

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Roann Elizabeth Turk

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

Official School Name Golden Elementary School

(As it should appear in the official records)

School Mailing Address 740 E. Golden Avenue

(If address is P.O. Box, also include street address.)

Placentia CA 92870-7098
City State Zip Code+4 (9 digits total)

County CA

Telephone (714) 986-7160

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Web site/URL http://www.golden.pylusd.org

E-mail ademark@pylusd.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*Dr. Greg Plutko

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail gplutko@pylusd.org

District Name Placentia-Yorba Linda Unified Tel. (714) 986-7000

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. Carol Downey

(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, write N/A in the space.*

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 21 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 6 High schools
 - 2 K-12 schools
- 34 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	14	55
1	41	41	82
2	51	47	98
3	54	47	101
4	81	81	162
5	80	68	148
6	81	91	172
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	429	389	818

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 48 % Asian
 - 1 % Black or African American
 - 17 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 31 % White
 - 3 % 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 2016 – 2017 school year: 9%

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, 2016 until the end of the 2016-2017 school year	69
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	75
(4) Total number of students in the school as of October 1, 2016	818
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 3 %
24 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Tamil, Mandarin, Korean, Indonesian, Urdu, Gujarati, Japanese, Vietnamese, Arabic

7. Students eligible for free/reduced-priced meals: 14 %
Total number students who qualify: 112

8. Students receiving special education services: 8 %
68 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>26</u> Autism | <u>16</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>2</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. 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 29:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	97%	97%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2017.

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%

14. 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.

15. In a couple of sentences, provide the school’s mission or vision statement.

Provide a high quality, challenging educational program which focuses on the mastery of basic skills, the use of technology, the development of critical thinking, and effective communication. Our goal is to foster, in all students, an understanding of responsible citizenship and a desire for life-long learning.

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

General education students K-6 attend Golden based on district boundaries as well as through a transfer request made during the school choice window. Only students in fourth through sixth grades may qualify to the Gifted and Talented Education (GATE) program based on the district GATE identification criteria. These criteria include a balance between achievement testing, ability testing, and other factors such as district performance tasks for writing, math, and reading levels. Additionally, parents and teachers provide input on gifted characteristics of task commitment, leadership, and creativity. Elementary students who are identified as gifted may be served either in their home schools or through magnet programs.

PART III – SUMMARY

Golden Elementary School, home of the Golden Eagles in the City of Placentia, California, has a culture of excellence, grounded in a quest to nurture, encourage, support, and challenge students everyday. Located in suburban, north Orange County, Golden currently has 821 students enrolled in grades K-6 which includes eight 4th - 6th grade GATE magnet and two special education classes.

Opening in 1965, Golden has a long standing tradition of community. In 2015, Golden celebrated 50 years of excellence. Throughout the years, Golden has grown, and it changed from a small neighborhood school into a large school in 1987, when the Gifted and Talented Education (GATE) magnet program was added. The one tradition that has remained the same is Golden's strong sense of family that maintains a warm, personal connection stemming from small town values. Golden has a history of embracing practices that engage and keep students motivated. A partnership with our community includes parents, grandparents, businesses, and alumni who volunteer each year to support all learners. Additionally, community, alumni, students, and families eagerly participate in our yearly Open House, Armed Forces Honor Day, the Spring Carnival, and Science Night, as well as many other school events. Students experience the civic-mindedness of the Golden family embedded in these events.

Evident in every classroom is Golden's fidelity to the promise of providing a well-rounded education to each student. We celebrate diversity. Our 28 Kindergarten - sixth grade classes are comprised of general and special education students, GATE magnet students, and English Language learners. The ethnic blend of students consists of 31% White, 48% Asian, 17% Hispanic, 3% Multi-Ethnic, and 1% African American.

Golden's mission is to provide a high quality, challenging educational program which focuses on the mastery of basic skills, the use of technology, the development of critical thinking and effective communication. Our goal is to foster in all students an understanding of responsible citizenship and a desire for lifelong learning.

Golden's highly qualified staff is committed to implementation of core curriculum using effective pedagogical strategies based on clear objectives with measurable outcomes. Teachers seek the newest, most engaging instructional strategies to facilitate students' individualized learning. This dynamic style of pedagogy pushes teachers to collaborate and seek out best practices. Through a rigorous curriculum and technology-rich environment, students' needs are addressed in language arts, math, social science, science, visual and performing arts, physical education, and health. Fully credentialed teachers (83% have master's degrees), utilize strong instructional practices, which include on-going monitoring and evaluation, as well as positive behavior management to challenge, engage, and motivate students. Through Professional Learning Communities (PLC), teachers collaborate to analyze and evaluate curriculum and data. In addition, our educators attend workshops and trainings through PYLUSD's Professional Development Academy (PDA).

A key goal is to create an atmosphere in which every student will SHINE (be Safe, Here, Inclusive, Nurturing, and Exceptional). All students: general, special, gifted and English learners flourish at Golden. Many of our students participate in Peer Assistance Leadership (PAL), promoting a positive school climate. Student valets provide a safe environment for students arriving at school. Cross-Age Buddies, Student Council, and Principal Council programs foster pride and encourage citizenship. Students are recognized for their contributions to our school's community through assemblies honoring academic achievements, as well as 21st century character traits and excellent behavior.

Golden's implementation of Positive Behavior Intervention and Support (PBIS), a school-wide initiative, lays the foundation for a proactive approach to creating a positive school environment. PBIS recognizes students for meeting behavior expectations in the classroom and campus-wide locations.

Parent involvement is an integral part of the success of Golden's students. Volunteers dedicate over 12,000 hours yearly to enrich our students' learning environment. Golden's Parent Teacher Association (PTA) is committed to providing many educational programs and resources to support student learning and enrichment. With over 25 parents serving on the board, the PTA has resources to reach out to community

members and incorporate sponsors who provide additional access to programs and funding. The PTA sponsors grade level field trips and Walk-Through assemblies where students interact with history. Other PTA programs include Meet the Masters, FIBO Art, Accelerated Reader, Family Nights, Book Fairs, Art Docent, Jog-a-Thon, Imagination Machine, Science Night, and Spring Carnival. The PTA and business partners also provide donations of Chromebooks, emergency supplies, and instructional materials.

Known for its academic success and friendly atmosphere, Golden's dedicated staff, in partnership with Golden's families and community, has made Golden Elementary a place where ALL students SHINE!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum at Golden Elementary provides students with opportunities to employ the 21st century learning skills of communication, collaboration, critical thinking, citizenship, and creativity.

Golden’s newly adopted language arts curriculums provide comprehensive programs based on the California Common Core State Standards (CCSS). The K-5 program sets its foundation on essential questions that drive the instruction of each unit with themes that are consistent throughout grade levels. High interest informational, literary texts, and thematic readers are used in small and whole group instruction. The texts focus on using evidence-based answers to show student comprehension. Students learn through pair-share and group discussions utilizing response journals and online assessments. Phonemic awareness in the primary grades develops decoding, inflection, and fluency in reading. A supplemental online reading program, Accelerated Reader (AR), is used to monitor reading comprehension, while the teacher created Golden Eagle University (GEU) addresses reading, writing, speaking and listening standards in fourth grade. The sixth grade program links anchor texts with engaging short stories, poems, and informational texts that include rich themes and sophisticated concepts that challenge students as readers and thinkers. Supplemental teacher created novel studies allow for additional emphasis on character analysis, response to literature, and depth and complexity strategies. These programs were chosen to ensure access to appropriate leveled text and thinking tools to serve a range of needs. Opportunities to read higher-level books enrich literature studies while delving into standards. This balanced, rigorous language arts curriculum connects to real-life situations and prepares students to be 21st century thinkers and citizens.

Golden’s mathematics curriculum includes a progression of skills across each grade level, strengthening mastery for all student groups. To meet the needs of all learners, students in grades four through six are grouped according to their foundational knowledge, providing accelerated as well as on-grade level classes. Both digital and print resources are used for differentiation, intervention, and assessment, providing immediate feedback to students and teachers. The California Standards for Mathematical Practices are pervasive throughout the curriculum and conveyed in instruction. Student-driven collaborative math conversations allow construction of viable arguments and reasoning. The supplemental math programs, Cognitive Guided Instruction (CGI) and Extending Children’s Mathematics (ECM) form a foundation where students build on number sense and fraction/decimal problem solving. Third graders practice modeling with mathematics to create a tiny 3D house to find area and perimeter. Self-discovery is evident as sixth graders reason abstractly and quantitatively inscribing circles within squares to reveal the meaning of pi. This multi-faceted approach ensures performance excellence.

Based on inquiry, science lessons at Golden focus on providing students with meaningful experiences by regularly engaging them with active participation in Next Generation Science Standards (NGSS). The science program provides the materials needed for the investigations, including metric measuring tools, supplies for experiments, and books that have articles covering a specific concept that was introduced in an active investigation. Active investigations are taken on the road as 6th grade students attend a five-day science camp in the local mountains. Several Golden teachers serve on the NGSS Task Force to bridge the current standards with the NGSS practices, which include student interactive notebooks and project-based learning. Science, Technology, Engineering, Art, and Math (STEAM) activities such as robotics building, roller coaster design, and video production all bring science to life.

Social studies instruction reflects commitment to the standards by facilitating student acquisition of knowledge and the development of critical thinking skills. Students connect the study of the past with events of the present. Grade level teams have curated resources and strategies to support the adopted curriculum. Kindergarten through second grade students study map skills and geography focusing on essential questions, “Where in the world is California?”, and “Me on the Map.” Third grade reads a historical book on the city, written by a former mayor, followed by a visit to the city’s civic center. The fourth grade musical performance tells the story of the Gold Rush. The “Elephants and Donkeys” collaborative project engages fifth grade students in the formation of political parties, campaigns, and slogan writing. Origins of

citizenship and social structure are the foundation of sixth grade study. Students simulate a mock trial with a local district attorney leading students into this real-world application of civics.

2. Other Curriculum Areas:

Coupled with our strong academic focus on the core curriculum, Golden provides a well-rounded education for the whole child. Golden's additional curricular programs support the emotional and physical well-being of its students. With visual and performing arts, music, physical education, technology, and after school programs, students acquire essential life skills.

PYLUSD provides music instruction by credentialed teachers for all fourth through sixth grade students twice weekly for 45 minutes. Students learn music theory and can choose lessons in vocal, string, or band instruments. Additionally, Golden offers art programs such as FIBO Art and Meet the Masters. Both programs teach about artists and technique. Students then apply these techniques to create in-class art projects. PYLUSD sponsors an art show and an instrumental music night to celebrate student success. Our PTA sponsors an annual school play through Stagelight Family Productions in which over 200 Golden students participate annually. A plethora of fine arts opportunities provides outlets for students to foster their creativity.

The Physical Education (PE) program provides students with 50 minutes of physical activity twice a week in Grades 1-6. Two credentialed PE teachers work with all students on teamwork/game strategies and overall physical health. Kindergarten teachers run a program called Sparks PE to improve gross and fine motor skills. Health and wellness, including nutrition about food groups are encompassed in the physical education program. Students demonstrate knowledge of physical fitness including ways to increase health and performance. PE is used to improve social interaction with peers through group activities that rely on cooperation and collaboration. Aerobic activity, including weekly running is used to understand the relationship of body composition, such as heart, muscles, lungs, oxygen, and blood. Sportsmanship and positive behavior are integrated throughout the program.

Golden students have equitable access to technology tools. In addition to Chromebook and iPad carts on campus, all classes have a weekly time block in one of two computer labs. Lessons using Learning.com that teach keyboarding, digital literacy, and digital citizenship are presented. Human Rights themed documentaries are created and developed through WeVideo, exemplifying student understanding and application of research skills, identification of credible online sources, global citizenry, and creativity. Use of Google Classroom from third through sixth grade facilitates communication between student and teacher. Goobric and Doctopus are used to evaluate student writing, which enable teachers to provide suggestions and opportunities for students to resolve issues. Accelerated Reader (AR) measures reading comprehension while boosting confidence in students. Golden's extensive library familiarizes all students with the online card catalog as a resource. Online math resources like video tutorials differentiate delivery of content. Programs like Ten Marks and Think Central offer vehicles for online math quizzes and completion of daily assignments, providing remediation, challenging word problems, and immediate feedback.

The Golden PTA funds assemblies that support state standards and help students engage with the curriculum in a hands-on, meaningful way. The Imagination Machine performers sing and act as a tool to teach parts of a narrative. Primary students are challenged to then create their own stories that may be chosen by the team to be acted out during a follow-up assembly. Students in grades four through six participate in Walk Through History assemblies designed to address social studies standards. Students prepare for the assembly by memorizing vocabulary, dates, short speeches, and by preparing short skits. At the assembly, a game show host takes the students through a period in history using students as the performers. This is a favorite program among students as history comes to life.

Optional extracurricular activities provided by community businesses extend the school day at Golden. Approximately 100 students participate in after school enrichment programs such as cooking, dance, art, karate, marine biology, and chess. These programs foster student creativity in the arts and sciences. In addition, Golden provides after school leveled math intervention for grades two through six based on teacher

referral, as well as an after school academic support class for English learners. Both of these provide a consistent support of essential academic skills.

3. Instructional Methods, Interventions, and Assessments:

Golden teachers consistently work to meet the diverse and individual needs of their students. Teachers use state assessment data, district grade-level specific assessments, online student screening data, and informal and formal classroom assessments to drive instruction. Checking for understanding along the way, whether through technology, mini whiteboards, or student work, assessments are critical to the success of student achievement. As a result, many instructional approaches are used to reach a variety of learners at every level including universal learning design, collaborative groups for differentiation, games and simulations, project based learning (PBL) activities, direct instruction, and the use of online instructional resources. Teachers make student engagement a priority and maximize instructional time accordingly.

It is imperative that these instructional methods create a high level of student learning and focus on the CCSS. Through ongoing professional development and grade level collaboration, teachers identify which instructional practices have the greatest impact on student achievement. In first grade, students read in small groups focusing on leveled texts, phonics based readers, and vocabulary rich literary texts. In fourth grade, students learn about the California Mission system with a game-like simulation that engages and excites students. Sixth grade students create a blueprint using 26 geometric terms in a PBL activity called Geometry Town. Regardless of the method, academic achievement is the heart of all instructional decisions. As formative and summative assessments are collected, teachers reflect and make changes in accordance to student needs.

When students need extra support in meeting grade level standards, Golden provides interventions to assist them. In the area of reading, credentialed teachers trained in Response to Intervention (RtI) teach students who are identified as below grade level or at-risk four times per week. Students receive foundational support in phonics, reading fluency, comprehension, spelling, writing, and vocabulary interventions. Assessment and progress monitoring are an integral part of the RtI program. Groupings are fluid, as students are added or exited throughout the year based on monthly and trimester results.

With the success of Golden's reading intervention RtI program, teachers examined other areas of need. Math assessment data revealed that some students needed additional support, and teachers looked for additional ways to meet these needs. The solution was to provide math intervention after school for students in grades 2-6, thus extending the school day. This innovative after-school program provides small group, intensive six-week sessions to target basic skills. Students are identified using district fluency tests, classroom quizzes, and formative assessment. The goal is to extend these identified students' day for an hour to allow them further opportunity to master mathematical concepts and improve math performance.

The English Language Development (ELD) program at Golden directly targets English language learners and provides students with strategies for developing English language skills. With PYLUSD's support, students are assessed annually using the California English Language Development Test (CELDT) and newly adopted English Proficiency Assessment for California (ELPAC). As students become fluent in the English language, they exit the program and receive instruction in their homeroom class. Additionally, ELD students in grades one through six are invited to attend an after-school academic support class two times a week to receive help with classwork or homework.

Using a multi-tiered support system (MTSS), students needing academic, behavioral, or social-emotional support are identified. Students take part in a weekly game time fostering social awareness skills and sportsmanship, which is facilitated by 5th and 6th grade PAL members. Students needing positive reinforcement for work completion and/or emotional support may take part in Check-in/Check-out (CICO), providing a daily connection and guidance with one or more staff members on campus.

As a high performing school, maintaining a level of academic excellence is paramount. Golden is a community of educators who reflect and take action to improve student achievement. Formative and summative assessments are utilized to redefine academic goals that support each student. We begin the year

by reflecting on teacher goals and objectives. This continues through trimester assessments and during the weekly PLCs, in which teachers take the time to adjust the scope, sequence, or instruction of the curriculum. In addition, parent partnerships that specifically cultivate a relationship of trust, provide a supportive network in which students consistently reach their greatest potential.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Golden Elementary, every student shines. Known for its academic success and warm, friendly atmosphere, Golden's dedicated staff partners with its families and the community to engage and motivate students. Communication cements the partnership with teachers providing feedback through face-to-face conversations, email, newsletters, and weekly "Greensheet." Teachers and staff share a true passion for the students and their learning success, while parent volunteers work thousands of hours a year to help support these experiences. At any given moment, if you were to step on campus, you might observe students getting a hug or high-five and positive classroom environments with an abundance of student generated work displayed.

With the implementation of PBIS over the last three years, teachers and staff provide students with academic and social-emotional support to be responsible, respectful, and safe citizens. Each year begins with school-wide PBIS assemblies. Throughout the year, teachers continue to positively reinforce stated rules, expectations, and procedures. Students receive Gold Cards and coupons for special privileges, as well as a variety of other incentives for positive behavior such as Principal for the Day.

Golden's conviction to ensure the best for every child means that when a child needs extra support socially or emotionally there are additional PBIS procedures in place such as CICO which is a Tier 2 intervention strategy. CICO requires students to check in with a staff member at the start and at the end of the day. During this brief morning interaction, the staff member gives positive encouragement to the student and makes sure the student has the supplies needed for the day. Near dismissal time, the student reflects on his or her day with the CICO staff member who in turn encourages positive behavior for the following day. This intervention lasts approximately ten days. If no improvement is made, another intervention is initiated.

Golden teachers and students feel valued and supported. Teachers support each other personally and professionally. Teachers value each other's strengths and inspire each other through collaboration and mentorship. Golden's administration is caring and inclusive allowing teachers to help make leadership decisions as well as providing time to collaborate and attend professional development. Administration invites students to be part of a Principal Advisory Council (PAC). Student programs such as Students Council PAL, Big and Little Friends also are integral in providing a positive environment for students to display leadership skills.

2. Engaging Families and Community:

Golden makes family and community engagement a top priority. The staff acknowledges the direct link between parent involvement, high behavioral expectations, and student achievement. An army of volunteers is integral to Golden's success. Classroom volunteers may assist with small group instruction, read with students, assist in the library and computer lab, or support teachers with classroom preparation.

Golden's PTA is absolutely amazing! Working alongside teachers, they purchase educational assemblies. PTA supports field trips for hands-on learning experiences like the first grade field trip to the Long Beach Aquarium and the third grade trip to learn about the life of the local Native American tribe. This allows students the opportunity to have concrete experiences. In addition, PTA organizes parent art docents to teach art lessons specific to each grade level. PTA supports the technology needs of the school. Over the last several years they have provided Chromebook carts and refreshed computers and printers adjacent to the classrooms. PTA and Golden worked in tandem to launch a second computer lab, instantly doubling student access. Proud parents serve in leadership capacities such as School Site Council and PTA Council.

Engaging family and community is a strength for Golden. Events such as Family Science Night, Armed Forces Day, Open House, and parent conferences are widely attended. Local businesses connect with Golden by providing family nights at restaurants and award certificates for trimester awards. Placentia's

former mayor donates his book about local history, and the Elk's Club donates dictionaries to third grade students each year. The principal has connected with a non-profit organization called Love Placentia that brings a team of volunteers each spring to work on projects like painting benches, fences, and planting new flowers to brighten up the campus.

Maintaining strong relationships with students, families, staff, and the surrounding community requires a multi-faceted system of communication. Teachers communicate with parents via classroom websites, newsletters, phone calls, and daily agendas. In 5th and 6th grades, students' classroom grades are posted on an online grading system (AERIES) which parents can check on a continual basis. Parents also access their child's Accelerated Reading grades online. Volunteers fill weekly "mailbags" into which all graded work and flyers go; parents expect to see the mailbag every Thursday. It is an expectation that the bag is signed and returned the following day. The PTA emails an on-line weekly newsletter called Greensheet, which provides a wealth of information about Golden.

3. Professional Development:

Golden's staff is committed to personal growth. PYLUSD offers a variety of professional development opportunities to instruct teachers and administrators to achieve success in student achievement and school improvement. Within our PDA, teachers and administrators have attended training in the areas of language arts, math, GATE, ELD, technology, and science.

With the introduction of new technology in classrooms, specifically Chromebooks, many of our staff members attended the summer Google Summit, targeting innovative use of Google Apps that promote student engagement and collaboration for both teachers and students. Our teachers and administrator trained their peers on how to use these tools to build capacity. Fourth and fifth grade teams designed a "Techy Camp" and taught every student how to use the GSuite such as googledocs, slides, and drawings. This continues to be a motivator to seek excellence since work is shared with other audiences.

PLCs were developed following extensive staff training through PYLUSD in-services. Because of the strong leadership of our principal and district administrators, these meetings have become the heart of our programs and the power behind closing the gap. Collaboration is a systematic process in which teachers work together to analyze and improve their classroom practice in order to close the achievement gap.

Another example of professional growth is the 100% participation in a two day district training for the new language arts adoption. Teams attended these inservices and now meet in PLC groups to analyze the curriculum, plan together, and share best practices. The fourth-sixth grade GATE team held a vertical articulation day to align quality writing instruction with the new adoption. GATE teachers attended the Orange County GATE Conference, bringing back to the classroom strategies to infuse deeper thinking skills and novel use of the curriculum.

Professional development at Golden includes safety training for staff and students. According to Andrew Grover, Ed.D., research has shown that students who feel safe at school do better academically. For the past four years, Golden staff has worked with PYLUSD and local authorities to design a disaster preparedness plan which includes school-wide emergency supplies. Teachers are trained in their assigned roles and classrooms are equipped with walkie-talkies and emergency packs. Students exhibit amazing skill for following procedures during fire, earthquake, and lock-down drills. Should Golden have an emergency, the school is well prepared due to the thoughtful planning and implementation of our safety system.

4. School Leadership:

Golden employs a shared leadership where all stakeholders are invited to be partners in the decision making of the school. Because all staff members share in the same goal, input and direct communication is required to ensure all students meet or exceed standards. A spirit of togetherness can be felt as the principal takes the time to make connections and ensure every member feels like a valuable contributing member of our cohesive Golden team.

Golden's Leadership Team, comprised of the principal and representatives from every grade level, meet monthly to discuss important issues, policies, and programs to inform decisions, especially pertaining to student achievement. The Leadership Team's members seek input from their grade level team providing another vehicle of inclusion and shared decision making.

Individual teachers who have attended district trainings are given leadership opportunities during monthly staff meeting to train other staff members. For example, the Student Study Coordinator explained how to use the new online procedure for at-risk students.

Golden also shares information and seeks input from the school's PTA. The principal and teacher representative attend monthly PTA meetings to communicate and plan programs to benefit all students. PTA also provides parents access to curriculum, programs, and decision making. This long standing partnership provides programs that support Golden students' achievement. Through collaboration everyone has a voice, which makes parents a valuable member of our team.

Golden's SSC, made up of an equal number of staff members and parents who are elected from the entire parent body, meet four times a year to discuss implementation of school policies and programs/curriculum, student goals and outcomes, as well as progress towards achievement goals. Results of student progress from each grade level are shared three times a year to monitor growth. Golden's School Plan or Local Control Accountability Plan is also written and adopted by this governing board and clearly defines how the school's budget supports student achievement.

At Golden, students also have a voice! Student Council, which includes students elected from each fourth through sixth grade class, meets monthly with three teacher advisors to discuss ways to promote school spirit and civic responsibility. This board of students also meets three times each year with the principal. The principal uses this feedback to make changes and improvements throughout the year. For example, students felt additional handballs were needed at recess, and the next week there were five more on each playground.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Golden’s teachers, staff, and administration are committed to instructional excellence. Successful implementation of this practice is clearly demonstrated in strong test scores. In language arts 89.88% and in math 86.78% of all students met or exceeded grade-level standards in 2016-2017. Students benefit from the highly qualified staff who set clear goals and make targeted curriculum decisions based on student needs. Teachers expect that all students will demonstrate continued and improved academic achievement. This practice has evolved over the years as teachers seek out best practices and innovative ideas that benefit all students.

Teachers provide daily differentiation which may include scaffolds for lessons, movement of students into a math class that challenges or supports, teacher notes emailed home, websites with video links and assignments, and modifying of content to meet individual needs. Whether it’s a lesson from a textbook or project-based learning activity, such as building a zoo in the sixth grade classrooms, students thrive.

Instructional excellence requires constant monitoring and evaluation to see if goals are met. Teachers reinforce, reteach, and enrich as needed. They regularly supplement instruction from our core texts using additional print and online resources as goals are adjusted. Golden’s high-quality, dynamic instruction extends beyond the school day for those in need of additional intervention. The after school intervention programs target students in need of basic math skills, English language support, and homework help.

Instructional excellence requires tireless pursuit of learning, specifically on the part of the staff. This includes involvement in district level task forces and trainings as well as involvement in leadership at both the school and district levels. Professional development focuses on intentional teaching practices using materials that foster children's thinking, development, and skills.

One facet of instructional excellence includes taking the time to get to know the whole student and building respectful relationships. A student is far more likely to respond to an adult who cares and thus is also more likely to engage in learning. With the implementation of PBIS, students, teachers, and staff share a common goal to focus on desired behaviors by directly teaching expectations and committing to positive interactions with students.

Golden’s culture of success speaks to single-minded attention to the personal and learning needs of all its students. We make the fundamental assumption that excellent instructional and organizational practice that is well executed and continually examined and refined makes Golden a place where “Every Student Shines.”