design class for seventh and eighth grade students. In this class, students learn photography composition techniques and the fundamentals of photojournalism through a partnership with Jostens.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Mesa Robles provides all students with a Multi-Tiered System of Support (MTSS). Tier 1 teaching is provided in all classrooms where teachers implement the Sixteen Proactive Classroom Management Strategies to create a positive and supportive classroom environment. Mustang teachers greet students at the door, purposefully build positive relationships, provide an interactive daily schedule, send positive behavior referrals, and use proximity to monitor student progress.

Tier 2 student interventions are assigned based on multiple measures, such as teacher observation, informal and formal assessments, peer evaluations, and district-provided Universal Screening. Also, teachers routinely collaborate to discuss and share student data to create lessons to reteach standards that need to be revisited. In the classroom, teacher support includes scaffolding, pre-teaching, small groups, peer tutoring, one-on-one teaching, visual aids, preferential seating, and repetition.

The Student Focus Team (SFT) is comprised of an administrator, school counselor, teacher(s), parents, and other support providers, as needed. The team works together to determine strategies and other academic or behavioral interventions. Examples of interventions used are check-in/check-out, behavior contracts, class passes for strategic breaks, self-monitoring tools, positive home-school communications, and academic support with the Teacher on Special Assignment (TOSA), before and after school intervention, and daily/weekly agenda checks with a mentor and/or parent-guardian. Tier 3 supports are available for students who have not demonstrated adequate responsiveness to interventions from Tier 1 and 2.

Eighth grade students with low-grade point averages (GPA's) are targeted for 1:1 support via weekly check-ins. They include grade checks, organizational communication, and goal-setting support. Student progress is monitored and communicated with families and teachers. Before and after-school tutoring is provided for students by elementary and middle school teachers.

#### **3b. Students performing above grade level:**

Mesa Robles strives to provide all students with a rewarding and nurturing learning environment. Students performing above grade level receive multiple opportunities for enrichment and challenge in all subjects and grade levels. Our above grade elementary students are supported with materials provided within the English Language Arts (ELA) and math curriculum. McGraw Hill Wonders ELA and StudySync provide fiction and non-fiction texts and extension activities for each unit. Lexia, an online, adaptive ELA program, provides students additional reading, grammar, and vocabulary practice at their independent levels. The Houghton Mifflin Harcourt (HMH) Go Math program also provides embedded enrichment for above grade level students, including Advanced Learners Activity, Extend the Concept, and the Enrich workbook. Dreambox, an online, adaptive math program, allows students to independently practice math concepts and skills.

Integrating New Pedagogies for Deep Learning (NPDL) into all subject areas in all grade levels supports all students and above-grade-level students. In addition, students are given a chance to choose their projects and assignments based on topics of personal interest to extend their learning.

Families have a voice to choose to enroll students in honors courses in grades sixth through eighth. These courses offer a curriculum at an accelerated level for math and an advanced level for English Language Arts. Differentiated instruction, scaffolding, and assessments guide teacher planning and curriculum implementation. Accelerated courses at Mesa Robles provide students a pathway to access expanded course options and higher level coursework at the high school level.

### **3c. Students with disabilities:**

Special education (SPED) and general education (GenEd) teachers at Mesa Robles strive to provide an inclusive environment that facilitates instruction that meets the needs of all students. At elementary Professional Learning Communities (PLC) and middle school department meetings, SPED and GenEd teachers collaborate to support implementing Individualized Education Program (IEP) goals and accommodations for students with disabilities (SWDs). Teacher expertise helps guide the development of appropriate IEP goals, accommodations, and whether services should increase or decrease.

Although SWDs have an achievement gap of more than ten points, progress data over the past two years show evidence of closing this gap. Collaboration between SPED and GenEd teachers is based on an inclusive model in which most services provided to SWDs occur in the GenEd classroom (push-in). Pull-out of SWD occurs as required and can be attributed to improving the achievement gap. An inclusive model gives SWDs more access to the curriculum and instruction from the GenEd teachers. The co-teach model allows SPED teachers to effectively support GenEd teachers in multiple ways, including implementing IEP goals, suggesting accommodations in classwork and assessments, offering research-based strategies, scaffolding, and assisting with home-school communication. In addition, SPED teachers effectively support SWDs when they reteach in small groups, utilizing the same methods and resources to create student consistency. In the last couple of years, this model of push-in and collaboration has led to increased SWDs receiving honor roll recognition and improved achievement scores. Other ways SPED and GenEd teachers promote inclusion and collaboration is by ensuring that SWDs engage in activities with GenEd students, such as activities at recess, participating in grade-level performances, and attending field trips, creating an environment of acceptance and inclusion amongst students.

### **3d. English Language Learners:**

Mesa Robles' language acquisition program includes integrated English language instruction during the regular school day. Using McGraw Hill Wonders for English Language Learners (ELL), elementary classes designate thirty minutes for English language instruction. In addition, a bilingual support aide works with beginning-level ELL in individual and small-group settings. The use of Project Guided Language Acquisition Instruction (GLAD) and Specially Designed Academic Instruction in English (SDAIE) are used to facilitate meaningful language and content development. In grades sixth through eighth, ELL at beginning levels receive additional support through the English Language Development class. The curriculum includes Inside English, StudySync ELL, and Lexia. Teacher collaboration is essential in supporting and interpreting data between the departments and grade levels to ensure academic success.

At the elementary grade levels, student progress is monitored using the McGraw Hill Wonders Unit Benchmark Assessments, administered twice a year. The federally mandated Summative English Language Proficiency Assessment (ELPAC) is administered yearly. In addition, progress monitoring for middle school ELL includes using the Academic Performance Profile for English Learners (APPEL 2.0). This monitoring tool measures English language acquisition based on the California State English Language Development Standards and is administered three times during the school year through three other content areas.

The Insufficient Progress for English Learners monitoring tool identifies and monitors if ELL are at-risk or qualify to become Long-term English Learners. Each year, ELL in grades fourth through sixth are identified using multiple measures, including Summative ELPAC, class grades, English Language Arts state test scores, and District Interim Assessment scores. Students who qualify will receive extra support and ongoing monitoring with the Student Achievement Teacher on Special Assignment. In addition, parents are involved in identifying supports to use at home and school.

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

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Mesa's elementary student leaders, known as Ambassadors, and middle school Associated Student Body (ASB) members, collaborate with teacher advisers to foster school pride and student leadership. Student leaders provide daily school announcements, including the flag salute, the school's mission statement, and the school's anti-bullying pledge, and celebrate student birthdays. In addition, these groups help organize school spirit weeks, run student incentive programs such as the Mustang Moolah Store, and help organize monthly student recognition assemblies. Our elementary students are organized in competing "huts" that span first through fifth grades, and middle school students are organized into "colleges." Members of each "hut or "college" gain recognition points from staff for good behavior, academic accomplishments, class challenges, playground behavior incentives, and displays of school spirit. Winning "huts" and "colleges" receive incentives on a six-week basis creating a competitive spirit.

Mesa implements a student-of-the-month program from kindergarten through eighth grade to acknowledge specific monthly character traits. These traits include positivity, empathy, generosity, respect, justice, honorability, kindness, etc. Students are recognized in a ceremony with a certificate, photo, and yard sign. Teachers and administration select two students in each class for this award.

The middle school ASB provides many opportunities to engage students and promote school culture. This class creates monthly motivational door posters, and hand-drawn birthday cards for all students, and develops and facilitates lunch activities with college point incentives. In addition, ASB hosts a Color Run and holds school dances for the sixth through eighth graders. Lastly, Mesa student leaders collaborate on several spirit weeks throughout the school year. These spirit weeks include Kindness Week, Red Ribbon Week, and National Music in our Schools Week. During these weeks, students engage in fun activities that showcase participation and school pride.

Students excitedly participate in school assemblies like "Imagination Machine" which brings student writing to life, and Xtreme Sport demonstrations. Field trips are encouraged for each elementary grade to expose students to new environments and hands-on experiences. The Talent Showcase is where students can participate as performers or support. These activities create a supportive school community of collaboration, creativity, and character.

### **2. Engaging Families and Community:**

Mesa Robles believes in a partnership with the students, their families, the Mesa staff, and the community. Our high level of academic achievement and sense of community is only possible with the collaboration of all stakeholders. Mesa values family input in the school's everyday decisions, which can be seen in the involvement of our English Language Advisory Committee, our School Site Council, and the Parent Teacher Organization.

The Parent Teacher Organization (PTO) is continuously active on the Mesa campus. This group reaches out to community businesses for product donations for student engagement, student incentives, or social-emotional learning. The PTO also supports individual middle school programs such as sports, band, choir, Science Olympiad, and on-campus assemblies so that students can have a well-rounded education.

The English Language Advisory Committee (ELAC) meets five times a year. The ELAC is composed of one of our assistant principals and parents. This team helps develop a site plan for English Language Learners and offers family resources. The School Site Council (SSC) meets five times a year and is built with multiple stakeholders. This team votes on monetary purchases and works to develop and monitor the school plan.

Every February, students, and families are given the Local Control and Accountability (LCAP) survey to give their opinion on the progress of the school and staff. The information provided is used by the school

staff, ELAC, and the SSC to set and assess goals, plan actions, and leverage resources for student outcomes.

We also partner with the non-profit organization Foothill Family Services with social-emotional services for the students and provides parent and teen workshops for them and their families. The Mesa Robles counselor also leads several parent workshops throughout the school year, which cover a wide range of topics to help families navigate the elementary and middle school years.

Three other community-based organizations that we partner with are the Boys and Girls Club, Hsi Lai Temple, and the Hacienda Heights Chinese School. All three organizations operate on our campus and provide academic enrichment, cultural, and language programs that extend the regular school day as well as the school year because their programs are offered after regular school hours and during the summer.

### **3. Creating Professional Culture:**

Teachers feel valued and supported at Mesa through multiple opportunities to lead, whether on the school's teacher-led Leadership team, School Site Council, grade level, or subject matter teams. Mesa's administration fosters an open-door culture of teacher-led initiatives and support. Teachers at Mesa Robles can become teacher leaders and have their voices and input heard in scheduling, planning, and professional development. Our staff refers to Mesa as a family. The fact that many of the faculty have enrolled their children at Mesa Robles speaks to the sense of trust and community at Mesa.

An example of our school's professional development approach is how New Pedagogies for Deep Learning (NPDL) has been disseminated over the years. A team of teachers, administration, union leaders, and district personnel met and were trained by NPDL facilitator Max Drummy. Next, the team brought the information back to Mesa and began a cross-grade level exercise, learning this novel learning process. Once completed, the experience was shared whole staff and at a district showcase. Especially notable is that students were leaders in their learning and shared their learning process with staff and stakeholders. This collaborative environment led to an organic understanding of NPDL and how it aligned with many existing processes. Despite a year of remote learning, Mesa staff continued their development of New Pedagogies for Deep Learning (NPDL) pedagogical practices and shared learning experiences. Upon returning from remote learning, Mesa's professional development approach adjusted to reacclimate staff and students to the collaborative learning design. Teachers showed flexibility with additional COVID protocols to maintain the integrity of the school's commitment to NPDL.

Mesa continues to refine the NPDL process. Teachers routinely act as leaders by pursuing collaborative experiences for their students. It's common to see a math class Zooming with a college professor. This cycle of teacher-led learning and professional development is contagious. Teachers feel safe and supported to think creatively.

### **4. School Leadership:**

Mesa Robles is dedicated to supporting all students' abilities, gifts, and interests, enabling them to meet the challenges and opportunities of a changing world. The success of Mesa Robles begins with a community of collaboration within and between all grades and including all stakeholders. The Leadership Team at Mesa Robles consists of the principal, two assistant principals, teachers from each elementary grade and middle school subject area, and our special education teacher. The Leadership Team meets monthly to discuss curriculum and pacing, examine difficulties that arise, and consider adjustments to the calendar. A close examination of students' California Assessment of Student Performance and Progress (CAASPP) is conducted to drive decision-making for supplemental supports such as remedial materials and tutoring programs. The principal's role is to gather and organize data and facilitate collaborative conversations with the instructional team centered around improving student achievement. Faculty input is valued and supported through the LCAP input process as well as the School Plan for Student Achievement cycle of continued improvement, including conducting a system wide needs assessment and setting grade-level and vertical SMART goals. The school administration is well-prepared to share various in-house and community-based resources with staff to address the academic and social-emotional needs of our students. Our middle school assistant principal oversees the middle school, and our elementary assistant principal



manages elementary matters. Both are at the helm of the leadership team, including the School Counselor, which develops schoolwide programs and policies that improve safety, teaching, learning, and community relations at Mesa Robles.

In addition to the structure described above, other formal leadership groups can be found throughout the school, including the School Site Council (SSC), and Associated Student Body (ASB) for elementary and middle school. SSC, composed of the principal, teachers, parents, and students, is responsible for guiding decisions and providing input related to allocating Title I funds and ensuring they align with the school's Single Plan for Student Achievement. The ASB students influence the student body culture and work to boost student engagement with spirit wear days and organizing charitable giving opportunities such as food and clothing drives.

## **5. Culturally Responsive Teaching and Learning:**

With the diverse student population in our school community, Mesa Robles values differences as assets that make our school unique. A core Mesa Robles school pillar is respect. We respect and honor our diverse population in many ways during the school year. The staff nominates one another to be recognized as the Staff Member of the Month as a way to publicly honor the great work and dedication each of our team members regularly demonstrates in their daily work. Our Student of the Month program acknowledges the many unique ways students exemplify the monthly thematic character trait, such as respect, empathy, justice, and citizenship. During Hispanic Heritage Month, the kindergarten classes, in collaboration with the middle school special education class, showcase various Hispanic cultures and traditions. All elementary grades contribute artwork, poetry, or crafts and are given chances to perform musical and dance numbers.

For Lunar New Year, the Chinese Cultural class leads the kindergarten students in activities about the meaning of the Lunar New Year, and the history of the Chinese Zodiac. Students created masks for the animal that represents the Zodiac year, and learn cultural dances and songs. In addition, the Chinese Language class collaborates with five other school sites to present a Lunar New Year performance at the local community center which is open to families and community members.

Individual classes honor student heritage that surrounds cultural celebrations and learn about diverse notable historical figures. Examples of this include first grade students learning about their community and heritage by interviewing family members through their social studies curriculum. Second grade students research and present a wax museum of culturally diverse historical figures who have positively impacted society. Fourth grade students learn about Dia de Los Muertos and showcase masks at the Hacienda Heights community center. Middle school science presents meaningful bell work focusing on scientists celebrating ethnic and gender diversity. During Asian-Pacific Islander heritage month, middle school social studies ties in Chinese calligraphy with a lesson about the printing press, and students create their stamps. The performing arts classes learn about composers and musicians during the different cultural heritage months and learn dances, musical instruments, and rhythms from those cultures. Finally, the elementary music classes learn about other cultures and traditions and present them in culminating performances throughout the school year.

## **PART VI - STRATEGY FOR EXCELLENCE**

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As a kindergarten through eighth grade school, the Mesa Robles staff believes the most instrumental practice is our ongoing culture of collaboration that directly leads to a well-rounded educational experience for all students. All experiences provided to students are built through intentional staff and teacher collaboration. Developing this culture of collaboration is a team effort supported by site-level administration, grade level, department lead, and district content-specific Teachers on Special Assignment (TOSAs). This shared collaboration creates a variety of supports that enhance the staff's willingness to learn and grow continually. Teachers routinely share these processes at staff meetings, which inspire others to incorporate NPDL (New Pedagogy for Deep Learning) into their lessons.

Through collaborative vertical articulation, teachers plan around student growth and development. Kindergarten through fourth grades are vertically aligned, as are fifth through eighth grades. These systems allow teachers to address every student's progress and determine the best placements and support for the following year. Our increased articulation across nine grade levels naturally lends itself to creating collaborative experiences for students.

Middle school choir students write and compose pieces of music and teach them to elementary students. Middle school art students create visual representations of the music genres that correlate to the songs. This learning experience concludes with the visual art and music performed for our community demonstrating deep levels of creativity and communication.

Our PLTW (Project Lead The Way) elective class invites first graders to evaluate and provide feedback on toys they created. The level of character demonstrated by the middle school students speaks again to the positive impact of the solidly established culture of collaboration that anchors Mesa Robles.

Elementary teachers collaborate with middle school students to select a piece of literature that the middle school students read to each elementary class for "Read Across America Day."

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Beyond the school building, eighth-grade Mesa Robles teachers routinely meet with their feeder high school counterparts throughout the year to articulate student progress and customize learning design to ensure instruction meets students where they are through intervention and enrichment. Additionally, middle school math students create architectural home prototypes via scaled drawings and then build the design with Legos. These buildings are shared with a Rio Hondo Community College professor, who engages the students in real-life conversations about architecture and global careers.

Mesa Robles School staff have no doubt that our students' consistent and noteworthy academic achievements and social-emotional growth are undoubtedly the result of our school's commitment to fostering and prioritizing a strong and systemwide culture of collaboration.