

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 13031 Orange Street
(If address is P.O. Box, also include street address.)

City Eastvale State CA Zip Code+4 (9 digits total) 92880-9743

County Riverside

Telephone (951) 738-2180 Fax _____

Web site/URL <https://eastvale.cnusd.k12.ca.us/home> E-mail iewelleldridge@cnusd.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Sam Buenrostro E-mail sbuenrostro@cnusd.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Corona-Norco Unified Tel. (951) 736-5000

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 Mrs. Mary Ybarra
(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):
- 33 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 8 High schools
 - 2 K-12 schools
- 51 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	24
K	143
1	147
2	150
3	166
4	172
5	183
6	165
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	1150

*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):
- 0.4 % American Indian or Alaska Native
 - 43 % Asian
 - 9.2 % Black or African American
 - 33 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 12 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

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	18
(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)]	27
(4) Total number of students in the school as of October 1, 2021	1150
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, Cantonese, Farsi, French, Gujarati, Hindi, Ilocano, Indian, Indonesian, Japanese, Korean, Laotian, Malayalam, Mandarin, Marathi, Nepali, Other, Punjabi, Russian, Spanish, Tagalog, Taiwanese, Tamil, Telugu, Turkish, Urdu, Vietnamese

English Language Learners (ELL) in the school: 2 %
18 Total number ELL

7. Students eligible for free/reduced-priced meals: 64 %
Total number students who qualify: 736

8. Students receiving special education services with an IEP: 13 %
Total number of students served 145

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>1</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>9</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>45</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>58</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 2

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	45
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 26:1

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	95%	97%	98%	97%	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 ☐ 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.

At Eastvale Elementary, we are committed to work collaboratively to provide a comprehensive and challenging standards-based curriculum with inquiry based instruction that develops critical thinking, problem solving, and reflects current research based best practices; a school culture that celebrates different cultures and encourages self-esteem, self-discipline, and self-expression; a school climate that is mentally and physically safe and develops future leaders, critical thinkers, and productive citizens, and; an education based on collaboration that provides our students the tools to be ready for 21st century college and careers.

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

https://eastvale.cnusd.k12.ca.us/our_school/principal_s_message

https://www.cnusd.k12.ca.us/about_us/board_of_education/board_policy/title_i_x

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

“Every Child, Every Day, Every Minute, By Everyone.” This is our mantra, a foundational belief that guides the staff of Eastvale Elementary and keeps us focused on changing the lives of students and families through education. When Eastvale Elementary was designed and built, visions of student success, teacher excellence, and community engagement were at the forefront of all thought and planning. Everything from the location of the school site, adjacent to both the community intermediate and high school, to the hiring of staff, a mix of 50% first year teachers and 50% seasoned teachers, was an intentional effort to make Eastvale Elementary a place that offered stellar learning and growth opportunities and provided the appropriate support for students and families during their journey on our campus and beyond. It is the strong, familial culture existing at Eastvale among students, faculty, parents, and community that contributes to the progress students and staff have made over the years. Together, we have set high standards for achievement, and we are committed to helping students reach their goals in a healthy, safe environment.

In July of 2006, Eastvale Elementary, in Eastvale, California, opened its doors as the 29th elementary school in Corona-Norco Unified School District (CNUSD). Over the following four years this unincorporated area, that had predominantly been rural dairy farms, quickly transitioned into a suburban city as families traveled from the nearby counties of Los Angeles and Orange to find homes and be an integral part of a growing community. Our school has maintained a thriving student population and today is home to approximately 1150 students, in general education grades Transitional Kindergarten (TK) through 6th and special education grades 1st through 6th. Since our opening, we have been a year-round, 90/30 Multitrack school, yet we still maintain our familial culture. Our diverse community of learners includes students and families who speak a range of 27 different languages, and our strength is rooted in the funds of knowledge inherent in our school community considering the varied cultures and ethnicities within. This is a part of what makes us exceptional, and our staff of over 100 certificated and classified personnel go above and beyond to create meaningful relationships with those we serve.

Eastvale Elementary currently has 210 students who are English Language Learners, including students that are Redesignated Fluent English Proficient. One hundred forty-five students receive special education services, 105 students have been identified as GATE, and over 200 students receive either reading or math assistance before, during, or after school from our dedicated teachers. Sixty-four percent of our student population qualify for free or reduced-priced meals. Two Resource Specialists, a School Psychologist, Counselor, Adaptive Physical Education Instructor, Occupational Therapist, Physical Therapist, Applied Behavior Analysis Specialist, a STEPS Counselor, and two Speech and Language Pathologists are the group of educational specialists at our school site that comprise our Eastvale Support team. Additionally, our District Parent Center and Adult Education program offer families resources and educational classes on parenting, health, and social services to help support our diverse student needs. This, alongside our partnerships with the Eastvale Elementary PTA, Jurupa Community Services District, and the City of Eastvale, allows our school to offer an array of community based and school hosted events that support families and increase student engagement.

Since Eastvale’s inception, we’ve implemented sound curriculum and exemplary programs to assist educators in designing well-organized, standards-based instruction. This is evidenced by our school having received a California Distinguished School award for 2022. Our teachers hold advanced degrees and certificates, with strengths existing in the disciplines of language arts, mathematics, social sciences, science, school administration, special education, cross-cultural teaching, and educational technology. Working along with paraprofessionals, their consistent efforts in team building, cultivating trust, collaboration, and commitment to the iterative process of improvement are what make our instructional teams highly effective. Our dedicated educators consistently reflect upon their practices, setting both personal and team goals and chose professional development to improve their practice. Teachers attend training on the Science of Reading, Orton-Gillingham, Heggerty Phonemic Awareness, Illustrative Math, McGraw Hill Reveal Math, and the Next Generation Science Standards. They model goal setting to their students, then work hard to help students reach their academic and social-emotional goals using frameworks such as Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention & Supports (PBIS), and Restorative Practices. Teachers collect and analyze formative and summative data and

administer quality instruction and support in response. Even more, our staff works to connect and understand students, investing in relationships and moderating several clubs or groups that cater to different student interests, such as visual and performing arts, math and science, intramural sports, band, and community and school service. Using the multitude of talents and resources that each teacher brings, the formula is in place for all students to grow.

At Eastvale Elementary, we have set high expectations for our students and ourselves. We believe that all students can succeed, and it is our duty to guide them towards success. Students are our priority, and our focus will always remain, “Every Child, Every Day, Every Minute, By Everyone.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Guided by the California English Language Arts/English Language Development Framework and the California Common Core State Standards for English Language Arts & Literacy (CA CCSS ELA), Eastvale Elementary kindergarten through 6th grade teachers use the district-adopted Benchmark Advance Reading Program. This is our primary Language Arts curriculum used for both small group and whole group instruction of foundational reading skills, reading comprehension, constructed response and text type writing instruction, grammar and vocabulary acquisition, and the speaking and listening standards. It is also used for instruction of English Language Development, promoting asset-based techniques and strategies that recognize students' funds of knowledge, their strengths, and the cultural capital. Eastvale students who participate in Special Day Classes (SDC) or Resource Support Program (RSP) also benefit from Orton-Gillingham and McGraw Hill SRA Reading Laboratory to target their individualized learning needs.

Eastvale's school community values literacy and actively seeks to ensure all students are proficient readers before leaving the lower primary grades. We also facilitate opportunities for students to build relationships with reading, exposing them to a range of texts and materials that serve as mirrors of themselves and windows to the world. Eastvale Elementary has embraced the Science of Reading philosophy and uses supplemental literacy programs that strengthen the fundamentals of phonological awareness to ensure reading success. The Heggerty Phonemic Awareness System is used daily in every Transitional Kinder (TK) through 3rd grade classroom to help empower the next generation of readers. For at-risk students, Heggerty is also used, as well as Benchmark and Scholastic leveled reading libraries, to support growth during reading intervention.

English Language Learners are a substantial part of our student population, so offering online programs like Imagine Learning to both students and their families have proven to support core literacy instruction. Imagine Learning provides a multi-lingual series of individualized lessons addressing foundational literacy skills. Our Eastvale students who are new to the English Language can immediately build vocabulary to help them communicate. Other available supplementary curricula for CA CCSS ELA are Secret Stories, IXL Language Arts, Footsteps 2 Brilliance, iReady, Flocabulary, Raz-kids, and Epic!. Students in grades 4th - 6th can increase fluency and set reading goals by participating in the Accelerated Reader (AR) program. Our enchanting school library, Eastvale's book vending machine, the biannual Scholastic book fair, and the principal's personal library are popular draws that keep students constantly engaged and coming back for a new book to read.

Formative and summative assessments are integrated throughout our CA CCSS ELA curriculum and provide teachers with critical information to support daily student learning. Teachers analyze assessment data during collaboration meetings and organize groups for targeted interventions. During instruction they provide scaffolding for students who require additional help and use small group instruction to support students in both remediation and enrichment. Kindergarten through 6th grade staff administer the Fastbridge universal screener to students three times per year. Fastbridge provides valuable data and intervention lessons in response. Teachers in grades 1-6 administer a computer adaptive iReady Diagnostic Assessment. Results from this assessment identify learning gaps, group students according to need, and set individualized digital pathways. Students are encouraged to work on their pathway lessons for 30-40 minutes each week for optimal achievement of student growth targets. Third through sixth grade teachers also administer interim assessments a minimum of three times a year to prepare students for the Smarter Balanced Assessment Consortium (SBAC) California state testing in the Spring.

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

The students of Eastvale Elementary remain engaged in mathematics through productive struggle, questioning, reasoning, problem solving, making connections, and communicating. We aim to prepare our

students with a holistic and thorough understanding of mathematical concepts and work to facilitate their developing identities as learners and users of mathematics. Mathematics instruction at Eastvale is rooted in the California Mathematics Framework and the California Common Core State Standards: Mathematics (CA CCSSM).

Eastvale Elementary teachers are particularly committed to ensuring our curricular approach to teaching math is structurally sound. This means substantial time has been invested in teacher professional development, collaborative study, grade level planning, and vertical articulation across grade levels. Teachers are clear on what students need to know, understand, and be able to do by the end of each grade level when it comes to the CA CCSSM, deep learning, and enduring knowledge. With this in hand, they use a backwards design approach and the district adopted curriculum to create lessons that are rigorous, engaging, and a clear progression of learning. All Eastvale students in general education and Special Day classes, grades Kindergarten through 5th, rely upon Illustrative Mathematics curricular resources. All sixth grade students use McGraw Hill Reveal Math. During lessons, students increase their fluency with mathematical procedures and work collaboratively to solve and reflect upon mathematical problems. In both whole group and small group settings, they use mathematical academic vocabulary for Number Talks and informal discussions. Students write and speak about math to clarify thinking, make connections to personal experiences, and communicate mathematical ideas and representations. Teachers supplement mathematics lessons with vivid videos from Discovery Education and make learning interactive through Nearpod Math, Kahoot, and Jamboard. They also provide opportunities for students to use a classic range of physical manipulatives like Unifix cubes, fraction strips, base ten blocks, rulers, tangrams, and counters.

Parallel to our standard CA CCSS ELA formative and summative assessments, teachers collect critical information to inform their lesson design using the same tools. During classroom instruction, students show evidence of their learning using multiple methods such as collaborative problem solving and presentations, exit tickets, writing responses, student work, model making, and student discussions. They analyze assessment data during weekly collaboration meetings to organize small groups of students across the grade level for targeted interventions. Kindergarten through 6th grade staff administer the Fastbridge universal screener to students at regular intervals, after every 12 weeks of instruction. The data provided from Fastbridge is used to create lessons aligned directly to student needs. First through 6th grade teachers administer the computer adaptive iReady Diagnostic Assessment. Like Fastbridge, the results from this assessment help to identify learning gaps and inform small group instruction. iReady is helpful in its ability to generate online lessons for both remediation and enrichment that are individualized to each student's pathway to success and designed for independent practice. Teachers can monitor students' progress on these lessons and make adjustments as needed. Third through 6th grade teachers also administer interim assessments a minimum of three times a year to prepare students for California state testing each Spring.

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

Eastvale Elementary uses the Science Framework for California Public Schools and the California Next Generation Science Standards (CA NGSS) when implementing science instruction in the classroom. These standards require a unique, hands-on approach to teaching science and Eastvale educators proudly rise to the challenge of making exciting and engaging science instruction. Teachers at Eastvale understand the CA NGSS provides real world, relevant learning that requires critical thinking and investigation. It is common to see teachers at Eastvale use the inquiry-based approach to science instruction, focusing on a Five E model, (Engage, Explore, Explain, Elaborate, and Evaluate) where students are first posed with an overarching question before experimentation takes place. Resources such as the California Science Framework and Mystery Science Curriculum assist our teachers in developing both inquiry and experiments relevant to meeting the Disciplinary Core Ideas (DCI) outlined within the CA NGSS. As students explore the questions, they dive into the Science and Engineering Practices (SEP) within the CA NGSS and create models, take notes, outline results, interpret data, make revisions, create design solutions or make arguments using evidence. This formative progress is then complemented by explanations of science concepts from Mystery Science or our adopted curriculum from McGraw Hill. Formative assessments might include models or detailed explanations. Formative assessments help monitor progress within a single DCI and allow time for reteaching or elaboration with supplemental readings and revised models. Summative assessments are often provided with the support of Mystery Science or the California Science Frameworks. These assessments are

modeled after the California Science Test (CAST) which explain similar experiments to those within the framework. They also have an overarching approach, connecting back to the anchor questions posed at the beginning of the lesson or unit and demonstrating how students have developed a stronger sense of the world around them. Eastvale Elementary teachers work as a unit to progressively teach science as vertically aligned in the CA NGSS to prepare students for success in understanding the world around them and showing evidence of their knowledge through CAST.

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

Teachers at Eastvale Elementary rely upon the History–Social Science Framework for California Public Schools and the History Social Science Content Standards (HSSCS) for California Public Schools to guide their instruction. Harcourt Reflections and Studies Weekly, CNUSD’s curricular materials, provide a basis upon which classroom teachers create engaging lessons. Additionally, our ELA Benchmark curriculum correlates with the HSSCS frameworks, supporting teachers with the ability to use history and social studies content during literacy instruction. Eastvale Elementary’s primary goal for history and social science instruction is to teach the expected content as outlined by the state of California, as well as to help students develop inquiry-based critical thinking skills, increased literacy, and the desire to participate in their local and global community as knowledgeable, caring citizens. This necessitates working beyond the adopted curriculum, stepping out into our local and global community, or bringing the community on campus physically and virtually. These efforts are aided with the use of supplemental resources like Scholastic News, Scholastic Scope Magazine, BrainPop Jr., Nearpod, Discovery Education, and Edpuzzle. Teachers invite a range of guest speakers into their classrooms, from local emergency responders to NASA engineers. They choose grade appropriate fiction and non-fiction literature to extend and expand lessons, making content relevant and engaging. Students complete family history projects, interviewing family members about the past, locating where their ancestors originated, and researching their cultural backgrounds. Student growth is a shared responsibility, beginning with kindergarteners analyzing and understanding how to learn and work together and culminating with sixth grade students connecting all that they have learned, gaining a deeper understanding of early human ways of life and how they have changed over time. Teachers use the formative assessments at the end of units to collect data and help drive their instruction. They are done in various formats such as debating, group discussions, collaborative presentations, dioramas, brochures, videos, and quick writes. Project-based learning is also a staple strategy used on our campus for evaluating what students have learned about a topic, proposing solutions and thinking deeper about how the choices we make today impact the world tomorrow.

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

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

Transitional Kindergarten has had a home at Eastvale Elementary since its induction in the state of California. In 2012, our school was excited to be at the forefront of welcoming young students and their parents. We desired to invest in their education early and pave their entry into our school community. With a strong connection to the California Preschool Learning Foundations (CPLF), our program provides high-quality early learning for children and their families. Eastvale’s youngest students enjoy 3.5 hours per day in a socially rich environment where the student to teacher ratio is 12:1. The comprehensive curriculum from SAVVAS Learning Company, Three Cheers for Pre-K, is used to prepare these little students not only for the rigor of the kindergarten classroom but also to stand strong and confident in the face of a spirited playground. Through whole group and small group interactions with the teachers and dramatic play centers, the students learn to respond to weekly essential questions. The whole group time is lively and busy with singing, chanting, music, and movement. There are abundant opportunities to gain experience with and practice self-regulation. The small group time is focused, and students are engaged in activities that hone their abilities not only in the content areas but also in the areas of persistence and stamina. Phonemic Awareness is key in learning to read. Eastvale uses Heggerty Curriculum to support phonemic awareness and phonics instruction. Teachers invite parents to attend coaching sessions at school to help them learn how to implement early learning activities at home. We are closely connected with our District’s Parent Center

and we make sure our parents are informed of events and opportunities in the community that benefit the Transitional Kinder age group. Our primary teachers always say they can immediately recognize a student that has had the Eastvale TK experience.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Eastvale Elementary has a long-standing value of providing our students with exposure and opportunities to participate in Visual and Performing Arts (VAPA). We wholeheartedly believe that students should have access to quality, standards-based art education and a safe space for creative expression and exploration. As a school site, we use the California Arts Standards for Public Schools to guide us in providing instruction and programs. Our Parent-Teacher Association (PTA) has helped to provide special learning activities for all students such as Meet the Masters and Elementary Art Stars. Both programs address expectations set forth in the standards for Visual Arts and students enjoy learning about artists and how to create using various art mediums. Students in grades 4th, 5th, and 6th also have lessons from itinerant district VAPA teachers who focus on music appreciation and voice, visual arts, and theater. Fifth and 6th grade students can participate in our award winning band program. The Performing Arts Program at Eastvale Elementary also provides students with various theater showcase opportunities. Students in all grade levels can audition to participate in a school troupe each year, and they are trained in vocal performance, dance choreography, public speaking, and acting. They take part in costuming, lighting, stage direction, set creation, and theater technology. Participating in this program serves to provide an outlet for students to express themselves in a creative manner and helps to elicit confidence. As its members work together over the course of the school year to produce a show each spring, they build a sense of community and camaraderie working together in the performance process.

2b. Physical education/health/nutrition

The Physical Education Framework for California and California's Physical Education (P.E.) standards are the foundations of P.E. and health instruction at Eastvale Elementary School. Teachers utilize the state required 100 minutes of P.E. instruction to teach towards these standards using sports games, dance, movement, calisthenics, and other forms of play. All students from Transitional Kindergarten through sixth grade participate in physical education. Completion of P.E. provides several benefits to the students, including social interaction and developing a sense of fair play. Standards also help students develop essential life skills, such as the proper way to climb a ladder, proper ways to shift balance from one foot to another, or adjusting forms and power needed for throwing objects.

In addition to physical education, our upper grade students, particularly fifth and sixth graders, participate in Health and Human Growth Education. Students in these grades are provided with a curriculum regarding the consequences of tobacco use on their bodies. Human Growth Education for fifth and sixth graders emphasizes changes that are occurring within their bodies, treating this in a scientific manner, like a body system. Students are not only taught to understand the changes taking place in their physical bodies, they learn about their personalities, self regulation, and how to maintain healthy interpersonal relationships.

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

2d. Technology/library/media

Eastvale Elementary is a 1:1 school, meaning all students in grades TK-6th are provided a Chromebook for use at school and home to aid and enhance instruction. Families who need financial assistance are provided a WiFi Hotspot as well. Teachers use the Computer Science Standards for California Public Schools to teach core concepts of digital technology. Students also learn how to safely research and communicate in a global society, and methods to support creativity and critical thinking. Within grades TK to 2nd, students become

proficient in how to log onto their computers, use the keyboard, access the school districts learning management system (myCNUSD) student portal, take online assessments and complete intervention lessons. In grades 3rd and 4th, students learn how to navigate software apps in both Microsoft 365 and the Google Suite. They communicate with their teachers and peers through email and Google Classroom, and work in collaborative groups online in Zoom and Google Meets to complete projects. By the time Eastvale students reach 5th and 6th grade, they have enough familiarity with using their computer and various software to complete computer-based class assignments and projects with independence. They are also able to successfully navigate all online formative and summative assessments platforms for our school district and state, as well as participate in school and county academic competitions like Science Fair, History Day, Math Field Day, and Spelling Bee.

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

100 Mile Club is a fitness club organized and managed by Eastvale Elementary teachers yet run by committed parent volunteers. Students can choose to be active every day of the school week, walking or running to amass miles and reach their 100-mile goal. Even on inclement weather days, students can keep building their miles in our multi-purpose room, completing walk aerobics videos. This is a fun and healthy way for all students to work off daily stressors and burn energy while building fitness, comradery, and responsibility. During the time this lively group runs laps and works towards their personal goals, upbeat, encouraging music is played and students are being encouraged by parent volunteers and staff. Students receive incentives each time they complete 25 miles and are awarded a medal once achieving 100 miles.

Chess Masters is another program available to all students on our campus. Multiple sessions are held throughout the school year for students to join in informational, instructional, and competitive activities around the game of chess. In learning to play chess, students learn life skills like patience, sportsmanship, calmness under pressure, decision-making and learning from mistakes. Our students also continue to develop their critical thinking skills, stamina, creativity, and strategic thinking.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level are provided with additional support in academic areas based on the MTSS Framework. These students are identified through data gathered by the classroom teacher, including progress reports, report cards, formative and summative assessments, and information that has been reported by school staff in our PBIS Rewards app. This online program also keeps track of students who are struggling with behaviors and social/emotional skills, trends in behavior, and what Eastvale staff is doing to provide support and interventions. In the classroom, teachers work with the students in small groups and use remediation lessons from the curriculum, FastBridge interventions, and i-Ready lessons to fill in learning deficits. To encourage students' positivity and social emotional well-being, teachers have created relaxing spaces and use strategies from our Second Step curriculum to help with self-regulation. These strategies include calm-down corners, flexible seating, and sensory tools to help students practice mindfulness. Paraprofessionals provide targeted academic intervention to students after school, individually or in small groups, which provide an intensive review of core lessons. Students are monitored for progress weekly and the team utilizes this data to ensure that interventions are effective. If students are not making adequate progress, they are referred to the Student Study Team (SST) to review interventions and fidelity of intervention implementation and make further recommendations. Parents play an important role as part of this process and are a part of the SST. It is essential that all the parties involved work with a struggling student in a variety of ways. We liken this to the "It takes a village to raise a child" approach. The SST team continues to monitor progress and could recommend a referral to the special education multidisciplinary team for review of existing data to determine if a special education evaluation is warranted. Students no longer receive intervention when progress monitoring data indicates they are likely to succeed with core instruction without further support. Supports are gradually released to ensure a stable transition back to core.

3b. Students performing above grade level:

Eastvale Elementary has a certified Gifted and Talented Education (GATE) coordinator who manages our program and assists teachers in meeting the unique needs of our GATE students. She engages in professional development each year to keep abreast of new research and technologies and supports teachers in their approach to curriculum and design that is specific for our GATE population. This way all teachers are prepared to recognize their students' individual talents and perspectives and can differentiate classroom instruction as needed.

Every December, all 2nd grade students across our district are given the Naglieri Nonverbal Ability Test (NNAT3). Students in grades 3rd through 6th who have been recommended by their teacher or parent are also administered the assessment. GATE identified students are invited to participate in afterschool activities throughout the year such as, Puzzle Palooza, People with Disabilities, Study an Illustrator, Earth Preservation, and Science, Technology, Engineering, and Math (STEM) Academy night. Our GATE coordinator maintains a Google Classroom that is accessible to GATE students during the school day and at home for extension activities. Additionally, STEM learning tasks are provided to classroom teachers throughout the year for all Eastvale students.

All students at Eastvale Elementary are exposed to Sandra Kaplan's icons of "depth and complexity." For those who are performing above grade level, teachers implement the usage of these icons in their instruction to guide them to a deeper level of understanding and prompt new ways of thinking. Teachers also have access to ByrdSeedTV, an online curriculum that includes activities and lessons in all subject areas, including STEM and the arts. These lessons can be used as an extension in the classroom or assigned through Google Classroom for students to complete in lieu of other tasks.

Classroom instruction is differentiated to meet the individual needs of students that are performing above grade level. Students are challenged with rigorous tasks that allow them to expand their learning of the content standards and teachers use Universal Design for Learning (UDL), providing a menu of options for students to show what they know, understand, and are able to do.

3c. Students with disabilities:

One of the services that truly stands out at Eastvale is our Special Education Team. Students with disabilities are referred for psychoeducational testing using MTSS Tier II, Child Find, and parent requests. Once assessed by the school psychologist, students who meet special education eligibility criteria are placed in the Least Restrictive Environment through an Individualized Education Plan (IEP) meeting that includes the Parent/Guardian, Teacher, School Psychologist and Administrator. Each student receives instruction with the adopted core curriculum to meet the Common Core State Standards for California and has SMART Goals and classroom accommodations to assist them in meeting their grade level standards. Eastvale Elementary has two service models for students with academic needs, RSP and SDC. Students with RSP service remain in the general education setting and receive push-in and/or pull-out services in the areas of reading, writing and math, based on their individual needs. Students in SDC have opportunities to mainstream into general education classrooms for instruction in various content areas, learning activities, physical education and educational field trips.

Special Education teachers supplement the core curriculum and ensure that students who receive services are making academic and social emotional progress. Students are assessed each trimester and at their annual IEP to determine their progress and establish new goals and objectives. Other services available to students with an IEP are Occupational Therapy, Speech or Language Therapy, Adapted Physical Education, Physical Therapy, Functional Vision Therapy, Deaf and Hard of Hearing Services, Assistive Technology, Positive Behavior Intervention Plans, Functional Behavior Analysis, Educationally Related Mental Health Services and Wraparound Services.

To ensure our Special Education Students receive the best possible education, the Special Education Team meets the fourth Wednesday of every month with school administration to discuss student concerns, programmatic needs, assessments, upcoming professional development, new legislation, and curriculum. Once each trimester the team has a planning day to discuss the alignment of their curriculum, instruction, and assessments to meet students' goals and grade level standards.

3d. English Language Learners:

Eastvale Elementary has a unique student population with 28 different languages spoken at our school. All Eastvale Elementary teachers are trained in CA ELA/ELD, which allows them to help ELL students meet the standards in CA CCSS ELA. Teachers use the district adopted curriculum's embedded ELD program, to provide students with a minimum of 30 minutes of uninterrupted Designated ELD instruction each day, in a small group setting. Throughout the remainder of the day teachers use Integrated ELD instruction to support language acquisition during core content lessons. Teachers also conference with students to discuss their English acquisition progress according to the English Language Proficiency Assessments for California (ELPAC), student samples, and guided student reflection. Using this information, students help create three goals for themselves. At parent teacher conferences each Fall, these goals are presented to parents and the team (teacher, parent, and student) discuss ways to work towards meeting these goals.

Beyond classroom instruction, teachers pair Level 1 and 2 ELL students that arrive at Eastvale with same age buddies who share familiarity in home languages. Level 1 and 2 ELL students have access to Imagine Learning, an online program, which helps them master reading and speaking skills. Eastvale Elementary also has two bilingual aides (Spanish and Mandarin) who work with Level 1 and 2 students, two times a week, for approximately 15-30 minutes through push-in services. During this time students receive assistance with classroom content as well as reading remediation and intervention. Teachers also use Google Translate to assist new Level 1 ELL students' transition to the classroom, providing students agency and aiding in essential communication. Translating simple instructions in Mandarin or Spanish such as "It is time to clean up," helps students learn classroom routines as they acquire the English language. When students use the translation option, they can make important requests, like asking to use the restroom or get a drink of water. All ELL students also have access to Footsteps2Brilliance, another online program, to assist them in vocabulary acquisition, critical thinking, and comprehension.

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

At Eastvale we focus on the "whole child" because students are unable to learn if they do not feel emotionally safe. We are fortunate to have a full-time School Counseling Intervention Program with a counselor who is invested in our students and their mental health. She is an integral part of our MTSS Tier II team and participates in Access and Match Fit meetings where we review PBIS Rewards data, behavioral data from our learning management system, and FastBridge's mySAEBRS assessments to help place students into various mental health, behavioral, and social/emotional interventions. She runs multiple intervention groups and lunch clubs including a Check-in/Check-out (CICO), and groups for social skills, grief management, self-esteem, and anxiety. Our counselor assists students with a range of skills from increasing focus to simply understanding social cues.

Our committed school counselor also coordinates the All-Star Foster Youth program for grades TK-6th. Working collaboratively with other counselors across the district, this program empowers our students, provides resources, and teaches them to advocate for themselves. Students also receive necessary school supplies from the community. Our counselor assists in coordinating an afterschool program with Big Brothers and Big Sisters of America, where students from our neighboring high school come to campus to mentor Eastvale students once a week. Additionally, she collaborates with our Succeeding Together to Encourage Prosocial Skills (STEPS) aide, who also provides MTSS Tier II interventions. You can find our school counselor helping with morning duty on the playground, eating lunch with students, and leading a Mindful Minute segment on our school wide Friday morning announcements that take place on zoom-Wildcat TV. With the entire school and staff logged in for this 20 minute time of community building and connection, our school counselor will take a minute to share self-calming techniques. She is currently working on creating a Wildcat Mindfulness Room where students can go to take a break and regulate their bodies through meditation, yoga, sensory tools, hear calming sounds, and find balance in a calming atmosphere so they are ready to learn.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Eastvale Elementary School offers multiple ways to keep students engaged and maintain a positive campus culture. Our overall system of support for academics and behavior is based in MTSS. Tier 1 of MTSS focuses on quality instruction. As students' learning environment impacts instruction, we place significant importance on setting the stage for academic and social emotional growth to take place.

All students are encouraged to “show their P.A.W.S.” P.A.W.S is the acronym for our schoolwide expectations—having a Positive attitude, Always being responsible, Working and playing safely, and Showing respect. Within the MTSS Tier 1 system, students earn PBIS points for showing P.A.W.S and can then use their points to redeem prizes and/or experiences. For example, a student may redeem their points for a day with the teacher's chair or tell a joke during Wildcat TV. Other rewards may include tangible prizes like visits to a treasure chest, a golden coin to use in the school's book vending machine, a visit to the principal's library to select a free book, or selfies with the principal. There are also intangible prizes like a positive phone call home or participating in principal's recess. Once a month our PTA hosts a “PAWp Up Shop” to allow students to buy fun items using their P.A.W.S points. In addition, Eastvale's student council hosts monthly spirit days with themed dress up activities. Our student council are expected to be model P.A.W.S citizens and work to promote togetherness and school pride.

Three times a year, Eastvale hosts a Celebration of Learning week. Each week focuses on the different core areas of Reading/Language Arts, Science/Math, and History/Social Studies. These weeks typically show off both teacher and student creativity, where students take part in exciting thematic units and engaging activities. Students may research individuals and develop “Living Wax Museums.” They may participate in engineering tasks to create the tallest towers with marshmallows and dried spaghetti. Or their classroom may have been converted into “Camp Learn-a lot” where they sit in their makeshift tents and sleeping bags and compete to write and share the scariest story around the “campfire.” Celebration of Learning weeks are also built to include fun school assemblies like the Mad Science group and annual Read Across America Day.

To create college and career awareness, Eastvale hosts a Career Day, welcoming parents onto campus to discuss their careers and the paths taken to reach their goals. Students learn about what it means to go to college, participate in College Spirit Days, and interact with students in our secondary schools who share information on Career Technical Education within our school district.

2. Engaging Families and Community:

At Eastvale Elementary we value our relationship with the community encourage our families and staff to participate in district, community, and school events as often as possible. We also welcome parent volunteers on campus and appreciate their presence and service.

Eastvale's School Site Council (SSC) is a pivotal part of the schools decision-making team. Participants include 5 parents, 3 teachers, a classified employee and the principal. SSC meets four to five times a year, approves how our school budget will be used to support student achievement, and annually evaluates our school's academic data.

Our school values our Community Relations Clerk. She keeps parents and the community informed of what is happening on our campus through our Eastvale Elementary Bulletin, an interactive newsletter sent out twice a month. It features a principal's message, videos, upcoming school events, community-based support and events, teacher shout-outs, and district Parent Center events. She also posts pictures, videos, and news flashes on our school website, Facebook, Instagram, and Twitter so families are aware of what is happening on campus.

Parents of ELL students are invited to be a part of the District English Language Advisory Committee and our school English Language Advisory Committee. We ask parents to complete a needs assessment and to

provide feedback for our School Plan for Student Achievement (SPSA). Thirty percent of our ELL students speak Mandarin and many are new to the country. To welcome them to our Eastvale family and build bridges connecting their culture and American culture, we invite Riverside County Health Systems to host KITE (Keeping Intergenerational Ties in Ethnic Families). This is a free, 10-week course that meets once a week on our campus and works to improve cross-cultural communication skills and strengthen parent/child relationships to help children thrive and succeed in a multicultural society.

Our Parent Teacher Association (PTA) plays a major role in fundraising for our school. They also organize family events and create opportunities on and off campus for our school community to connect and socialize. Their efforts help subsidize programs like Accelerated Reader, Flocabulary, and BrainPop.

Eastvale Elementary also welcomes our neighboring high school and middle school students for various events and programs throughout the year. Our most popular event is Winter Wonderland, where band and theater students return to entertain the crowds. Local small businesses and students set up booths and sell their products and holiday gifts. And at the end of the school year graduating high school seniors who attended Eastvale, and their families, return to campus for a Grad Walk. Eastvale students and staff cheer as the graduates proudly walk the hallways and our school hosts a commemorative celebration.

3. Creating Professional Culture:

Eastvale teachers are invested in our school motto "Every Child, Every Day, Every Minute, By Everyone," and we embody the African proverb, "It takes a village to raise a child." Our dedicated staff know that it is our collective efforts that make our school exceptional. Eighteen years of simple courtesies, and sincere care for those in our purview, have yielded thriving adults—some of which have come back to work at the very school where they learned to read and experienced early successes. Our school has raised a generation of lifelong learners that have experienced childhood with warm smiles, energy, and safety every day at school. That reputation is known in our community, and it is evident in our hallways. Now, when one of Eastvale's former students waves hello to staff from the sidewalk as they walk home from middle school or high school, our hearts are filled with warmth and we are energized to buckle down and keep up the good work.

One way staff fills their buckets as professionals is through being able to choose professional learning that meets our individual learning needs and interests. CNUSD provides a menu of professional learning opportunities through Kick-up, an online portal where teachers can independently sign up for an array of nearly 3,000 live and self-paced workshops and classes. Just a few examples of titles that are offered are Science of Reading, Math Centers, Number Talks, AI Technology, Universal Design for Learning, Social Emotional Champions, Practical Strategies for Addressing Behavior, Restorative Practices, and Special Education: IEPs.

Coherence is an essential ingredient for a high performing school. Teachers are provided opportunities for vertical alignment and collaboration with grade levels above and below their own. This is a fantastic way to re-evaluate instructional practices, align academic goals, and continue focusing direction. Teachers in all grades meet together every 1st Wednesday of the month as a Professional Learning Community (PLC), and in a smaller grade level PLCs on the other three to four Wednesdays of each month. This data analysis and planning time is particularly valuable in a year-round school. Grade level teams include 6 to 7 teachers each, and a different teacher is on break every month. Therefore, it is crucial for effective PLCs to exist. Finally, Grade Level Planning days occur three times a year. Substitute teachers are provided so teachers can have a full day to spread out their curriculum and dig deeper into what students are expected to know and how to effectively teach it.

4. School Leadership:

Eastvale Elementary's goals are to prepare students for the future, provide research-based instruction, maintain a healthy school climate and culture, and to sustain collaborative systems of support. Our principal believes it is essential for teachers and classified staff to be aware of these goals, and how they connect to the strategic plan goals of our school district, as well as the district Local Control Accountability Plan (LCAP) goals as approved by Riverside County Superintendent of Schools. Having this knowledge, and a

clear picture of how these goals are intertwined, helps Eastvale Elementary maintain a shared depth of understanding about why we do what we do. Our principal takes the lead in focusing the direction of the school, cultivating collaborative cultures, setting the stage for securing accountability to each other, and a commitment to deepening learning. She believes in shared leadership, empowering the staff members to be invested stakeholders in the direction of the school. One pivotal way this happens is through the work of the leadership team.

Members of the leadership team include the principal and assistant principal, grade level representatives and alternates, Special Education representatives, and classified representatives. The overall focus of the collective leadership team is to focus on the goals outlined in the school's SPSA, which are aligned with school district and state goals, legal policies, and the school budget. Additionally, the leadership team works together to actualize the academic and behavioral outcomes for the school using tools such as assessment data and annual surveys administered to parents, teachers, and students. The team focuses on operating procedures, our robust, four-track calendar, developing vertical alignment for academics, professional development, and school safety.

Some members of the leadership team combine to form the Assessment Team. This group consists of our school's ELL contact, technology site champion, an office clerk, and a representative responsible for preparing data. Together, this team analyzes and disseminates formative data to grade level teams.

Other members of the leadership team work together to create the MTSS Tier 1 Team. This consists of the principal, the school secretary, and two teacher representatives. The Tier 1 team focuses on outlining clear expectations for academic and social behavior and provides a plan for recognition and rewards for positive behaviors. The team further defines what inappropriate behaviors may look like and develops a clear system of response for all to follow.

When students require further support, the MTSS Tier 2 Team then intervenes. This final portion of the leadership team consists of the assistant principal, a paraprofessional, school counselor, school psychologist and teacher representatives. They streamline the process for additional support to be provided, both academic and social/emotional.

5. Culturally Responsive Teaching and Learning:

At Eastvale Elementary, we recognize our school population is culturally rich and linguistically diverse. We honor the myriad cultures and languages on our campus as an intrinsic part of our school community and the families we serve. Students bring their own funds of knowledge, contributing to and strengthening their individual learning. From the beginning of the school year, teachers seek out information from families through interest surveys, and work to build relationships through consistent communication via phone calls, zoom, electronic messaging, and simply waiting at the front of the school in the drop off/pick up line to meet families personally. Teachers implement culturally responsive teaching, using what they learn about students' lives, family history, and familial experiences to build strong connections with students, gaining information to include in the design of their lessons to make learning relevant, respectful, and engaging.

Staff at Eastvale Elementary know and respect the various cultures that exist in our school. Our diverse community of learners includes students and families who speak a range of 27 different languages and celebrate almost 30 different holidays from around the world. We make a concerted effort to acknowledge these languages and traditions in our classrooms and schoolwide, understanding that our students and families are both members of their own cultural groups and members of Eastvale Elementary school's culture. Funds are budgeted in our SPSA to continually update classroom and school library materials, offering students a chance to learn more about themselves and others. We use district provided, month-long, interactive units to teach about Chinese New Year, Black History Month, Native American Heritage Month, Hispanic Heritage Month, and Women's History Month. We also invite parents to campus to share their cultural traditions in classrooms, and attend community and family events like the Eastvale Lantern Festival, Guru Vandana, and quinceaneras for past students.

practices that may be taking place at our school. We examine our biases, then reflect, learn, plan, and take actions to continue our journey of becoming more culturally proficient educators. Our goals are to ensure equally high outcomes for all students at Eastvale and eliminate the predictability of successes or failures that can be associated with cultural or linguistic factors. We were recently spotlighted by the ELL and Equity Department of CNUSD for our school's growth on the California English Learner Progress Indicator (ELPI) for the 2022 school year. This recognition for earning a "High" on the ELPI is only one form of data telling us we are continuing to move in the right direction.

PART VI - STRATEGY FOR EXCELLENCE

Eastvale Elementary is a unique type of school in 2023. As a year-round, 90/30 multi-track school with nearly 1,200 students and 100 staff members, Eastvale faces many challenges traditional elementary schools do not face, especially during the years immediately following the COVID 19 pandemic. Only 75% of teachers and students are on campus during any given time and classroom teachers on the same grade level only see each other 50% of the school year. Teachers do not maintain a single classroom every year but vacate their classrooms every three months when they go off track, so that the incoming teacher and students have a place to be. This cycle could easily lead to a large disconnect among staff and students, but thanks in part to our school philosophy, “Every child, every minute, every day, by everyone,” Eastvale has created a community where working for coherence is its primary strength and strategy.

The one practice that has been most instrumental to our school’s success is collectively understanding and committing to the Coherence Framework to improve our school systems and student academics. Our staff values the concepts from Michael Fullan and Joanne Quinn’s Coherence Framework: Focusing Direction, Cultivating Collaborative Cultures, Securing Accountability, and Deepening Learning. At Eastvale we use the Coherence Framework to continuously work towards refining our focus and systematic approaches to sustained development. This demands we embrace a culture of deep learning and intrinsic accountability, not solely external accountability. We value authentic and relevant professional development for all staff, sound standards-based instruction for all students, and continuous overall school improvement.

The staff members at Eastvale are a cadre of educators who continually seek to increase their capacity. The responsibility of school improvement isn’t relegated to a singular entity, especially considering there is never a day when the entire teaching staff is on campus. Leadership teams and grade level teams are purpose driven, set goals, and have clarity on the action plans and strategies they will use to achieve their goals. We refine our methods of communicating with each other, so that everyone has access to important information. Teachers work together to create coherence within their grade levels by developing expectations of student learning for each trimester and standing on commitments they make to each other that are put in place to ultimately help students find success. We believe in a culture of growth and collaboration, agreeing it is important we model this for our students and expect the same of them.