

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 7497 Mountain View Drive
(If address is P.O. Box, also include street address.)

City Rancho Cucamonga State CA Zip Code+4 (9 digits total) 91730-7274

County San Bernardino

Telephone (909) 945-5715 Fax (909) 945-3373

Web site/URL https://tv.etiwanda.org E-mail kimberly_pollock@etiwanda.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Charlayne Sprague E-mail charlayne_sprague@etiwanda.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Etiwanda Elementary Tel. (909) 899-2451

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. Dayna Karsch
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

The 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):
- 13 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 17 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	20
K	177
1	144
2	146
3	157
4	156
5	159
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	959

*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):
- | |
|--|
| <u>0.3</u> % American Indian or Alaska Native |
| <u>23.9</u> % Asian |
| <u>9.5</u> % Black or African American |
| <u>40.3</u> % Hispanic or Latino |
| <u>1.9</u> % Native Hawaiian or Other Pacific Islander |
| <u>17.3</u> % White |
| <u>6.8</u> % 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: 16%

If the mobility rate is above 15%, please explain:

The majority of the mobility is due to students/families moving in and out of the apartments in the Terra Vista attendance area. The school prides itself on rapid inclusion of all new students and similarly ensures that exiting students are well-prepared for enrollment and success in their new school.

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	81
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	58
(3) Total of all transferred students [sum of rows (1) and (2)]	139
(4) Total number of students in the school as of October 1, 2021	870
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

6. Specify each non-English language represented in the school (separate languages by commas):

03-Chinese - Cantonese, 04-Korean, 05-Filipino (Pilipino or Tagalog), 07-Chinese - Mandarin (Putonghua), 08-Japanese, 11-Arabic, 12-Armenian, 16-Farsi (Persian), 18-German, 22-Hindi, 27-Italian, 32-Thai, 34-Tongan, 40-Pashto, 61-Bengali, 62-Telugu, 63-Tamil, 67-Bulgarian, 98-Igbo, 99-Other non-English languages, B9-Yoruba

English Language Learners (ELL) in the school: 15 %
142 Total number ELL

7. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 550

8. Students receiving special education services with an IEP: 10 %
Total number of students served 93

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>22</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>10</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>45</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 3

10. Number of years the principal has been in the position at this school: 5

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.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
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	93%	98%	98%	97%	97%
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.

Our mission is to assist the home in preparing each child to become a self-fulfilled productive citizen by promoting high levels of academic and social achievements in a positive environment. We serve grades Preschool through 5th grade. We take the most pride in Engage to the Power of 3 equals success. We want students to engage with teachers in small group instruction, peers through cooperative learning, and text through RACER writing strategies.

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

<https://www.etiwanda.org/page/non-discrimination-and-sexual-harassment-policies>

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

Terra Vista Elementary School is a single-track, Title I public elementary school located in Rancho Cucamonga, California. Rancho Cucamonga is located just south of the foothills of the San Gabriel Mountains and Angeles National Forest in San Bernardino County. Terra Vista opened in 1994 as one of seventeen schools in the Etiwanda School District, which is a district deeply rooted in family values, where employees and the community feel a sense of a shared partnership. We currently serve students in CLOUDS (Creating Learning Opportunities and Understanding Differences in Students) preschool, and transitional kindergarten through 5th grade. Our student body includes approximately 960 children from diverse backgrounds who speak more than twenty-six different languages.

Terra Vista's mascot is a Timberwolf. Wolves are complex, highly intelligent animals that symbolize what our students embody. One of Terra Vista's mottos describes our students as "Leaders of the Pack." We focus on one character trait each month, using the six pillars of the Character Counts curriculum. Our core character trait, honored every month, is perseverance. We encourage students to "Wolf Up," as a motivating term to remind students to never give up. With a school-wide philosophy centered on fostering a growth mindset, students know they may not understand something yet, but will in time. We know that when students believe they can grow and learn, they understand that their effort makes them stronger. Students are reminded of the importance of a growth mindset by their teachers, support staff, daily announcements, and administration. Because students hear this message consistently, they internalize it.

The thirty-seven highly qualified teachers at Terra Vista are dedicated to providing equitable solutions for all students. Teachers believe in their ability to make a difference in student success by taking personal responsibility for student learning and developing improved strategies to meet the needs of students. Our teachers are knowledgeable of the subject matter content and California Common Core Standards. Teachers value equity in the classroom to ensure that all learners have access to high-quality teaching and opportunities to learn. Teachers are aware of the cultural and social factors that affect learning and can recognize the need for students to acquire a deeper understanding of the instructional material to make it relevant to their lives. Our teachers participate in several ongoing professional learning opportunities. By collaborating with colleagues, engaging with professional coaches, and committing to school-wide signature practices, our school achieves collective goals and addresses challenges that impact student achievement. In response to the pandemic, Terra Vista has engaged in a three-part plan of resilience and recovery, with the aim of reaching new heights. We continue to refine our practices to adjust to the ever-changing needs of our student population.

At Terra Vista, we host a wide range of school community events to intentionally engage our families and community members. We know the importance of school-family-community partnerships and how these relationships impact academic achievement. We strive to offer a large range of activities that all family members can participate in. Terra Vista is unique in its offering of after school enrichment programs through the Etiwanda Excellence for Education or E3 Foundation. These programs include Spanish, Lego Robotics, Sports Camp and Movie Makers, just to name a few. These highly sought-after classes are offered outside the instructional day to continue to build 21st Century learners.

Terra Vista's practices have attracted international attention. Both delegates in education from China and Khbrat students from Saudi Arabia, through the California State University of San Bernardino, have observed Terra Vista teachers with the goal of enriching teaching practices abroad. Delegates from China looked to Terra Vista to build leadership through school immersion; and faculty from Terra Vista visited schools in China as part of the program. The Khbrat Program is a professional training program that offers practical, hands-on experiences and skills for Saudi teachers and educators. These innovative programs chose Terra Vista because of the successful practices they use. Our team embraces a global community of educators.

Terra Vista has been honored by a number of California State Awards, including the California Gold Ribbon (2016), California Distinguished School (2018), and Pivotal Practices (2022). We were also recognized by the San Bernardino County Superintendent of Education for Silver implementation status of PBIS (Positive

Behavior Interventions and Supports). The entire Terra Vista educational community works collectively towards our success in closing educational gaps and building bridges within the community. These awards affirm our commitment to improving teacher efficacy and building lifelong learners. We are a highly desired school community because of our high academic achievements, including students that come with barriers, where we continue to close the academic achievement gaps for all. Terra Vista is proud to be at the center of our surrounding community, a member of an innovative district, drivers of the California curriculum, and leaders in the global community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Reading and writing are key components to student success at Terra Vista. The Wonders curriculum and supplemental programs allow teachers the ability to meet all student needs with the incorporation of differentiated instruction and data-driven, intentional practices.

Terra Vista's English Language Arts (ELA) curriculum uses the district-adopted McGraw-Hill Wonders program. Wonders provides balanced and integrated language arts opportunities that align with our Common Core State Standards and English Language Development (ELD) standards. Standards are central to instruction, along with supplementary program components, such as iReady data, guided reading, Project Read, and other district-approved resources. Terra Vista plans the two-hour block of ELA Wonders instruction by implementing whole and small group instruction to meet all students' learning needs.

Terra Vista teachers provide a wide range of curricular and supplemental resources to serve our diverse populations. To serve our English learners (EL), the ELD books in Wonders are used to introduce the lessons (see 3.d). Students are introduced to new vocabulary skills and words that bridge access to the grade level Wonders curriculum. Terra Vista also provides a skill-based intervention reading program titled, "Reading Buddies" (see 3.e).

Writing is an integral part of student success. Students receive Step Up to Writing in addition to the Wonders curriculum. This additional resource provides explicit writing strategies and tools that are incorporated and applied to support core instruction and assist the range of learners during Universal Access (UA) time. All Terra Vista teachers show students similar writing strategies to create opinion, narrative and/or explanatory writings. By using this common language, writing across grade levels is reinforced and provides students with multiple opportunities to engage in the writing process. Furthermore, similar graphic organizers are utilized across grade levels for students to use during the writing process. All writing prompts given to students include state-based rubrics so students understand expectations and are focused on topics that address state and national standards.

UA time is a key component of Terra Vista's English Language Arts program. Teachers use leveled readers to address the individual literacy needs of our students by meeting in small groups for approximately 45-minutes a day, four days each week. This time is used to help address the learning gaps that linger from lost learning during the pandemic. During UA time, guided reading lessons are focused on the Systems of Strategic Actions as identified by the Fountas & Pinnell Literacy Continuum. Teachers provide appropriate text opportunities and intentional teaching to improve student experience with language, books, and the world to understand more. By identifying the barriers within the classroom environment, teachers are able to better facilitate learning for a wide range of students. UA and small group instruction help us to better reach our goal of making every child a proficient reader and provides our students with a high-impact literacy instruction.

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

Our district adopted mathematics curriculum is Go Math!, by Houghton Mifflin. Go Math! is written to support today's learners and is structured using the 5E instructional model of Engage, Explore, Explain, Elaborate, and Evaluate. This instructional model provides opportunities for all learners through the inclusion of important key components such as English learner supports, tiered-instructional resources, enrichment and advanced learner opportunities, and content connections. In addition to the core curriculum, an essential component of student success is the intentional planning and lesson design of mathematics instruction. After reviewing multiple data sources, including both summative and formative assessments, a multi-year comprehensive professional development plan was developed to support mathematics teaching at Terra Vista. This plan was developed in partnership with the San Bernardino County Superintendent of

Schools' Mathematics Curriculum Coordinator. The focus has been an integral part of training and coaching for our teachers.

Teacher clarity, as both a method and mindset, is a valued component to planning and teaching at Terra Vista. Using the foundational elements of Understanding By Design, the works of Grant Wiggins and Jay McTighe have given teachers opportunities to participate in extensive training using backwards planning. The works of Dr. John Hattie and his metacognitive studies that identify the high-impact teaching practices and strategies have also been a foundational resource that Terra Vista teachers often refer back to. Teachers are both intentional and organized in their planning and teaching of mathematics. Teachers plan and implement a three-phase fluency program, providing students with hands-on practice daily. Using data, teachers identify the current levels of fluency as emerging, strategic, or mastery. Teachers support student individual progress through regular evaluations.

The backwards planning process in mathematics includes the identification of the assessment, standards, and learning priorities of the chapters within the curriculum. Grade-level teams meet regularly to identify learning intentions and success criteria for the chapter and current lessons, as well as to deconstruct the assessment and standards. This deconstruction process provides teachers with the clarity of what students need to learn. From there, teams identify what additional learning is needed to better understand the content and the best methods for teaching and reaching students. Teams participate in monthly Think Tanks, a small group training, focused on an identified problem of practice. These individualized coaching sessions provide teachers with current and relevant instructional support based on the data and evidence of their learners.

In addition to providing teachers with regular learning and coaching, Instructional Rounds, the practices of observing other teachers centered on a problem of practice, are conducted each trimester. This practice has provided an opportunity for the observing teachers to see other teachers in action, as well as provide opportunities to be shared across the campus. A valued component of the Instructional Rounds is the debriefing and calibration of understanding. Following Instructional Rounds, teachers are provided individual coaching and support to improve instructional practices.

To support the families and engage our community, Terra Vista holds regular math nights. These high-energy events provide the tools and resources to engage in math games and problem-solving opportunities communally. These events are in partnership with Creative Mathematics and the San Bernardino County Superintendent of School.

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

Terra Vista inspires future scientists. Amplify Science is our district-adopted science curriculum aligned with the Next Generation Science Standards (NGSS). Teachers engage students in project-based learning through the use of this program. Students get the opportunity to become scientists and explore real-world questions through investigations and hands-on activities. Context-rich texts and digital tools encourage students to delve deeper into the scientific process as they conduct investigations and use their own observations to gather information around them. Investigation notebooks foster the inquiry and writing process as students record data and write about their observations.

Terra Vista educators foster student dialogue, inquiry, and critical thinking through project-based learning through a focus on STEAM. Each grade level delivers multiple STEAM lessons that are student-led and project-based to build collaboration and communication. Students also focus on scientific processes and reflection throughout each activity as they encounter new learning opportunities. STEAM also fosters 21st century skills that involve collaboration, team building, and project-based outcomes within our students. Towards the last weeks of school, we continue to engage students by providing a NGSS Camp, where students are learning connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. The rotations throughout the Camp engage students in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.

San Bernardino County Superintendent of School hosts a Science Fair that we participate in annually. The science fair brings together students, teachers, and scientists to develop students' awareness of the

importance of science in their lives and to cultivate students' interest in science. Teachers take students through the scientific method and expectations for a successful science experiment. Students are tasked to research and discover a scientific question that can be tested. As a culmination of learning, students present their findings in rotations at a community event.

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

After a two-year pilot program, Etiwanda adopted TCI as the Social Studies curriculum for grades K-5. TCI's elementary social studies curriculum is built in alignment with national frameworks, such as the College, Career, and Civic Life (C3) Framework for Social Studies, as well as California state standards, and it is constructed with inquiry-based instruction at its core. This innovative curriculum highlights the notable shifts in the California History-Social Studies Framework while bridging 21st century skills with hands-on learning, inquiry-based lessons, and exploration.

Beyond the curriculum, each grade level at Terra Vista utilizes field trips to provide students access to the history around them. Students in primary grades bridge the learning of farms, families, and citizenship with adventures to local gardens and grocery stores. Upper grades bring American and California history to life with visits to missions, panning for gold, and experiencing the American Revolution with History Brought To Life by award-winning PBS television host of the show Curiosity Quest, Joel Green.

Programs like BrainPop and NewsELA are used to further social studies in real-world exploration and reporting. Students are encouraged to look at history from multiple perspectives and engage with history in first and second-hand materials.

In an effort to bring history to life, Terra Vista celebrates national months including Black History Month, Women's History Month, and Hispanic Heritage Month. For Black History Month, Terra Vista teams up with the African American Parent & Educator Advisory Council (AAPEAC) to present a laser show assembly that highlights the profound contributions of African Americans to our culture and our country's rich past, providing students with an important opportunity to enhance their comprehension of and engagement with Black history. Students also learn about prominent African Americans in morning announcements daily and engage in project-based assignments that reflect the varying accomplishments of all cultures.

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

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

The Etiwanda School District CLOUDS Preschool Program is designed to be an inclusive setting, consisting of Special Education preschool and General Education students. Each class is co-taught by a credentialed Early Childhood Special Education Teacher and an Early Childhood Education Instructor. Preschool staff are provided regular opportunities to collaborate with teachers assigned to grades TK-3 to provide continuity and effective scope and sequencing of curriculum and instruction.

CLOUDS is an essential building block for each student's successful journey through school. Through the relationships with adults and peers, including parent support throughout learning, optimum growth for preschool students evolves with positive, supportive, responsive, and individualized instruction. The California Preschool Learning Foundations and California Preschool Curriculum Framework is the foundation of the preschool program. These resources are aligned with the state's kindergarten academic content standards and promote competencies within the domains of language and literacy skills, mathematical concepts, English-language skills, and social-emotional development. The use of developmentally appropriate activities guide students to be actively involved in exploration, discovery, and play. These activities are planned and designed to meet students' individual goals and objectives, while challenging each student to their full developmental potential.

Social-emotional development of our preschool students is viewed as essential and is promoted with positive behavior practices such as the Pyramid Model and Conscious Discipline. Social skills such as following directions, problem-solving, turn-taking, transitioning, negotiating, cooperation, and self-control are supported through the natural context of the preschool classroom. As learning in academics is important, the development of skills in the social-emotional domain also significantly contributes to young children's readiness for school. Preschool students learn to make choices and be responsible for their actions while taking pride in their classroom, individual, and group successes.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At Terra Vista, art is an intentional part of the STEAM curriculum in order to promote the growth and development of the whole child. Students express themselves through visual art in all core curriculum and extracurricular opportunities. Unique to the Terra Vista community, monthly art assemblies expose students to culturally relevant artists that reflect the community of our school and amplifies national celebrations like Black History Month, Women's History Month, Hispanic Heritage Month, and more. Students create works of art that are showcased in an annual Art Portfolio from artists like Hokusai, Faith Ringgold, and Helma Klint. Art is brought to life through pottery exploration in on-site field trips. This artwork, along with teacher-led exploratory with multiple mediums, rounds out the diverse and inclusive practices at Terra Vista.

Our Terra Vista PTA invites students to participate in The Reflections Art Program, which has brought the arts to life for more than 10 million students since 1969. Our students compose dance choreography, film production, literature, music composition, photography, and visual arts, and showcase their contributions in a school-wide Reflections assembly.

2b. Physical education/health/nutrition

Terra Vista promotes healthy lifestyle habits. Students are provided with grade-level physical education (PE) twice a week for a total of 110-minutes. Staff and teachers plan standard-based rotations designed to help students enjoy the sport of recreation.

Terra Vista offers a Milers Club where students get active before the start of each instructional day. Classes work together in a healthy competition to complete laps and miles. Each month, students collectively work together to walk as many miles as they can in the 20-minutes provided before school. The number of miles walked in a month are combined together by grade level and classroom. The students are shown a map of the United States to see how far they could have collectively walked across the nation. This accomplishment is celebrated at our Pride of the Pack assemblies. We always say, "Healthy Bodies, Create Healthy Minds."

During the day, the Lunchtime Wellness Program is dedicated to facilitating and organizing a different game each month, focusing on sportsmanship and giving structure to those students that thrive with that adult direction. The goal is for students to achieve their best effort while demonstrating positive sportsmanship.

We also partner with the Dairy Council who provides resources for understanding the components of a healthy lifestyle. Additionally, the Etiwanda School District Child Nutrition Department participates in the School Breakfast and Lunch Programs.

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

2d. Technology/library/media

In order to facilitate meaningful learning experiences through the development of advanced technology skills, the district provides access to modern technology through a 1:1 Chromebook initiative, robust

infrastructure, and systems. School library clerks provide access to a range of diverse literature, supplemental resources, and extended hours to support the school community, including those with limited access to reading materials. Students participate in a designated library time, where they are introduced to a range of literary works, discuss culturally relevant books, and have access to more than 27,000 books.

Our district has a robust Accelerated Reader Program (AR), where students find books at their level and then respond to a series of comprehension questions. The program incentivizes students for active and accurate participation by rewarding the achievement of their individualized goals.

Etiwanda hosts and Terra Vista participates in an annual Battle of the Books competition. Students read preselected books and come together to demonstrate their knowledge of these diverse books.

Terra Vista regularly uses the iReady platform to assess student understanding of Mathematics and Language Arts skills. Teachers use this formative assessment to identify student strengths and areas for growth. Students are provided an individualized learning path between each assessment for ongoing instruction. Terra Vista incentivizes the regular participation within this platform.

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

Terra Vista offers an extracurricular activity to engage advanced learners in print media and video production called the Terra Vista News Team. Students collaborate to draft, write, and edit school-related news articles in a digital forum. In addition, students can create and edit video broadcasts, which are shared with the broader Terra Vista community.

Terra Vista also offers a school-wide, teacher-led chorus program that encourages students to develop their own unique voice through the arts. Additionally, a school-wide performance is developed where students perform one of five teacher-created performances. The performance themes include: Patriotism, Diversity, Friendship, College Bound Students, and Perseverance.

Band is another exciting opportunity that is offered to upper grade students. Students learn to read music, play an instrument, and perform in a spring concert.

3. Academic Supports

3a. Students performing below grade level:

At Terra Vista, data-driven instruction keeps student performance at the forefront of daily instruction. Assessments such as the iReady Diagnostic in reading and math, Guided Reading Assessments (done 4 times yearly), Mid-Chapter Check analysis in Math, and teacher observations are analyzed by educators to deliver differentiated instruction. Data from these varied and diverse assessments are used for all academic programs on our campus and allows teachers to plan multi-tiered learning opportunities for individual students. Targeted instruction to address individual student needs takes place during our UA time, small groupings in core instruction, and before and after school intervention programs. UA is a protected time four days a week, with a minimum of 45 minute blocks. With instructional time protected from interruptions, teachers are afforded the opportunity to spend the necessary time differentiating instruction and building foundational skills for all students.

To bridge learning, Terra Vista offers intervention programs to students that are strategically invited to participate based on data. These intervention programs include Math Masters, Newcomer Intervention, Reading Buddies, Boost, Magnificent Mathematicians, Literacy Lab, Sylvan Learning on campus, and small group pull-out during UA rotations. (see 3.e).

In addition to these programs, Terra Vista's robust and impressive team of educational partners identify and monitor students' academics and social/emotional behavior through the Student Success Team (SST) process. This process meets regularly to set measurable goals and reflect on student progress and success. The SST team works closely with family and student caretakers to include conducive and collaborative

goals for learning in and out of the classroom. Based on our data-driven instruction, varied intervention programs, robust SST team, and family collaboration, students performing below grade level continue to grow academically, and learning gaps are minimized.

3b. Students performing above grade level:

Terra Vista provides an engaging and stimulating learning environment for all students. Students who show progress at or above grade level are measured using different forms of data. During UA instruction, students are provided with curriculum opportunities to extend and enrich learning. Students who prove mastery of the content are given advanced texts and activities that encourage them to engage in learning that goes deeper than the grade-level curriculum dictates. Asking higher-level questions, encouraging students to offer creative responses, pairing up students to question each other, and finding ways to stimulate further exploration are some of the ways teachers support above grade level students. Students can also participate in inquiry-based projects to further deepen their understanding of the curriculum with a student-driven focus. District pupil service administrators provide universal screening and assessments to determine eligibility for Gifted and Talented Education (GATE) students beginning in third grade. Identified GATE students are offered enrichment opportunities such as Terra Vista News Team (see 2.e).

The i-Ready program allows students to experience an adaptive program tailored to each student's needs. My Path lessons allow students to access beyond grade-level material. These fun and interactive lessons keep students engaged as they learn. The online lessons offer rigorous instruction that empowers teachers to deliver a personal path to success.

In Mathematics, students are provided with enrichment activities that allow students to solve higher-order thinking problems or HOT problems. Students are also given math fluency materials that reflect their advanced understanding of the subject matter and allow them to synthesize math concepts beyond the standard. Multiple intelligence styles are addressed in student inquiry by providing opportunities for students to self-select their learning modality.

3c. Students with disabilities:

Some see disabilities, we see possibilities. When our students' academic and/or social-emotional needs cannot be met using Tier 1 and 2 strategies, a referral for assessments to determine eligibility for Special Education services is initiated. These assessments determine areas of strength and need. When students qualify to receive Special Education services, an Individualized Education Program (IEP) is established. Each plan is developed in a team meeting, which includes the administrator, school psychologist, education specialist, classroom teacher, and parents. Plans are tailored to address the individual needs of each student. Consistent collaboration and consultation between school staff and families help to ensure each student is provided with the level of support they require. Plans are monitored and revised as needed. The Terra Vista Special Education team includes a school psychologist, education specialists, speech and language pathologists, and paraprofessionals who work together on a daily basis to implement every student's IEP with fidelity. Education specialists provide academic services in both a pull-out and push-in model within the general education setting in order to provide support and services where the student learns most effectively.

Education specialists also reach a larger population of students through a co-teaching model. In this model, the specialist pushes into the mainstream classroom to help students to reach the grade level curriculum in a safe and equitable environment. The general education teacher and specialist collaborate to create engaging, learning-lessons in various modalities to assist all students.

Supports and services are available to assist a multitude of needs that our student population may have. Services include occupational therapy, physical therapy, adaptive physical education, educationally related mental health services, and services for visual or hearing impairments. We strive every day to promote opportunities for our students, with or without disabilities, to feel successful at Terra Vista.

3d. English Language Learners:

Terra Vista's unique and diverse student population consists of 15% English learners, also referred to as multilingual learners, who speak 26 different languages. Terra Vista has adopted a multifaceted approach to supporting multilingual learners. Students are tested annually using the English Language Proficiency Assessments of California. Based on their scores, students are strategically placed into cluster classes, which are supported, and monitored throughout the year by certificated teachers and instructional aides. All Terra Vista teachers hold a Cross-Cultural, Language, and Academic Development (CLAD) certificate to better support language acquisition. Site administrators, English learner facilitators, and teachers collaborate to develop and monitor individualized plans for select English learners and those who have been identified as Long Term English Learners. This approach outlines actions for accelerating learning and advancing language acquisition.

Our qualified aides support multilingual learners through small group instruction and are an integral part of the language program. Students engage in phonics through Secret Stories, textile learning through the use of manipulatives, and visuals to assist in language acquisition. During small group instruction, the ELD Wonders curriculum, which mirrors the core curriculum, prepares students for the whole group lesson.

Imagine Learning is an engaging online program used to help English learners progress in the areas of oral vocabulary, grammar, and literacy. This program uses data collected from a baseline test to tailor lessons to the students' needs. Students are provided with videos, lessons, and games. The program is incentivized through small prizes and certificates for students who meet their weekly time goal.

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

Terra Vista has a relatively high mobility rate of 15.9%, and a homeless student group that accounts for 8% of our total population. The intervention programs listed below give these students additional opportunities to enhance their English Language Arts and Math skills.

Math Masters is an after-school program, held twice a week for one hour for twelve weeks. Students participate in pre-and post-assessments made available through the Number Worlds curriculums. Students work through the Number Worlds curriculum to build a math foundation that bridges the gap of math deficits.

Reading Buddies is an after-school program that is held twice weekly for thirty minutes for twelve weeks. During the sessions, students read 1:1 with a mentor Timberwolf and engage with educational professionals to access various reading comprehension strategies. The program also allows mentors to earn community service hours as they partner with the school to help enrich the community.

Boost (Building On Our Students Today) is a unique program designed for students to improve math skills. This program is offered to a select group of students based on iReady scores. The program focuses specifically on the area of Numbers and Operations. Terra Vista also partners with Sylvan Learning Center to provide small group Tier 2 instruction at a ratio of six students to one adult.

Magnificent Mathematicians is an after-school program that is held two days a week for one hour for twelve weeks. During the sessions, students review grade-level concepts in preparation for the upcoming California Smarter Balanced Assessment.

Terra Vista has also launched a literacy lab centered on materials provided by Fountas and Pinnell: Leveled Literacy Intervention. Students are selected to participate in this program based upon iReady data. Participating students work in a small group setting with trained instructional assistants. This support offers a "double dose" of Guided Reading instruction in a structured environment for students who have not yet mastered grade level reading skills.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Terra Vista, we use student engagement to foster both social and academic growth in our classrooms and throughout the school.

Every morning, our administration and student council members greet students at each gate as students enter campus. This is a positive way for students to see a caring and encouraging person every morning. Each Wednesday, our student council members greet students with a “High Five”. Students wear a large foam hand which excites students as they enter campus.

Through the use of the Kagan Cooperative Learning program, students are taught how to interact with one another positively. Kagan is centered on four basic principles of PIES: positive interdependence, individual accountability, equal participation, and simultaneous interaction. Students rotate every six weeks and work with a different shoulder and face partner. This encourages a positive family environment in each classroom. Students are also encouraged to work together to solve problems throughout the day.

In order to encourage social engagement, weekly team building, and class building activities are used in classrooms. These activities allow students to engage with one another. Students also participate in the CARES (Counseling & Advocacy for Relational and Emotional Support) program with onsite school counseling interns. Counselors teach social-emotional lessons tailored for each grade level. Teachers can sign up monthly for lessons they feel will best benefit their classroom community.

As a silver medal award recipient in PBIS, Terra Vista knows the importance of having a positive school environment. PBIS is an evidence-based, tiered framework for supporting students’ behavioral, academic, social, emotional, and mental health. It is a way to create positive, predictable, equitable, and safe learning environments where everyone thrives with shared values and social constructs. Within the PBIS program, students earn PBIS points for exhibiting safe, respectful, and responsible choices in their behavior which can be redeemed for prizes.

Another way we encourage positive engagement with our students is by using Timberwolf Respecting Timberwolf tickets (TRT). When a student is “caught” showing respect to another student or adult on campus, a TRT is filled out and given to the administration. The TRT is read during morning announcements to celebrate students who go above and beyond behavior expectations. Students are excited to hear peer names and the behaviors that set them apart.

2. Engaging Families and Community:

The success of Terra Vista is intertwined with the relationships we build with families and the community. We encourage parents to volunteer in classrooms regularly, helping teachers prepare materials, or assisting students in supporting their academic needs. A volunteer opportunity embedded into our school culture is Watch D.O.G.S. (Dads of Great Students), where dads of students come to volunteer in many areas of the school. This program provides positive male role models while creating a greater sense of campus safety.

We pride ourselves in making Terra Vista the center of our community, therefore we partner with businesses and organizations. Every month we host a family night at a local restaurant as a way to raise funds. We partner with the San Bernardino County Office of Education to hold family math nights and provide opportunities to learn about the free resources available to them. Our family nights are well attended and geared towards building partnerships with families. A Family Fitness Night allows parents to meet our Physical Education team while learning games they can play together at home. Our PTA organizes a Fall Festival, Screen Free Night, and Family Literacy Night, where families build lasting memories around the school. Additionally, our Multicultural Night encourages families of all backgrounds to share a story, snack, and artifacts from their cultures. In a diverse community it is powerful to see families come together to share about their cultures.

To set students up for success in kindergarten, teachers created a quarterly parent workshop focused on teaching parents the skills needed to help their child at home. Project Kindergarten's objective is to ensure that parents are equipped with the tools, knowledge, and training that will best help their child succeed at home and in school.

To ensure that parents are always informed and aware of current events at school, teachers communicate with families through the Remind mobile application. This amazing application has the ability to translate messages from the teacher into the family's primary language, thus strengthening the vital connection between home and the classroom. Emails are sent to our community to inform them of weekly activities and updates. Families are encouraged to communicate with staff and administration to address any questions or concerns. The School Site Council and English Learner Advisory Committee provide additional opportunities for educational partners to participate in the decision-making process and engage in the school community.

3. Creating Professional Culture:

Terra Vista prides itself on personal and professional development. At the beginning of the school year, teachers are encouraged to set goals in both their personal and professional lives. Each teacher meets with the administration to discuss how their goals can best be supported. Follow-up meetings occur later in the year with thoughtful discussions and open dialogue to ensure the needs of teachers are being met. Prior to the new school year, teachers have the opportunity to participate in a wide range of professional development, depending on their interests and areas of growth. Within each opportunity, all training tools and materials, as well as colleague collaboration, are provided to limit any barriers to implementation.

Bits & Bytes trainings are an additional support offered by the district throughout the year that provides opportunities for teachers to enhance teacher clarity and improve instructional practices. Guided Reading coaching is offered quarterly to provide feedback and strategies that teachers can implement to improve instruction. Professional development videos are created by the district to share and highlight successes and collaborate on shared visions of our signature practices. A constant calibration of what we view as success keeps continuity in our practices.

Educators who are new to the profession are enrolled in an Induction Program. New teachers are paired with district mentors to help navigate their early years of teaching. This rigorous program includes regularly scheduled meetings and observations where new teachers receive feedback and reflect on successes and areas of growth. Professional development is documented through a detailed Individual Learning Plan. New teacher candidates choose a goal to focus on and document evidence of steps taken to reach their goal throughout the year. Triad meetings are conducted between new teachers, mentors, and school site administrators. This process invests heavily in new teachers and reflects the district's and school's commitment to excellence and lifelong learning.

The Visitors Welcome (VW) Club continues to foster lifelong learning as teachers place a VW magnet on their door to let staff members know their room is open for visitors. This has given Terra Vista teachers more opportunities to observe and collaborate with colleagues. This open door policy allows teachers to observe lessons that incorporate engagement and a variety of learning structures. Teachers at Terra Vista have a common goal of student success and believe in the power of being stronger together. The culture at Terra Vista is open to collaboration, professional learning, personal growth, and adopting the philosophy of the "Etiwanda Family," where all staff feels valued and respected.

4. School Leadership:

With the Terra Vista motto of "Leaders of the Pack," school leadership is a natural part of our student learning community. Terra Vista administrators are servant leaders that strive to build other leaders on campus and all staff are committed to modeling desired behaviors for students.

The administrative team is visible at arrival and dismissal with an open-door policy in place at all times.

Morning messages from the principal begin each day. These messages include character quotes, descriptions of incidents where Timberwolves have been seen respecting other Timberwolves, and the Pledge of Allegiance. The principal regularly visits classrooms to observe instruction, monitor student learning, and provide encouraging notes with feedback. Administration publishes a weekly newsletter with links to professional development opportunities. The newsletter also spotlights great instructional practices, recognizes classified staff, inspires teachers with affirming quotes, and reviews the school's signature practices.

Three on-site coaches support clarity of instruction by modeling the implementation of learning intentions and success criteria during instructional rounds. The goal is to create an atmosphere that allows students to master rigorous grade-level content and eliminate disparities in achievement.

Grade level chairpersons meet together with administration bi-monthly to gather teacher perspectives as part of the decision-making process. Chairpersons also are critical members of the schoolwide leadership team as they help build consensus, give necessary feedback, and share any questions from their grade level meetings with the school administrative team.

Our award winning PBIS team meets monthly to review the established school-wide behavior expectations and rules. The team reviews data collected on behavioral incidents to look for trends and target areas of need. The PBIS team creates and delivers lessons to address these needs. The PBIS team also develops and evaluates a rewards system for recognizing positive student behaviors.

Student leadership is an important part of what makes Terra Vista special. Student Leadership is led by two teachers, and meetings are held bi-monthly. All students are encouraged to apply. Selection for student leadership includes an application and interview with a panel of teachers and administration. Once the leadership team has been chosen, students are taught Stephen R. Covey's 7 Habits of Highly Effective People. Student leaders greet incoming Timberwolves in the morning at all four entry points to the school while wearing leadership vests that identify their role. Student leaders share information about classmate surveys and coordinate an annual charity campaign.

5. Culturally Responsive Teaching and Learning:

Terra Vista's study body is made up of a multitude of ethnic and cultural backgrounds. When entering the office, families are greeted with a "Welcome" in a myriad of languages that reflects the diversity found on our campus. We continuously learn about the various cultural dynamics of our students and their families to better serve and honor the various backgrounds. This includes understanding what an equitable education looks like, feels like, and sounds like at all levels.

The District has three cohort groups currently training in creating awareness and practice of culturally and linguistically responsive teaching. The Terra Vista team of teachers includes two members of the District Equity Team. Equity team members work directly with consultant, Dr. Sharrocky Hollie, to enhance Culturally and Linguistically Responsive Teaching and Learning practices. Equity team members bring key learnings back to the staff.

Teachers are taught how to tune into their personal deficit-monitors and adjust their perspectives in order to establish a mindset-shift away from deficit thinking and toward asset-based viewpoints for underserved students. Teachers are currently engaged in learning about the rings of culture and the iceberg concept of culture in order to become more culturally understanding and responsive.

This is cultivated through the use of a strategic methodology and rationale of why instructional decisions are made through the lens of validating and affirming students' home cultural and linguistic backgrounds while building and bridging the learning of school cultural norms. This strategy helps our teachers take actionable measures in instructional juxtaposition. Teachers work on intentionally integrating, validating, and affirming students' cultures with activities that build and bridge home cultures to school culture. By illustrating situational appropriateness in a positive way students are set up for success.

Teachers regularly engage in professional reading and staff discussions to internalize new learning related to culturally and linguistically responsive teaching. As part of a three-year plan, school staff is trained in culturally responsive practices, and site representatives conduct equity walks on campus as a way to encourage participation, celebrate progress, and build accountability.

PART VI - STRATEGY FOR EXCELLENCE

Terra Vista's formula for success is our commitment to professional learning and development. We demonstrate this approach through the dynamic, emerging best practices and professional learning we engage in at our school.

Terra Vista's bimonthly staff meetings consist of multiple learning opportunities driven by data and student needs. Staff meetings offer opportunities to reflect on student data and collaborate with teachers across grade levels. School-wide learning initiatives are formulated and discussed in subsequent grade-level meetings to look for evidence of learning and ensure growth targets are met. In addition to staff meetings, teachers meet on a regular basis with their grade level to participate in a professional learning community.

Weekly Timberwolf Tweets sent to all staff from school administration offer small learning opportunities through reminders of past school-wide book studies or educational articles.

Staff members are offered self-selected professional development opportunities, allowing educators the choice to explore areas of interest and growth. Bits & Bytes professional development sessions are offered to all educators, specifically tailored to the needs and timing of school events.

Teachers participate in coaching in a variety of formats throughout the school year. Instructional coaches are a critical lever in improving student achievement. At Terra Vista, we have three instructional coaches that also serve as teachers on staff. The coach's role is to build teacher capacity and understanding of instructional practices. All instructional coaches work collaboratively with teachers to promote reflection, provide guidance and structure where needed. They help all teachers focus on strengths, collaboration, and common issues of concern. Coaches host instructional rounds that allow all teachers to enhance pedagogical skills. By collaborating with colleagues, our school achieves collective goals and addresses challenges that impact student achievement. In doing this, we have developed a common language of what high-quality instruction and learning looks like.

These extraordinary steps have made Terra Vista's signature practices known throughout the District. Terra Vista has created a culture of professional learning that is cyclical and ongoing. We are educators who seek to learn just as much as we teach. We teach to inspire a love for learning because we ourselves are lifelong learners.