

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. Leslie Sandoval
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 1629 Holly Oak Street
(If address is P.O. Box, also include street address.)

City La Verne State CA Zip Code+4 (9 digits total) 91750-3914

County Los Angeles

Telephone (909) 971-8206 Fax _____

Web site/URL <https://gm.bonita.k12.ca.us> E-mail lsandoval@bonita.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* Mr. Matthew Wien E-mail wien@bonita.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bonita Unified Tel. (909) 971-8200

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Glenn Creiman
(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):
- 8 Elementary schools (includes K-8)
2 Middle/Junior high schools
3 High schools
0 K-12 schools
- 13 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	31
K	88
1	78
2	70
3	61
4	75
5	64
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	467

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 3.4 % Black or African American
 - 63.2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 19.9 % White
 - 7.5 % 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: 13%

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	42
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	62
(4) Total number of students in the school as of October 1, 2021	467
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

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

Spanish, Arabic, Dutch/Flemish, Tamil, Chinese/Cantonese, Chinese/Mandarin, Russian

English Language Learners (ELL) in the school: 6 %
30 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 191

8. Students receiving special education services with an IEP: 29 %
Total number of students served 136

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>57</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>4</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>27</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>18</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>98</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>2</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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
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 22:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	91%	96%	96%	95%	95%
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 Grace Miller we are committed to our district's goal of preparing every student to live their purpose through our core values of equity, mastery, and a focus on results.

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

do.bonita.k12.ca.us/Non-Discrimination-Policy/

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

Grace Miller Elementary has the distinction of being named after Grace Hileman Miller who was a leader with a servant's heart for children in our community from 1904-1955. She was involved in multiple character development programs for youth in the community and the school staff, parents, and students continue to strive to educate students in both their academics as well as social-emotional skills. Nestled at the base of the San Gabriel Mountains, Grace Miller is a community school where many families walk their students to school daily. Many of the students are second or third generation students of Grace Miller Elementary, and several of the staff are alumni as well.

Having an active Parent Teacher Association (PTA) that supports and enriches the learning experience for the students is another hallmark of Grace Miller Elementary. Annually the PTA puts on a Fall Festival where students, their families, and community members all come together to enjoy a fun evening of games, activities, prizes, and food. Additionally, the PTA gives each student a birthday book of their choosing during their birthday month. The PTA sponsors field trips. This allows the students to visit the local pumpkin patch, orange grove, aquarium, Native American Historical Sites, and NASA's JPL (National Aeronautics and Space Administration Jet Propulsion Laboratory). Grace Miller's PTA also affords students the opportunity to write stories to a local organization, Imagination Machine. After writing stories, a group of actors comes to the school and acts out the stories. The strong partnership between the school and the PTA provides a robust experience for the students.

Even with a highly-skilled and robust staff, there are still additional opportunities for student support. Parents and other community members are recruited and trained to help provide classroom support with foundational skills. Students in the primary grades that are working on letter and sound recognition or learning sight words will be found working with a parent in a small group during classroom rotations. Additionally, parents and community members are often seen assisting with arrival and dismissal procedures as well as chaperoning field trips and special events. This partnership of support from the adults in the community is one of the many key components to Grace Miller's success.

Celebrating student achievement is a highlight for the staff and families of Grace Miller. Every Friday begins with a spirit assembly led by student leadership. Students from each class are selected for demonstrating the character trait of the month and congratulated in front of the entire student body as well as any family and community members in attendance. Additionally, students that represent the school in district events such as the Spelling Bee, Math Field Day, and the Perseverance Awards, are recognized for their hard work. Families are able to celebrate alongside the school staff and students, and often alumni will attend the assemblies to congratulate their friends and family.

Rigorous curriculum based on the California Common Core Standards is implemented in each classroom. The teaching staff works diligently to ensure students master the grade level standards. The foundations for learning are built in the preschool and Transitional Kindergarten classes where students learn through play. As students grow through the grades, lessons change from songs about days of the week during circle time, to sight words, to multiplication facts. Learning is made fun and embedded throughout the school day. Weekly, students are able to select math games to interact with at lunch recess. As students walk from the cafeteria to the playground or from the classroom to the library, they can be heard working on academic skills. Academics are also embedded in family activities. During Read Across America Week, families are invited to come to the school and read a book with their students. Family nights around literature and math festivals occur in evenings on campus and all families are invited to participate.

The staff is united in the district goal of 80% of students scoring standard met or exceeded in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) and 70% of students achieving the same level of proficiency in Math. This ambition is not a reflection of one test, but rather of helping all students achieve a level of proficiency that will serve them well throughout their academic career. Students apply their learning to practical activities such as creating websites and giving presentations.

In order to achieve high levels of academic success as well as supporting students' social-emotional development, Grace Miller staff utilize a Multi-Tiered System of Support (MTSS). All students explore the Second Step curriculum in their classes and staff use common language when supporting students. Students with academic needs are able to be supported with ELA or Math intervention in addition to Best, First Instruction (BFI) happening in the classroom. Students are able to be peer mentors and assist with resolving conflict through the Peace Patrol Program. The school psychologist and counselor both run small groups to address student needs such as grief, friendship, and anxiety. The goal for all staff is to support the whole student. This starts with ensuring that all students have access to breakfast in the morning, a clean and safe environment welcoming them, supportive staff, and rigorous academic expectations. This is achieved through an integrated approach of all staff working together for the success of the students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Grace Miller teachers follow the pacing guide created by and essential standards identified by the Bonita Unified School District (BUSD) ELA Focus Group from the California Common Core State Standards (CCSS). Benchmark Advanced is the adopted ELA curriculum, but the classroom instruction goes well beyond the curriculum. Students read novels in class and discuss the important aspects such as character, plot, point of view, and key details. Teachers also utilize SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in the primary grades to support students as they learn the building blocks for reading. In the upper grades, students have access to programs such as IXL (I excel) to individualize their instruction for any learning gaps or acceleration that may be appropriate.

Students in preschool through first grade rotate through small groups where they are able to work on various academic skills with adult support. These small groups allow the teacher to individualize the instruction and ensure that each student receives instruction at the appropriate level. As students progress through the grades and move into grades two and above, the instruction shifts to more whole group instruction with small group reinforcement with the teacher as needed. These instructional practices have been utilized due to the ability of staff to teach the standards, differentiate the lessons for the various levels and styles of learners, and the opportunity to measure growth and mastery. A key component of this instructional practice is the ability to utilize staff and volunteers to work with students in smaller groups to be able to address individualized needs. However, all students learn alongside their peers to ensure that they are exposed to the same essential standards.

Accelerated Reader (AR) is utilized by all grade levels as a measurement for reading comprehension. Teachers set individualized goals for both the amount of reading and accuracy as students progress in their reading ability. The media center staff, classroom teacher, and family all work together to encourage a love of reading by finding both fiction and nonfiction texts that the students enjoy.

ELA assessments begin with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) foundational assessments for students in kindergarten through second grade. As students progress in their reading skills they also participate in Star Early Literacy assessments and then reading summative assessments each trimester. At all grade levels teacher-created formative assessments guide the progress through the standards. For students in grades three through five, progress towards state standard mastery is assessed utilizing Benchmark Advanced assessments as well as CAASPP created assessment blocks such as FIABs (Focused Interim Assessment Blocks), IABs (Interim Assessment Blocks), and ICAs (Interim Comprehensive Assessments).

The use of formative and summative assessments allows the teacher to tailor the instruction to student needs. If students are not mastering the essential standards: teachers reteach, create small groups for reinforcement, or utilize the support of intervention staff. The use of the summative assessments allows staff to identify if students are demonstrating mastery normed against students across the state or country. The focus for teachers is always supporting students and ensuring that each student has what is needed.

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

Grace Miller utilizes Houghton Mifflin's board-adopted curriculum Go Math! to teach California Common Core mathematics standards. Teachers follow the pacing guide and focus on the essential standards as identified by the BUSD math focus group. In addition to the adopted curriculum, teachers supplement with IXL Math, Reflex, Mountain Math, and Freckle. Teachers have focused on the application of math facts and mathematical vocabulary.

Math is taught in small groups in the primary grades with students working in rotations with teaching staff.

Manipulatives are utilized to aid in visual and kinesthetic learning and teachers are often heard creating mnemonic devices such as “Gus the Plus” to help students. In the upper grades, teachers utilize whole group instruction leading to checking for understanding and partner work. Eventually students move on to independent practice and the teaching staff are able to monitor and ensure that students are demonstrating mastery. If students are continuing to demonstrate a need for additional instruction, the teacher is able to work with a small group of students during independent practice.

The fifth grade team at Grace Miller utilizes an approach to teaching that mirrors what students will experience in middle school. One teacher teaches math to all of the fifth grade students. Students rotate through the classroom and have instruction on other subjects in the other classroom. Additionally, all students in grades three through five start the day with a spiral review. This allows students to continue to practice previously learned concepts and reinforces those concepts.

In addition to formative, teacher-created assessments, students in second grade work to earn a “green light” on Reflex Math demonstrating a number of math facts have been answered correctly. Students in third-fifth grade complete IXL assignments that are individualized for student learning gaps or acceleration. Utilizing data from formative assessments, teachers reteach, create small groups for reinforcement instruction, and utilize the support of intervention staff. Summative assessments are utilized at the end of each trimester and the end of the year to evaluate student mastery. Grades three through five utilize Go Math! chapter assessments as well as FIABs, IABs and ICAs from the CAASPP portal. Kindergarten and first grade teachers utilize district assessments while second grade utilizes curriculum based assessments as well as a district wide cumulative assessment at the end of the school year.

Students in grades four and five that excel in math are invited to try out for the school Math Field Day team. A team of four students plus an alternate is selected from each grade level and compete at the district level. Students are selected and scored based upon their mathematical ability as well as how well they work together as a team. All students are able to enjoy the math activities that the math intervention teacher brings out to recess every Tuesday. Students enjoy practicing math facts in a fun way such as adding the values of dice and competing in a race to complete the facts and be the first to push in all of the bubbles on a Pop It.

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

The implementation of Next Generation Science Standards (NGSS) has led to an increase in experiential learning in science. The BUSD science focus group participated in professional development with the UCLA Science Project and teachers have had the opportunity to increase their knowledge of phenomena-driven learning. Unlike ELA and math, BUSD has a mixed adoption for science curriculum. Grades three through five utilize PhD Science while primary grades utilize Mystery Science, Generation Genius and second grade also utilizes Zingy Science. Consumable materials are purchased annually so that students can participate in hands-on activities.

Students participating in hands-on experiments are able to demonstrate an understanding of presented concepts. Students participate in growing gardens, weighing and measuring, creating reactions and observing changes in states of matter. Teachers create meaningful and applicable activities for students to participate in to learn NGSS. These lessons are often woven with multiple modalities allowing students to create realia showing the phenomenon, writing about it or creating a digital representation of the information they have learned.

Fifth grade students participate in the summative assessment in the spring of each year as a part of state testing. Last year the Grace Miller fifth grade students earned the highest percentage of students meeting or exceeding standards in Bonita Unified with a proficiency of 65.67%. Teacher-created formative assessments are utilized throughout the year in all grade levels. With hands-on learning experiences, students are able to demonstrate a high level of understanding scientific concepts.

Grace Miller students participate in various Science, Technology, Engineering, and Mathematics (STEM) experiments and field trips to enrich their educational experience. Students visit the Aquarium, Zoo, local

historical orange grove, and NASA's JPL. On these field trips, students are able to see the scientific concepts they have been learning about in their environment.

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

Students in kindergarten and first grade utilize the Benchmark Advance Social Studies Readers curriculum while students in grades 2, 3 and 5 use McGraw Hill's Impact. Fourth grade students use a consumable product called Studies Weekly which is an interactive newspaper. Each of these materials support the History-Social Science (HSS) Framework for California Public Schools in a way that the focus groups deemed most advantageous for each grade level. The goal of each course of study is to develop critical thinking skills while examining historical and social studies topics.

Many of the social studies topics are units of study that culminate in a larger community activity. In primary grades, students learn about different holidays and second graders create a passport around the world as they learn about each culture and its traditions. Fourth grade students participate in three Hands on History field trips where students are able to see what they have learned about in their community. Volunteers make history come alive as students participate in Native American Days, Rancho Days and a Gold Rush experience. For each of these events, students prepare by learning the necessary historical information to gain the most from each event. Students are immersed in the historical activity with food, dancing, creating artifacts and all of this is led by community volunteers.

Fourth grade students participate in a Walk through California and fifth grade students participate in a Walk through the American Revolution. Both of these events take students through a timeline of events and students dress as assigned characters and participate in acting out the events. The ability to participate in an activity helps students gain a deeper understanding and appreciation for historical events.

Assessment of student learning is through these experiential activities. Students, staff and the community enjoy coming together to enrich the educational experience and bring HSS to life. Several of these activities have happened for generations and the volunteers leading the activities were once students participating themselves.

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

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

At Grace Miller there are two types of preschool classes. There is a morning class, the BLAST: Building Lifelong Academic Skills Together class, and an afternoon Special Day Class. The BLAST Preschool class is an inclusion class with up to 8 students on Individualized Education Plans (IEPs), along with up to 8 general education students. The students are in mixed ability groups for small group activities, and they are all learning together in a language rich environment taught by an early childhood special education teacher and supported by three instructional paraeducators. The afternoon class is a smaller class with children on IEPs. New students often start in this class, and move to the BLAST class when they are ready for the challenges of a larger class and are more independent in their learning. Grace Miller currently has two BLAST classes and two SDC (Special Day Class) preschool classes on campus.

Both types of preschool classes use the Big Day for Pre-K curriculum from Houghton Mifflin. This thematic curriculum encompasses language arts, mathematics, science and social studies. The curriculum uses monthly themes and provides books, math mats, and science/social studies posters. In addition to the curriculum, staff use elements of Handwriting Without Tears and Touchmath. All four of the preschool classes focus on helping students socialize with peers and be successful in a school setting. Additionally, service providers such as speech and occupational therapists push into the classroom and focus on individual student goals while supporting developmental instruction in cognitive, physical, language and social-emotional domains with the classroom staff.

The curriculum is driven by the state standards in California Preschool Learning Foundations. Students receive progress reports based on the foundations and give parents their first glimpse of what standards based education looks like. Students with IEPs are evaluated using the Desired Results Developmental Profile (DRDP). The DRDPs are rating scales which measure student growth in a number of areas, and are completed twice a year. These foundations outline what students should know before entering kindergarten and Grace Miller preschool students repeatedly demonstrate their school readiness in writing, phonemic awareness, and number sense when they enter Transitional Kindergarten.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Grace Miller Elementary is proud to support the visual and performing arts. Students in fourth and fifth grade have a weekly music class with a credentialed music teacher. Students learn the basics of music such as how to read music and have the opportunity to play introductory instruments such as bells. Additionally, these same students are able to participate in an after school band and choir program. Students may learn to play an instrument or sing and after their introductory experience, students are eligible to try out for the advanced band and choir programs. Students involved in these groups perform concerts in the Bonita Center for the Arts (BCA) which is a 700 seat proscenium theater. The choir and band also share their musical talents with the community as they travel to local destinations such as Knott's Berry Farm and Disneyland and perform for groups.

The visual arts are supported through the PTA and the La Verne/San Dimas Education Foundation. An art teacher visits every student in every class at least once a year and creates a work of art for the student to take home. Students are introduced to pastels, watercolor, and various other mediums. These pieces of art are highlights for many students. Additionally, classroom teachers do several art projects a year aligned with other standards being taught concurrently.

2b. Physical education/health/nutrition

Physical Education (PE) as well as health standards are taught to students in grades one through five by a credentialed PE teacher. Students in grades four and five attend class four times a week while students in grades K-3 are taught by their classroom teachers daily and collaboratively with the PE teacher two days per week. Students enjoy the opportunity to learn new games and activities as well as how to work together as a team.

Students participate in new units every two to three weeks. Jumping rope, throwing and catching, basketball, hockey and football are just a few of the activities that students are introduced to. Additionally, students work up to running a mile. Students start with running a lap around the field and work their way up to a full mile.

Third through Fifth grade students are also eligible to try out for and participate in the school track team. This team competes at the city track meet and students who place well are eligible to move on to the county and state track meet.

The Grace Miller cafeteria staff provide a well-balanced breakfast and lunch. Students are able to choose fruits and vegetables from the salad bar and learn about the importance of nutrition.

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

2d. Technology/library/media

Every student at Grace Miller has access to a Chromebook. Students are able to utilize the devices to access supplemental curriculum as well as complete assignments utilizing the Google Suite of programs. Additionally, students are able to create items utilizing 3D printing software such as tinkercad and then see their creations come to fruition on the 3D printer.

The library at Grace Miller has a robust collection of books of all different interests and reading levels. The media center technician carefully curates the collection to continue to grow as new books and interests emerge each year. For readers that need audio support, through the use of technology, audio books are utilized alongside the print version. Additionally, the reading and butterfly garden outside of the library provide a tranquil environment for students to sit and enjoy their books.

Grace Miller has a variety of activities available for students through the maker space. Staff request items to support curricular goals and are able to have activities and realia for students to use. Students are able to sort items according to categories, touch and feel various items, as well as create and build.

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

In collaboration with the local high school, Grace Miller is able to provide free after school tutoring for students. High school students earn their community service hours while assisting younger students with their homework, reading, and math skills. These students are supervised by a teacher, but the numerous high school students allow the Grace Miller students to work in a small group with the tutor.

The School Age Care (SAC) program at Grace Miller assists students with completing their homework, provides time to play outside and give every student a nutritious snack. Additionally, the SAC program has an additional helper in Elijah the dog. He is a certified and trained member of the school and provides support for students in various ways. The younger students enjoy reading to him and he is a calming presence for those that are struggling with their emotions.

3. Academic Supports

3a. Students performing below grade level:

For students performing below grade level, Grace Miller has a robust, data-driven intervention program that supports the best, first instruction occurring in the classroom. Grace Miller has two full time and one part time intervention teachers as well as two part time paraeducators who work exclusively with students in intervention. Students are selected for working with the intervention staff based upon RTI (Response to Intervention) meetings held weekly. Every Tuesday is a Compact Day and the afternoon is set aside for the RTI meetings. In these meetings, the classroom teacher, grade level colleagues, specialized academic instruction teachers, intervention teachers and administrator all collaborate on student data. The data evaluated includes Star Reading and Math, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Beginning Phonics Skills Test (BPST).

Student data for those in intervention is monitored and evaluated. Intervention staff utilize research-based curriculum and strategies such as S.P.I.R.E. (Specialized Program Individualizing Reading Excellence) and SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) to create differentiated small groups. The math intervention teacher works with small groups on specific skills as identified by the formative assessments administered by the classroom teacher. The teacher utilizes manipulatives and multi-modal strategies to support student learning.

Staff are looking for catch-up growth to see that students are not just learning the skills they are missing, but are also closing the gap between where students are currently and the grade level expectations. Once students are at grade level, they are exited from the intervention program, but the team continues to monitor their performance to ensure that they maintain a positive trajectory. If students are not able to make catch-up growth or continue to fall further behind, the classroom teacher will recommend the student for SST (Student Study Team). Guardians are invited to the SST meeting as an integral part of the team. As a group, ideas are brainstormed to support the student.

Additionally, for students that need support with sight words, math facts, and reading comprehension, paraeducators spend time in small groups or one on one. This additional time has been beneficial as students are able to make growth and achieve grade level expectations. The goal for all students that are identified to be performing below grade level is that, with support, they are able to make catch-up growth towards grade level standards.

3b. Students performing above grade level:

Grace Miller staff encourage students performing above grade level by tailoring their instruction. Utilizing tools such as Accelerated Reader, students are assigned a Zone of Proximal Development (ZPD) and students read books of interest within their individualized zone. Similarly, other programs such as IXL, Reflex and Prodigy also allow students to work at individualized, challenging levels.

In the classroom, teachers work diligently to differentiate the curriculum for all students. As students perform above grade level in various subjects, teachers create critical thinking opportunities where students can excel and demonstrate an increased depth of understanding. Students performing above grade level are also encouraged to be peer mentors for other students as they work together in the classroom.

Enrichment and extension activities are provided for students as they can participate in opportunities such as dissections, art projects, a mime lesson, and more. Math Field Day and the Spelling Bee are opportunities for students to enhance their skills. Math Field Day is a district wide event where the winners from each grade level continue on to represent the school district at the county level. The Bonita Unified Spelling Bee is an opportunity for the top eight spellers from Grace Miller to compete with students from all elementary schools in the district. The winner at the district level is invited to represent Bonita Unified in the Los Angeles County Spelling Bee. All of these activities provide opportunities for students to thrive in a supporting yet challenging environment with an advanced curriculum.

3c. Students with disabilities:

Grace Miller has several programs for students with disabilities and all of them focus on inclusion. Beginning with preschool, students with IEPs are in one of the two afternoon self-contained classes or if appropriate one of the two morning BLAST inclusion classes. These classes both utilize developmentally appropriate curriculum with socialization, foundational skills, and the opportunity for support providers to be integrated into the learning environment.

As students progress to the Transitional Kindergarten (TK) program, Grace Miller is excited to host the first Co-Teaching TK class in the district. Students in this class with an IEP will learn alongside their general education peers. The class will be taught by an education specialist as well as a general education teacher. It will also have the support of a paraeducator in the classroom. Grace Miller is also home to the self-contained TK class, Kindergarten class and Grades 1 and 2 classes for students with IEPs. In each of these classes, the education specialist ensures the curriculum aligns with students' IEPs. In areas of strength, students are mainstreamed with their general education peers. The entire campus is supportive of all of our students and students can be seen at recess, lunch, PE, and on field trips all playing and working together.

On state standardized testing given at the end of the year, 40% of students with disabilities scored standard met or exceeded. This is lower than the 70% achievement of all students. Students are receiving individualized education programs and through individual goals and the support of an education specialist, students are working towards closing the achievement gap. An additional 28% of students nearly met the standard, demonstrating that the supports are helping students work towards the same level of mastery as their peers.

Students with disabilities are supported by three full-time and one half-time Education Specialists, two full-time Preschool Education Specialists and one full-time TK Education Specialist. Additionally, the school psychologist, two speech therapists, multiple occupational therapists, speech-language pathology assistants, one certified occupational therapist assistant, adaptive physical education teacher, physical therapist,

licensed vocational nurse, and multiple special education paraeducators all support our students. Grace Miller has a robust special education team and all members strive to meet the individual needs of each student.

3d. English Language Learners:

Approximately 7% of the student population are identified as English Language Learners (ELLs). These students have a background in a variety of languages and amount of time in the United States. Students receive designated and integrated English Language support in their classes. Students in primary grades received designated instruction through vocabulary acquisition, phonics and phonemic awareness. Additionally, in the 2021-2022 school year, all teachers participated in a full day GLAD (Guided Language Acquisition Design) refresher course. These strategies aid teachers in providing integrated ELL support throughout the school day. All teachers at Grace Miller have their CLAD (Cross-Cultural, Language, and Academic Development) certificate and are equipped to provide academic instruction in English for limited or non-English speaking students.

On the end of the year state summative assessment, 30% of students in grades three through five scored meeting or exceeding standard. Their non-ELL peers scored 70% standard met or exceeded. This discrepancy is being addressed in multiple ways. In addition to the designated and integrated instruction happening in the classroom, staff work with students in small groups to help with additional vocabulary acquisition and reading comprehension. Staff focus on student needs identified on the ELPAC (English Language Proficiency Assessment for California). Additionally, students are able to utilize the Imagine Learning platform which individualizes English language acquisition skills for each student and staff monitor student usage and growth within the program. When looking at state summative data, an additional 46% of ELL students scored as nearly meeting the standard. With continued support and growth, ELL students will be scoring at the same level of proficiency as their non-ELL peers.

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

Bonita Unified School District has historically had relatively high numbers of foster youth due to the number of group homes within the community. Grace Miller is home to several foster youth and staff work collaboratively with caretakers and the students to support the students' various needs. The district Foster and Homeless Youth Liaison works with the site administrator, mental health staff, social work interns and students' appointed social workers to support academic growth and social-emotional well-being for the students. This staff works to meet the day to day needs of students such as school supplies and completing work as well as the ongoing needs of mental health support and family/caretaker connection.

This same group of staff support students that qualify as homeless under the McKinney-Vento Act. Students that lack a "fixed, regular, and adequate nighttime residence" are offered support and services to meet their needs. Staff coordinate with community resources to meet the material needs of both the foster and homeless youth at Grace Miller. Families receive meals and gifts during the holiday season as well as school clothing and supplies at the beginning of the school year. This partnership helps students to have a sense of belonging and to be successful in school.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students are engaged through a variety of activities on campus and in their classes. The Grace Miller PTA (Parent Teacher Association) sponsors events such as Fall Festival, the Talent Show, Imagination Machine and the school wide walk-a-thon. Students and families enjoy these activities and it creates a positive social environment.

Academics are supported as staff provide a positive learning environment and utilize incentive programs to motivate students. AR and sight word shirts can be seen on students around campus that have made the grade level expectation for each category. At the end of fifth grade, students earn the Presidential Award and students in all grades receive numerous academic awards.

Students' mental health and emotional well-being are cared for with the support of counseling and behavioral specialists. Teachers can engage these team members to conduct whole class lessons, provide resources for the teacher or families, or conduct small group sessions for students experiencing difficulties with topics such as handling stress, staying organized, making friends, and dealing with challenging life changes at home. Additionally, Social Emotional Learning (SEL) lessons are integrated into each classroom utilizing Second Step curriculum. These lessons include not only the mental health aspect, but also goal setting. Teachers lead discussions and assist students with setting personal goals. These goals can have an academic focus or daily life skills focus. Recently, one of these lessons led students to take an increased interest in their school and they created a school beautification club. The skills learned during these lessons set students up for success on their college or career readiness path.

Students are engaged with their school as they volunteer with Peace Patrol and the Garden Club. Peace Patrol students are trained to mitigate peer conflict at recess. The Garden Club students work to maintain the various plants around campus and are entrusted with the responsibility of maintaining the health of the plants.

With the diverse student population, students also spearhead multiple awareness days. A student with a rare disease shares information about that disease on the national awareness day and students and staff are encouraged to wear stripes. For Down Syndrome Awareness Day, students and staff wear mismatched socks. Additionally, the student council creates fun dress up days for student engagement such as book themed dress during Read Across America week or Kindness Day.

2. Engaging Families and Community:

Grace Miller is grateful for the family and community partnerships that have been formed and support the success of all students. Adults volunteer in the classrooms and help with small groups as well as special events. The PTA enhances community involvement by inviting families to school on the first day of school for a welcome breakfast. In the spring, PTA sponsors Donuts with Grown Ups and students invite adults to come to school for a breakfast treat. PTA also sponsors field trips for all students and scholarships for activities. PTA also connects with local businesses to sponsor school activities as well as family evenings.

The local Soroptimist International sponsors students to have a shopping trip to the local Target every September. Students shop with a local volunteer and are able to get a school outfit, pair of shoes, jacket and backpack. This is a highlight for the students that are selected and the Soroptimist volunteers enjoy meeting and helping the students.

The Elks Lodge is a favorite community partner among the third grade students as each year they visit for an assembly and award each student with their own dictionary. The Elks leadership share information about the dictionary with the students and students have an immediate interest in new vocabulary words. Students continue to utilize the dictionaries throughout their elementary education.

The La Verne/San Dimas Education Foundation and Rotary sponsor teacher grants every year allowing teachers to create additional learning opportunities for students above and beyond the curriculum. Teachers have created school gardens, purchased additional classroom library books, and sensory items with the grant funds.

Parents and community members are a part of the School Site Council (SSC) which utilizes feedback from the WestEd Parent and Staff survey as well as the Panorama School Survey to drive school expenditures and programs. Information about programs and school events are shared via a monthly newsletter from the principal as well as announcements via a distinct wide communication tool, ParentSquare. Families receive digital fliers and have the ability to sign up for school events through these announcements. Teachers also utilize applications such as Bloomz and Remind to keep parents informed about classroom activities. These programs are useful for keeping parents knowledgeable about daily activities and individual student information. This frequent communication supports student success with the school, families, and community partnering together.

3. Creating Professional Culture:

Grace Miller staff are valued and supported in a myriad of ways. First, professional development is driven by the needs expressed by staff. When staff request additional support in a particular area, school leadership researches available resources and brings the training to the staff. Staff have participated in Guided Language Acquisition Design (GLAD) refresher training and the opportunity for online Orton-Gillingham training in the past year as they have requested additional support in the areas of teaching struggling readers and English learners.

Most recently, the entire staff, teachers, paraeducators, and support providers have participated in five days of Orton-Gillingham training. This is the first training of its kind in the district where all staff, school wide, are trained alongside one another.

The leadership team consists of one teacher from each grade level as well as intervention and specialized education. This staff meets monthly with the school administrator and reviews goals towards the district wide initiative of mastery, equity and a focus on results. Each month one of these areas is focused on and part of the leadership team shares a piece of professional development with the entire staff at the next staff meeting. This activity of the teachers teaching teachers has led to rich discussions and an increase in skills utilized to support students in all areas.

With the robust early intervention program at Grace Miller, there is a need for well trained teaching and paraeducator support. In partnership with district office specialists, behavior interventionists observe a classroom and provide real time support and suggestions. After repeating observations over multiple days, the specialists then meet with the staff outside of student class time and provide additional training.

Staff are encouraged to connect with colleagues and learn from each other. Substitute days are provided so staff can observe others and debrief afterward. Other staff have requested to attend professional development conferences and they are supported in their request. All of these professional development opportunities have increased the expertise of the school staff and collectively enhanced the learning environment for all.

4. School Leadership:

The leadership at Grace Miller fosters a servant leadership approach. The principal has an open door and will stop what she is doing to listen and help anyone that walks in. Students, staff, and parents are all welcome and encouraged to reach out to school leadership. When something is needed, leadership comes alongside and supports those in need. The leadership team consists of a teacher from each grade level, an intervention teacher, a teacher from specialized academic instruction and the principal. This team listens, anticipates, and responds to school and community needs. When there is a school need, such as adding an additional class next year, the leadership team works collaboratively to figure out the best solution for all.

The principal also encourages being present and knowing as many staff, students and families as possible. She can often be found in the cafeteria or on the playground connecting with students. This rapport allows her to build relationships with the students and lead with a proactive approach. All staff are valued as leadership with students and will be observed interacting with students at recess and lunch. Several teachers lead student groups such as Student Council, Peace Patrol, and Big Buddies. Within these groups, students are empowered to be leaders on campus and support their peers.

The leadership team is focused on closing the equity gap and works to provide support and services for students and families. In staff and RTI meetings, when a concern or need is shared, the leadership team develops a plan for addressing it. As students have demonstrated a need for small group support, the leadership team has worked to develop a plan to allocate resources to meet the need. The grade level leadership continues to monitor the effectiveness of the resources and reports back to the leadership team.

With a focus on continuous improvement, the principal encourages opportunities for students and staff alike to gain leadership skills and for staff to advance in their careers. Students are invited to participate in an annual leadership development conference hosted by a middle school in the district and led by the California Association of Student Leaders (CASL). Students that are on Student Council and members of Peace Patrol are all invited to the conference and return to school with increased leadership skills. Similarly, as staff have the opportunity to participate in leadership opportunities, they are encouraged and supported. One teacher was selected to participate in a pilot program for an administrative credential with a focus on diversity and inclusion. The teacher was made aware of the opportunity through site leadership.

School leadership continuously evaluates the effectiveness of programs and the current needs of students and staff. The School Site Council (SSC) reviews the effectiveness of the programs at the end of the year and develops a plan for the following year. Through continuous reflection, positive relationships, and servant leadership, Grace Miller leadership strives to support all students and staff with a focus on student achievement.

5. Culturally Responsive Teaching and Learning:

Results of the Fall 2022 Panorama Survey show that 74% of Grace Miller students in grades three through five feel a positive sense of belonging. This is an increase in 7% from the previous year. Additionally, 68% of students feel a positive school climate which is the greatest increase from the previous year with a growth of 9%. This data is reflective of the intentional work being done by staff to ensure students of all backgrounds and experiences are connected and supported. Grace Miller has a large student population with various abilities and those differences are celebrated at the Ability Fair. Service providers, teachers, and parents sponsor different booth activities where students can experience what it is like to complete a task using adaptive equipment, having a visual impairment or different sensory needs. Activities such as this as well as the inclusive mindset ensure that students of all abilities are respected by their peers.

Programs at Grace Miller meet the diversity requirements of the State of California for a fair representation of the cultural and racial diversity in America. Staff have served on the District Equity Committee and spearheaded the initiative to ensure that media center materials are reflective of the diverse population served. Texts depict families of various cultural backgrounds as well as abilities and demographics. Students also learn about equity through the Second Step curriculum and classroom activities. These lessons and activities are leveled for each grade level. One kindergarten student recounted a lesson in equity as opposed to equality. For this activity the teacher assigned each student an "injury" on a different place on their body, but to demonstrate what equality meant, he gave students band-aids only for the arms. The students quickly realized that getting what needed was more important than everyone getting the same. This activity is just one example of how staff demonstrate that everyone has different needs and that may mean that each student receives a different kind of assistance.

The adopted social studies curriculum depicts culturally diverse populations and Grace Miller staff emphasize the positive contributions various individuals have made. Respect is paramount throughout the school and when conflicts arise, staff work through restorative practices with students. Through daily, positive interactions, staff build meaningful relationships with students and their families. This creates a

school environment where families of all cultures, backgrounds and abilities feel valued, accepted and a sense of belonging.

PART VI - STRATEGY FOR EXCELLENCE

Without a doubt, the one practice that has been most instrumental to the success of Grace Miller Elementary School is collaboration - collaboration among and across grade levels, between general education teachers, support staff and specialists, as well as collaboration with parents and students themselves. The leadership team embodies a full cross section of our school, including a member from every grade level and department which enables thorough and multiperspective discussions about topics that impact the school and students.

At the classroom level, the teachers conduct weekly grade level meetings where (along with administration, intervention and specialized service teachers) they analyze data (both qualitative and quantitative) and strategize ways to refine instruction and implement interventions both in their own classrooms and with the support of intervention teachers. Many grade levels conduct whole grade level rotations or have flexible groupings where students are provided additional support for areas in which they are slightly below grade level, at grade level, and above grade level while students with more emergent literacy and math skills are provided even more intensive, targeted small group support with the intervention team.

During small group interventions, students are further assessed to identify specific areas for growth and are grouped by need across grade levels. They are placed in dynamic, flexible groupings where they receive daily, multisensory instruction in foundational skills and are regularly monitored for growth. The intervention team, teachers, and administration have regular data meetings to discuss student progress and adjust the instructional plan as needed. Decisions are always team-based, never unilateral.

Students are not considered passive learners. They are acknowledged as primary stakeholders in their education and are regularly engaged in activities that involve examining and reflecting on their own learning and tracking their data in the general education, intervention and specialized services settings.

Parents and guardians are included as partners in their child's education. In addition to regular parent conferences, parent nights, and teacher communications, parents of students with additional educational or behavior needs are invited to attend SST (Student Study Team) meetings to find collaborative solutions to any difficulties their child might be experiencing. During the SST process, specialists and other teachers are brought in to provide new perspectives and offer insights and suggestions as to what strategies and resources will best support each child.

The key to Grace Miller's success truly lies in the regular, open dialogue, willingness to be flexible, and the spirit of collaboration that permeates the school. Every person on campus is deeply invested in the success and well-being of each and every student and are willing to engage and involve the team to help them reach their full potential during their time at the school.