



California Department of Education
2016 California Gold Ribbon Schools Program
Elementary School Application: Part A



California Casualty



37683386112460

County-District-School (CDS) Code – 14 digits

San Diego

County Name

San Diego Unified School District

District Name

Kumeyaay Elementary School

School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

6475 Antigua Boulevard

Mailing Address

San Diego

City

92124

Zip Code

858-279-1022

100

Area Code and Phone Number Ext.

858-569-7418

Area Code and Fax Number

mmontgomery@sandi.net

Principal's E-mail Address



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

Maria Montgomery

Principal's Name

Maria Montgomery

Principal's Signature

11/19/15

Date

Cindy Marten

District Superintendent's Name

Cindy Marten

Superintendent's Signature

Date

School Information

1. Current school enrollment: 492
2. Which category best describes where your school is located?
☐ Urban ☒ Suburban ☐ Rural
3. Does your school receive Title I funding? ☐ Yes ☒ No
If yes, indicate type of services: ☐ School-wide ☐ Targeted Assistance
4. What is your school calendar? ☒ Traditional ☐ Year-round ☐ Modified
5. Is your school a charter school? ☐ Yes ☒ No
6. Number of full-time and part-time staff members in each of the categories below:

	Full-time Staff	Part-time Staff
Administrators	<u>1</u>	<u> </u>
Classroom teachers	<u>16</u>	<u>2</u>
Counselors	<u> </u>	<u>1</u>
Credentialed librarians	<u> </u>	<u> </u>
Nurses	<u> </u>	<u>1</u>
Psychologists	<u> </u>	<u>1</u>
Technology/media specialists or technicians	<u> </u>	<u> </u>
Paraprofessionals	<u>12</u>	<u>1</u>
Campus resource officers	<u> </u>	<u> </u>
Other staff (<i>specify</i>) _____		
Related Service Providers	<u>0</u>	<u>4</u>
Custodial	2	1
Office	2	
Noon Duty		3
Total staff	33	14

Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego

County

San Diego Unified School District

District

Kumeyaay Elementary

School

6475 Antigua Boulevard

Street Address

San Diego

City

92124

Zip Code

Maria Montgomery

Principal

858-279-1022

(Area Code) Phone Number

100

Ext.

San Diego International Airport (North Harbor Drive – San Diego, CA)

Name and Location of the Nearest Airport

Interstate 15 (exit Clairemont Mesa Boulevard)

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

From San Diego International Airport

East on Harbor Drive (toward downtown San Diego); Follow the signs to I-5 North; left on Laurel Street; Left on India Street. Take I-5 North to I-8 East, then take I-8 East to I-15 North. Exit Clairemont Mesa Blvd going east (right).

Turn left onto Santo Road, then right onto Antigua Blvd. Kumeyaay Elementary is located approximately one half mile on the right side of the street.

From the North or the South

I-15 exit Clairemont Mesa Blvd going east.

Turn left onto Santo Road, then right onto Antigua Blvd. Kumeyaay Elementary is located approximately one half mile on the right side of the street.

From the East or West

I-8 to I-15 North.

Exit Clairemont Mesa Blvd going east.

Turn left onto Santo Road, then right onto Antigua Blvd. Kumeyaay Elementary is located approximately one half mile on the right side of the street.

School Overview

Kumeyaay Elementary is located in the city of San Diego, in the middle-income neighborhood of Tierrasanta. The community is fronted on the east and the south by Mission Trails Regional Park, a wildlife preserve, and on the north by the open acreage of the Miramar Marine Corps Air Station. Due to our surroundings, Tierrasanta is known as the "Island in the Hills." Housing in the neighborhood is primarily single family homes and townhouses with a few apartment complexes. Additionally, Tierrasanta includes the Murphy Canyon Military Housing Community which is reportedly the largest military housing area in the world. There are eight community schools up on the "hill" in Tierrasanta: one high school, two middle schools, and five elementary schools.

Kumeyaay opened in 1994 and is the newest of the eight schools in Tierrasanta. We currently serve 496 students in grades Pre-K through 5th grade. Kumeyaay has a diverse population with students who speak more than 20 languages. Our student population is 48% white, 23% Hispanic/Latino, 13% African American, Asian, 12% Two or More Races, 3% African Native American/Pacific Islander. Our special populations include: 18% military, 12+% special education, 9% EL, 27% free/reduced lunch. In the last four years, our military, special education and free/reduced lunch populations have significantly increased each year. We are known in the district and in the community for our special education support services and many families seek to enroll in our school through the school choice program.

Much of our staff have worked in the community for over ten years and have an average of 15-20 years of experience. 95% of our certificated teachers also have a master's degree, three are Nationally Board Certified and 4 of our site Teachers of the Year have been selected as runners up for the district Teacher of the Year recognition. Professional development at Kumeyaay is collaborative in nature and focuses on continual improvement through data analysis, reflection, planning and implementation. We have a vibrant and actively engaged parent community which form a core support for our staff and students. Parents and community members regularly volunteer on campus and support special projects that improve our school environment. Our Foundation raises funds to support community events and to provide Science, Music and Art programs for all of our students.

Kumeyaay Elementary welcomes new community members and visitors with warmth and a sense of belonging. We open our doors to become a true center for teaching and learning. We host leadership walkthroughs, student teachers, district resource teachers and community events. In the last four years our campus has strived for continuous improvement on the inside and the outside. Recent visitors to Kumeyaay Elementary commented, "This is the first campus I've been on where I want to spend as much time learning outside the classroom as much as I want to stay inside the classroom." We take this compliment to heart as we strive to align our community values and prepare our students for the context of their lives, the 21st Century.



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Kumeyaay Elementary

Model Program/Practice Summary

1. Name of Model Program/Practice:

A Physical, Social and Academic Environment Worthy of Our Children

2. How long has this Model Program/Practice been in place?

☐ Less than 2 years x 2-4 years ☐ 5-8 years ☐ 8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- ☐ Career Technical Education
- ☐ Chronic Absenteeism and Dropout Prevention
- ☐ Civic Education Awareness
- X Closing the Achievement Gap
- X Education Supports
- ☐ Nutrition and Physical Activity/Education
- X Parent and Community Involvement
- ☐ Science, Technology, Engineering, and Mathematics
- ☐ Use of Technology
- ☐ Visual and Performing Arts

4. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Filipino
- X Hispanic or Latino

(Continued on next page)

Kumeyaay Elementary

- ☐ Native Hawaiian or Pacific Islander
☒ White
☐ Two or More Races

Other Student Groups:

- ☐ Socioeconomically Disadvantaged
☒ English Learners
☒ Students with Disabilities
☒ At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
☒ Other (*specify*) Students from Military Families

5. What strategies are used to implement the Model Program/Practice? (*Check all that apply.*)

Strategies:

- ☒ School Climate
☒ Small Learning Communities
☒ Parent Involvement
☒ Data-Driven Decision Making
☐ Health Support
☒ Social/Emotional/Behavioral Support
☒ Professional Development
☐ Other (*specify*)

6. How is your Model Program/Practice referenced in your district's LCAP? [Refer to the State Priorities listed in Education Code (ED) sections 52060 and 52066. Charter schools must address priorities in EC Section 5206(d).]

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on **how your implementation** of the Model Program/Practice **at your school site is distinguished** from the district's model.

Our schoolwide focus on creating a learning environment worthy of our students is linked to several LCAP areas; we are addressing the physical, social and academic environment; and, we monitor to address the diverse needs of our student population. Our focus is linked to the following LCAP areas: LCAP 1 – Closing the Achievement Gap, LCAP 2 Broad and Challenging Curriculum, LCAP 3 Quality Teaching, LCAP 4 Quality Leadership, LCAP 5 Professional Development for All, LCAP6 Community Engagement, LCAP 7 Quality Support Staff, LCAP 8 Supportive Environment the Values Diversity, LCAP 9 High Enrollment of Neighborhood Students, and LCAP 10 Digital Literacy.

Model Program/Practice Narrative

A Social, Academic, and Physical Environment Worthy of our Students

Description of the Model

In alignment with the SDUSD Vision 2020 (2012-13), Kumeyaay began to focus on ensuring a quality school environment through a lens of continuous improvement and launching professional development based on the district's Four Learning Cycles, in particular, Cycle 1. We asked ourselves, "How do we create a **physical, social, and academic** environment worthy of our children?" The Kumeyaay teaching staff, students, and community members realized that our internal and external environments did not fully reflect our students and who we are as a learning community. Our school is relatively new and well maintained, yet ours was not an environment representative of our values or worthy of our students. Physically, our site appeared institutional. Socially, our school had a long standing positive environment. Yet, our students were not the active, engaged participants learning with and from each other as we envisioned. Academically, students performed well on tests (API 9), yet we knew that the CCSS would require a shift in our teaching and learning environment.

We asked ourselves how we envisioned our environment in the context of 21st Century Learning and the rigorous new Common Core Standards. Our vision included the following: 1) a **physical environment** which is inviting and engaging, alive with nature, growth and color, safe and orderly, and reflective of our students and community. 2) a **social environment** which provides safe and supportive opportunities for students to value individuals and diversity, develop a commitment to positive norms and self-regulating behaviors, and interact with each other to build on and create new ideas. 3) an **academic environment** which centers around three cross-curricular common core areas of focus to promote critical thinking/reasoning with evidence, intellectual struggle towards independence, and academic language. We wanted our outside to match our inside. We envisioned an inclusive, collaborative and supportive learning environment which would actively engage **all** students and community in authentic and relevant ways. As we progressed through the inquiry, we realized that it was essential to create dedicated time for our staff to collaborate for the following purposes: research/read professional texts/videos, analyze data, share practice/classroom artifacts, develop lessons, and problem solve challenges. Additionally, our community helped transform our site as they donated their time, money and creativity to represent who we are, what we hold dear, and how we honor our students. Many teachers, students, parents and military partners have dug holes, painted murals, organized books, planted vegetables, hauled rocks, and donated their free time to create our vision.

The goals and anticipated outcomes for this program model for teacher and administrator development have been to develop and maintain a shared vision, common language, instructional alignment, and commitment from all stakeholders to continually improve the environment to support students. We wanted to create and implement a plan for an environment that engages ALL students in becoming independent learners. Our goal was to align ourselves and to become more transparent, explicit, engaging and collaborative for each of our stakeholders. We anticipated that students would then take ownership of their learning, building their confidence and competence as they engage in critical thinking and collaboration to achieve academically and meet the CCSS.

Our learning environments also provide opportunities for students to engage in shared experiences, building academic language in an authentic and meaningful context (collecting data in the habitat, exploring nature, planting in the garden, using iMovie, i21 one to one

devices, working in groups, building peer relationships). Purposeful engagement, supported by peer interaction is an essential support for students to develop, rehearse their academic language and refine their thinking. Students grow in their CCSS listening and speaking skills which supports their writing and which can be a significant area of need for our unique populations, including ELs, special education and at risk students.

Our site contains many features that support our unique student populations. Project H.O.W.L. contains many plants that support sensory needs. Our walking labyrinth provides a place for students with behavioral challenges to calm down and reflect on positive behavior strategies. Paraprofessionals are often seen taking students to any one of our outdoor spaces to channel energy into positive actions. Our students with socio-emotional needs are able to navigate the campus and regulate their emotions/behavior as they: take a break, problem solve, reconnect with nature, and/or reset for learning in the classroom; explore and develop language to connect with nature; build a sense of belonging; and engage in purposeful and productive actions.

Our schoolwide focus on creating a learning environment worthy of our students is linked to several LCAP areas as we have been inclusive of all staff members and stakeholders; we are addressing the physical, social and academic environment; and, we monitor to address the diverse needs of our student population. Our focus is linked to the following LCAP areas: LCAP 1 - Closing the Achievement Gap, LCAP 2 - Broad and Challenging Curriculum, LCAP 3 - Quality Teaching, LCAP 4- Quality Leadership, LCAP 5 - Professional Development for All, LCAP - 6 Community Engagement, LCAP 7 - Quality Support Staff, LCAP 8- Supportive Environment the Values Diversity, LCAP 9 - High Enrollment of Neighborhood Students, and LCAP 10 - Digital Literacy.

Implementation and Monitoring of Model

Kumeyaay parents and community have been critical in making our vision for a **physical, social and academic environment** a reality, ensuring a collaborative spirit and communication for all stakeholders has set a meaningful context for learning. Parents and community members are engaged in the following programs and traditions: Fine Artists, Tribal Meetings, Rock Ceremonies (for students who leave due to deployments and moves), Career Day, and Dia de los Muertos. Our parents contribute to environmental art such as murals, pole cozies, landscape and pottery, art show display panels, outdoor seating, potted plants and garden, and our Little Free Library.

Kumeyaay stakeholders, especially parents, are kept informed about areas of focus in a variety of ways throughout the year: all-school broadcasts, website, orientation, monthly Tribal Meetings, and our local newspaper. Additionally, we hold SSC/Governance meetings, Foundation meetings, G.A.T.E. parent meetings, Back to School Night, Open House, and Family Art Night. Teachers communicate through classroom websites, Class Dojo, e-mails, student blogs, and conferences Parent volunteers are in classrooms to experience our classroom environments. We continuously create opportunities for parents to participate in classroom events and celebrations (Writing Celebrations, Wax Museum, Literature Circles, Manners Luncheon, student Power Point presentations on current issues such as the Great Pacific Garbage Patch). Last year, the entire school wrote to the governor about how Kumeyaay is educating the community about native habitats, conservation and sustainability. Much of our environment is memorialized in our annual yearbook for all to experience.

To launch and monitor our schoolwide focus on environment, we utilized a School Environment Checklist and A Lens on Social Environment provided by the district to collaboratively identify areas of need, and create an action plan with our SSC/Governance and

Foundation. Then teacher/parent leads monitored the projects until completion. Approximately 40 volunteers are on campus on daily basis. Further, we have approximately 100-200 parents on campus for our monthly Tribal Meetings. Special events such as Back to School Night and Parent Involvement Day are well attended. The methods for monitoring and assessing the effectiveness of stakeholder engagement are anecdotal and experiential. One example is the participation in Garden to Café which has grown from 1 to 3, then to 5, and now between 15-20 parents who work alongside their children. During our library makeover project, a total of 29 parents were involved, 5 continue on a weekly basis. Now, our classes/community groups enjoy the library space for special learning experiences. One of parent began to create vibrant yarn cozies for our metal poles and has included other parents and knitting clubs from across the country, resulting in 50% pole coverage.

The launch and support for our environment inquiry has included **all** staff members (teachers, paraprofessionals, custodians, office staff, etc.) to develop a shared vision for 21st Century Learning and CCSS. We employed a variety of professional development strategies to build capacity: professional texts, research based and data backed practices, TED Talks, model photos/videos from classrooms, real world contexts, shared learning experiences, and unique space use such as Project HOWL. Support staff have developed strategies to use our special outdoor areas every day and throughout the day for students with unique needs. Selected staff have shared learnings from district/county trainings (CCSS, Lucy Calkins, Brain Research, Trauma Informed Care, Executive Functioning, G.A.T.E. Icons, i21 Technology, ProAct). We also included time for individual and grade level reflection to create a **vision** for our ideal analyzing the current **reality** and making **agreements** for the necessary **next steps**. Practices have become public through virtual walkthroughs, teacher share outs, classroom visits, photos/videos, open problem solving in teams and PLC work. PLCs develop common assessments, analyze **data** and work samples, determine **strengths**, discuss **implications** and determine **next steps** for support. The staff and principal monitor progress at individual student, class, grade and site levels to determine effectiveness of strategies and identify areas of strength from which to learn. Progress monitoring towards creating our vision for the environment and instruction also includes walkthroughs by: the site administrator, area superintendents, district resource personnel, principals from throughout the district, and teachers from Kumeyaay and other schools in the district.

Results of Model Program/Practice

Our focus to create an environment worthy of our students is evident to our community and visitors: a transformation both inside and outside our classrooms. Our approach to create a **vision**, define the **reality** and make a **commitment to next steps** has resulted in a campus which is warm and inviting visually and personally, and an outdoor environment which is representative of the community and engages all stakeholders. The result in our classrooms is an environment where students own their learning by creating goals, taking risks and supporting each other. Instruction is aligned to 21st Learning/CCSS within and throughout our grade levels, and academic rigor is supported by explicit and purposeful charting. On our self-assessment rubric for environment, staff reflected on growth and indicated movement from an initiating or implementing stage to a refining or sustaining stage of development since the beginning of our focus on environment. This movement in practice was largely accomplished through PLC work. Grade levels reflected on the development of their PLCs over the last 2 years and 5 out of 6 grade levels reported growth from the initiation stage to the development stage, as well as some movement into the sustaining stage. Seeing the impact of their PLCs, the staff voted by 90% to voluntarily allocate eight of their minimum prep time days to PLC

work. Further, we have opened doors for increased parent involvement. In addition to our longstanding volunteer traditions, parents now support the Garden Café, Library Makeover, Pole Cozies, Spanish Program, Everyone A Reader, Labyrinth, Murals, and more. Last spring, our Open House amazed us as families lingered throughout our outdoor spaces and students took a lead in sharing their learning.

In regards to assessment and monitoring, On the CAASPP, 64.4% of our students met CCSS standards, approximately 10% higher than our district/county and 20% higher than the state in both ELA and Math. Our Hispanic/Latino students scored higher than local and state scores by 20% in both ELA and Math. English Learners who met standards also shows a 30-40% higher percentage of students who met standards than local and state scores. The percentage of our students who receive support through an IEP and met standards is higher than the state and local percentages (3-12% difference). We built capacity and addressed challenges through professional development, PLCs and district walkthrough support. As we have transitioned to CCSS, the school has seen significant changes in our populations which often need additional support in meeting standards (military, free/reduced lunch, IEP/504s). Also, our funding for support programs decreased each year for the past four years. Yet, we continue to collaborate and create supports, and monitor progress towards meeting standards. Data from our state, district, grade level and classroom assessments, student monitoring system, Student Success Teams, and walkthroughs feeds information into our culture of continuous improvement. Our district looks specifically at 1st and 3rd grade data as an indicator for academic achievement. Last year, 15-20% met/exceeded the standards in 1st grade on Interim 1. Teachers began to work on their academic tasks and talk, resulting in 75-80% of 1st graders meeting standards on Interim 2. Our 3rd grade assessment results in September compared to the CAASPP results shows that we reduced the number of students who were not meeting the standards by 67% in Math and 30% in ELA. Our 1st and 3rd grade teams shared their practice with staff to build capacity. Our next steps included: refining grade level assessments and monitoring, focused walkthroughs, creating a transdisciplinary special education team PLC, coaching with math, EL, and Special Education resource teachers, and principal/ILT review of data backed practices at other sites. Kumeyaay has consistently distinguished itself each year, as the Area Superintendents and special programs select Kumeyaay to host principal learning walkthroughs. Artifacts, anecdotes, photos and videos from our outdoor learning areas and classrooms consistently provide models for district professional development around building student agency and teacher capacity through the creation of an environment that is worthy of our children.