

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Carleton P. Lightfoot Elementary School
(As it should appear in the official records)

School Mailing Address 6989 Kenyon Way
(If address is P.O. Box, also include street address.)

City Alta Loma State CA Zip Code+4 (9 digits total) 91701-8605

County San Bernardino

Telephone (909) 989-6120 Fax (909) 941-0519

Web site/URL http://cpl.etiwanda.org E-mail Rosann_marlen@etiwanda.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Shawn Judson E-mail Shawn_judson@etiwanda.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Robert Garcia
(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. 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 2020 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 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 13 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 17 TOTAL

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	19	18	37
K	63	58	121
1	40	50	90
2	54	43	97
3	49	50	99
4	42	45	87
5	47	46	93
6	0	0	0
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	314	310	624

*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
 - 21.7 % Asian
 - 4.3 % Black or African American
 - 39.3 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 23.4 % White
 - 11.1 % 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 2018 - 2019 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, 2018 until the end of the 2018-2019 school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1, 2018	547
(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. Specify each non-English language represented in the school (separate languages by commas):

Mandarin, Spanish, Arabic, Korean, Cantonese, Vietnamese, Hindi, Tagalog, Farsi, Burmese, Turkish, and Urdu.

English Language Learners (ELL) in the school: 11 %
70 Total number ELL

7. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 223

8. Students receiving special education services: 10 %

64 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>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>64</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 16

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
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.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 25:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	97%	97%
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 2019.

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.

All children can and do learn and will strive to fulfill their potential in an environment of acceptance, respect, and high expectations.

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

PART III - SUMMARY

Carleton P. Lightfoot Elementary School (CPL) is one of seventeen K-8 schools in the prestigious Etiwanda School District (ESD). This district's strong traditions began with students in a one-room schoolhouse in 1883 and has grown to over 14,000 students today. The district currently encompasses the western part of the city of Fontana and the eastern part of the city of Rancho Cucamonga, all situated below the scenic San Gabriel Mountains. ESD families enjoy a suburban lifestyle with beautiful California weather which affords them many opportunities for outside activities. Families put down lasting roots here. A surprisingly large number of our students go from attending our local schools through their academic careers only to stay in the area raising families of their own with children often attending the same school as they did. Even more telling is the fact that eighty-four former students pursued teaching careers in ESD with each school having a least one former student on campus. Despite the amazing growth our district has experienced in the last thirty years, we maintain a family feel, which is referred to as "The Etiwanda Way." Our current superintendent describes it as "Students, parents, support staff, teachers, administrators and the community all working together for a common goal of growth and success for our students." Traditions are many in ESD and all reflect the district motto "Excellence in Education."

Lightfoot Elementary joined this excellent district when it opened in 1994 with a staff of fourteen teachers serving 423 students. Under the leadership of an experienced principal this small but mighty staff, worked purposefully to prepare engaging classrooms to welcome new families and create a community feel that remains strong today. Following the Etiwanda Way, students were given a voice in choosing our purple and turquoise school colors and Leopard mascot. A parent teacher organization (PTO) was adopted and quickly began fundraising to provide extra learning opportunities such as field trips and student incentives to supplement our state budget. In classic ESD family tradition, our current principal taught 3rd grade at Lightfoot that first year and now leads our current group of twenty-five dedicated teachers and 639 fantastic students.

The Lightfoot staff welcomes the opportunity to work with a diverse population of learners and their families which includes 39% Hispanic, 23% White, 19% Asian, 4% Black/African American, and 8% Multiple Race students. Currently, 8.8% of our learners are receiving special education services, 43% are socioeconomically disadvantaged, and 11% are designated as English Language Learners. Lightfoot students speak a variety of over 14 languages, with the most common being Spanish and Mandarin. Such a diverse community of learners means staff and students sometimes face the challenge of communicating effectively. To assist with translation of the written and spoken word, Chromebooks are used in the front office, teachers and parents use the Remind app, and newcomer students receive a personal tablet. Having a diverse group of learners also gives our students the opportunity to learn about other cultures through annual traditions and holiday celebrations. Our students benefit by living in a bedroom community of single-family homes with less than 10% sharing a home with other families.

At Lightfoot Elementary we firmly believe in our vision: that all children can and do learn and will strive to fulfill their potential as learners in an atmosphere of acceptance, respect, and high expectations. Our staff is committed to providing a safe and secure environment for learning, believing that families are an integral part of a child's education. Parents, teachers, and the community, working together, provide a quality educational experience for all students. We are committed to varying our teaching methods to provide students the opportunity to reach their full potential using the modality that best meets their specific needs. We believe staff development fosters continued improvements to our educational program and models the value of life-long learning to our students. Promoting high self-esteem by recognizing students for their academic growth and outstanding citizenship fosters their continued success and encourages others to follow suit. We believe in developing an educational program that not only meets but exceeds the states framework while addressing individual student needs.

It is our mission at CPL to ensure that all children learn as we nurture student's uniqueness and special talents. We credit our success our entire staff's long-term commitment to support every student as they grow as a scholar. While CPL's system of standards-based education is driven by rigorous academic standards, and high expectations, our number one focus is the whole child. Our dedicated group of professionals work

diligently to meet grade level goals to ensure increased proficiency in the content standards and develop a strong foundation every year for the students to expand on in later academic experiences. We strive to develop students who are lifelong learners and promote educational equity to ensure that each and every Leopard achieves high levels of mastery in their content knowledge.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

It is the goal of the Etiwanda School District to provide a rigorous instructional program that prepares students to problem solve, collaborate with peers, and communicate innovative ideas effectively. All materials provided for instruction are aligned with our California Common Core Standards (CCSS), and our professional development department provides continual training to support teaching and learning. Teachers are trained in unpacking each standard and backwards planning to increase student mastery of key standards. Following the Response to Intervention or RtI model, teachers analyze, plan, implement, and assess for progress. A tiered intervention and support system for ELA and math is put into place to assist students with not just academic but emotional and behavioral needs. Teachers regularly collect and analyze diagnostic, formative, and summative assessments. Students in grades 1-5 participate in three i-Ready diagnostic benchmark assessments after every 12 weeks of math and ELA instruction. Teachers approach all data analysis from a place of notice and wonder and then ask themselves, “How will this data shape my core instruction?” Our teachers celebrate bright spots and look for areas for improvement across content domains. They use this data to reflect on which students would benefit from additional teacher support and act with specific steps to meet the needs of those students. Lightfoot grade level teams use their twice-weekly release time during P.E. blocks to collaborate on lesson development, discuss instructional priorities, intervention strategies, and explore enrichment opportunities.

1b. Reading/English language arts

Our language arts curriculum must provide students with balanced literacy instruction and integrated language development for English Learner students. Wonders is our state-approved core program for ELA instruction and is aligned to our CCSS and English Language Development (ELD) standards. Teachers receive continuing opportunities for professional development to discover all the instructional pieces of this comprehensive ELA program. A detailed scope and sequence are provided for each unit, and teachers use it to plan and support the range of learners. Lesson blocks include whole and small group instruction pieces. Guidance and practice are given to teachers in selecting the appropriate instructional choices that best meet individual student needs. Proper choices will guide students to reread and integrate skills at their individual levels and specific areas of need. Wonders Tier 1 includes level up lessons, an ELD workbook, and online resources. An engaging literature anthology provides opportunities for all students to practice skills and respond to text. Interactive read alouds in multiple genres and selections with text at different Lexiles allow teachers to focus on the emerging, expanding, and bridging reader. Wonders Tier 2 supports include approaching level small group lessons and phonics readers. Tier 3 includes a foundational skills practice kit and for selected special education students, an alternate text called WonderWorks. Teachers push out leveled skill activities through the online component ConnectED to encourage students to work independently in class and at home. To fill further phonological gaps, teachers have the benefit of a supplemental program called Project Read Phonics. They use this program’s multi-sensory activities and direct instruction techniques in small groups to reteach sound/symbol knowledge to those struggling with spelling and reading comprehension. It is a strategic priority in ESD that all students read at or above grade level by the end of grade 3, so reading foundations, fluency, and comprehension are major focuses at every grade level. Interest surveys and teacher/student discussions about how students feel about their reading ability motivates students to read, not just to be college and career ready, but for enjoyment. Student reading levels are assessed using Renaissance’s STAR Early Literacy assessment. This determines their ZPD or zone of proximal development, from which students are asked to select books for optimal growth. Small reading groups are held at all levels with materials provided by our Lightfoot Book Room selection of over 400 leveled reader book sets, which span all levels. Purchased over the last 10 years, this extensive collection allows teachers the ability to offer choices to their students to increase engagement and interest in the text. All students are encouraged to participate in our Accelerated Reader (AR) program, which recognizes and rewards students for passing online comprehension quizzes. Participants proudly earn AR tags to add to a key chain. A third of our students in grades 3-5 also participate in our district sponsored

Battle of the Books (BOB). Students read from a selected book list and then pass AR quizzes to qualify for three mini battles at our site. Readers demonstrate their knowledge by answering questions about authors, titles, characters, and plot lines. Our mini BOBs combine battle preparation and celebration before the big all-district battle at the end of the year. Multiple opportunities for written response to text are offered through our core ELA program and across content areas. Students journal write, complete weekly writing frames, respond to literature, and complete research and inquiry projects. Using a talking, thinking, and then writing approach, Step Up to Writing® is a supplemental writing instruction program used at Lightfoot at all levels. This program uses writing strategies while leveraging new writing skills.

1c. Mathematics

Our ESD initiative for mathematics states that a curriculum should “provide students with opportunities to persevere, communicate, think critically, and reason abstractly.” GO Math! is our provided program that ensures students access content to appropriate levels of depth and rigor. Content at each grade level differs in emphasis and importance based on the depths of the ideas and the importance of that standard in future mathematics. This balanced math program includes direct instruction in whole group and small group settings. Many teachers use a MATH Workshop group rotation with the acronym standing for M: math fact practice, A: at your seat activity, T: teacher’s choice, and H: hands-on. Teacher’s choice allows for differentiation and scaffolding of concepts for each student group. Hands-on activities include the use of manipulatives to aid students in the understanding of concepts. Teachers use GO Math’s online component, Think Central, to assign lessons and math games for students during workshop time. It is a district goal for all students to be fluent in basic math facts (+/-, x/÷) by the end of grade 3. We know proficiency develops over time, and yearlong spaced practice/spiral review is critical for learning. Though fact fluency and automaticity allow students to apply facts to procedures quickly, we believe it is equally important that when facts can’t be recalled, students know what steps they can try to problem solve using their understanding of the larger concept to get an answer. It’s sometimes difficult to motivate and inspire interest, so we use many engagement strategies. Students at each level benefit from songs, raps, and chants to reinforce learning. Teachers use whiteboards often for a quick check of concept mastery and procedural fluency. Kagan’s “Showdown” structure lets students show their work and gives value to not just getting the right answer, but in their ability to communicate viable arguments on how their answer could be correct to their peers. The goal is for students to be able to support their reasoning in multiple ways, including verbal, written, or tactile representation of the standard. Benchmark testing by i-Ready provides reports which, when analyzed, help teachers determine which domains students need further instruction on to reach proficiency. Students are monitored for progress towards an annual typical growth score or for a more ambitious, but attainable, stretch growth score. Students are given grade level placement in the domain categories of Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. Teachers use this data to remediate or extend student learning in small group settings. We use this data also to invite targeted students to an extended day program twice a week for six weeks of strategic intervention review of math concepts. This Marvelous Mathematicians program offers two twenty-minute teacher-led small group instruction and math game blocks and a twenty-minute block on i-Ready geared at their current level. Our Mathematicians are motivated to attend and participate in each session through teacher-led positive affirmation and growth mindset discussions as well as earning fun rewards and incentives. Our efforts to increase interest, motivation, and confidence in mathematics has paid off as evidenced in our October 2019 student stakeholder survey where the majority of our student commented that math time was their favorite time of the day, even more than recess!

1d. Science

Science curriculum includes our adopted textbook Houghton Mifflin Science and much more! This core instructional program provides hands-on science experiments and rich text that broadens student understanding of the scientific method. Science really takes a spotlight with Science Discovery Day, which for the last twenty years, has been held in January. Students dress up as scientists by wearing their dad’s white shirt or can purchase a kid-size lab coat from our PTO. This day is spent participating in grade level rotations and whole group activities such as a bottle rocket launch or an egg drop. Students report this as one of their favorite days of the school year. With the advent of science, technology, engineering, art, mathematics, or STEAM, Lightfoot added many new science opportunities, including a minimum of three

fun grade level STEAM activities a year. For the past five years, our PTO has hosted “Family STEAM Night,” an evening with a multitude of activities such as fossil digging, slime making, x-ray discovery, and sand art. Teachers and students from our local high school join in to support students as they travel through each engaging activity. Students in grades 4 and 5 can also participate in Southern California’s regional competition, The Science Olympiad. Each year about 50 students spend the first six months of the school year meeting after school in two-person teams to prepare to compete in one or more of three categories of events: build, participation, and knowledge. CPL’s Science Olympians spend a day in March competing with up to twenty other schools, not only taking away lots of prizes in multiple categories, but a lifelong love of science! Students’ learning in this subject is measured by formative assessments in the classroom, curriculum-based tests, and 5th graders are administered the California Science Test near the end of the year.

1e. Social studies/history/civic learning and engagement

A well-rounded social studies curriculum gives our students a better understanding of the world around them and their place in it. Harcourt Brace Social Studies provides our core instructional program for social studies. It provides robust text support and information that stimulates rich classroom conversation and an understanding of history. Teachers guide students through informational text to learn new vocabulary and cover the content. Students have the opportunity to solidify their learning with Kagan engagement strategies such as Quiz, Quiz, Trade and Circle the Sage before being assessed through quizzes and chapter tests. We believe that students will learn best by going beyond the memorization of historical facts with hands-on activities and project-based learning such as models of California historical sites, Native American dioramas, topographical salt maps of California, and famous person paper dolls. Many grade levels create versions of a “then and now” or family history timeline to better understand how much things have changed just in their own parent’s lifetime. Fourth graders enjoy an on-site field trip with Gold Rush Day each March where they learn to pan for gold, weave straw dolls, and stamp leather key chains. They conclude with a grade level hoe-down complete with square dancing and a chili cook-off. Fifth graders gain perspective of what it would have been like to be alive during the colonial revolution through a classroom activity and then follow up with a colonial day’s reenactment field trip to our local mountains. There, students dress up like colonists and learn to sign with a feather quill, make flour, and watch a courtroom reenactment. They conclude with a formation march to battle.

1f. For secondary schools:

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

Transitional Kindergarten (TK) began in California and in our school in 2012 as a bridge between preschool and kindergarten for students who turn five years old before July 15th each year. With no state-mandated TK curriculum, our district chose the comprehensive OWL program. OWL stands for “Opening the World of Learning” and covers all early learning domains, including language and literacy, mathematics, science, social studies, the arts, and physical, emotional, and social development. Thematic units based in science and social studies content help teachers with topics for instruction and skill-building. TK prepares children for kindergarten with playful, purposeful, and personalized instruction. A paraprofessional is provided to assist the teacher and help our littlest students navigate through their three-hour day. Instruction takes place in whole group and small group settings, which makes for an engaging and lively classroom. Whole group lessons are held for a developmentally appropriate amount of time for these young learners and usually contain music, song, and student share time. Center time gives students personalized guided practice in the use of school tools such as crayons, scissors, and glue. Center time also gives little hands maximum support with skill activities and creating artistic representations of what they have learned. A big part of TK is guiding learners to get along with peers and take direction from adults. Social skills are taught through discussion and play, with the classroom kitchen area and kindergarten playground being favorite places for all. ESD TK teachers meet annually to share ideas and long-term planning goals and throughout the year on a district online discussion board. Though we have no empirical data that proves that our TK is successful, our kindergarten teaching team will attest that it is evident in the first week of school who attended TK, not only by their skill level, but the way they function so effortlessly in the classroom.

2. Other Curriculum Areas:

Lightfoot students are provided with a broad course of study through other curricular areas. Opportunities to express themselves through the visual arts are found in all core curriculum areas. Students illustrate stories, poetry, and math concepts while creating colorful flip books and dioramas for science and social studies. Teachers value directed art and artistic expression with our annual Open House showcasing student's artistic representations of their learning. We are also proud of our focus on the performing arts. Teachers combine curriculum content and the arts offering students a chance to act, sing, and dance during grade level performances each year. Third-graders perform "Grammar Island," and fourth-graders enjoy a raucous, "Gold Dust or Bust!" Students share their dress rehearsals with their schoolmates and return in the evening for a final performance for their families. Our Lightfoot Choir welcomes participants in grades 2-5 to meet after school once a week to prepare two performances each year. Our fifth grade Lightfoot band is led by the band teacher from our middle school and meets up to three days a week in group instrument sessions and full band sessions. They take the stage joined by our two other feeder schools for an evening concert that delights their teachers and families. Despite years of these fun musical opportunities, it became evident through a parent stakeholder survey two years ago that our parents wanted more music instruction. Our PTO stepped in to help with a fundraiser walk-a-thon, "Walk with a Heart for the Arts." This funding allows our school to hire a music teacher who meets with each class for thirty minutes every other week throughout the year to provide lessons on music theory and composition, rhythm and pitch, and how to express oneself through music. Vocal training gives students confidence to perform in their classroom and at grade level performances in front of the entire school.

Since the health and wellness of our students is of major importance, we begin each day together on the playground for our walking program. Beginning with "Music Mondays," each day of the week has a different theme and practice to encourage continued participation. This allows students a much-needed activity and social time before they are required to focus in the classroom. To maintain a level of physical fitness, coordination, manipulation skills, and the sportsmanship needed for game play, our students also attend two 45-minute sessions a week of physical education. A district provided P.E. specialist meets with grade level groups to focus on their unique state standards. With a fun mixture of calisthenics, skill development, and game play, students love their P.E. time!

Technology is a strategic priority for the ESD which provides every first through fifth grade student with a Chromebook to maximize their learning. With the automation of standardized assessments, our staff realized the benefit of preparing students to share their knowledge using their district provided Chromebooks. Teachers push out activities on Google Classroom and from their ELA and math online programs and model successful writing. Students have opportunities to use their Chromebooks to create and share exciting projects. Our gifted and talented (GATE) learners study coding, and each year assist all our learners with participation in the Hour of Code. Lightfoot is also the home of the only Keyboard Challenge in our district. For the last five years, students in grades 2-5 have enthusiastically practiced their keyboarding skills all year with the hope of winning prizes and the title of grade level champion. Our school provides other technology tools such as iPads with interactive whiteboard software, document cameras, and LCD projectors to support teachers in effectively engaging students in a digital era.

With a collection of over 21,510 books, 67 play-aways, and an average daily circulation of approximately 233 books, our school library is a bustling place. Our teachers have extensive classroom libraries for student check-out, but our school library provides the majority of the reading books for our students. Our district provided library paraprofessional fosters a true love of reading with once a week class visits for check out, book talks, and storytelling. Students listen to a selection of books and vote for their favorite to be named California Young Reader Medal winner. Fifth grade students can also apply to be a library helper to assist with circulation and shelving. Our AR and BOB programs are firmly rooted in the library, and our library paraprofessional tracks progress and encourages these readers. Our library welcomes students during recesses and after school for return/check out, Makerspace activities, and educational board game play.

We believe that all our students desire to be successful in school but need our help by providing them an environment where they feel emotionally and physically safe. Positive Behavior Intervention Supports (PBIS) is a behaviorally-based systems approach that creates this optimal environment for learning. The NBR 2020

year starts with an “Expectations Walk,” during which students visit locations on campus where behavioral expectations are defined for what it means to be safe, be responsible, and be respectful. Students learn the reward system for appropriate behavior and a continuum of consequences for bad choices. PBIS parent education nights offer parents strategies for understanding the function of their child’s behavior, thus building consistency between home and school. This proactive behavior approach has proven successful at our school. Students struggling with emotional issues receive support through site-based counselling to address potential barriers impacting their learning. Lightfoot is a bully-free zone where preventive measures include assemblies, a monthly character award, and lessons to promote kindness and respect to all on campus. Our bullying complaint procedure is firmly in place, taking reports from students, parents, and anonymous persons through an online report. Documentation includes an incident reporting form, investigation process, and policy for discipline and corrective actions. Additional activities create a climate of caring that we are so proud of at Lightfoot. Students service learning projects raise awareness of those less fortunate in our community by collecting toys, cereal, and gently used tennis shoes for special causes. Students also enjoy creating colorful holiday cards for delivery to local hospitals and retirement communities.

3. Academic Supports:

3a. Students performing below grade level

Small group instruction takes place daily at all grade levels as a part of ELA and math core instruction time. Teachers use data to create instructional groupings for remediation and enrichment. Lessons are structured and focused on the skills needed based on the i-Ready diagnostic. Students receive differentiated instruction during Universal Access (UA) time for two forty-five-minute sessions per week. To be truly successful, these groups must be both dynamic and the result of the intentional planning covering skills required or scaffolding back to lay the missing foundation of the skill if necessary or how best to extend knowledge once the foundation has been set.

Strategies implemented as part of our Single Plan for Student Achievement (SPSA) goals to increase student achievement have helped us slowly close the achievement gap. Input gathered from stakeholders through our School Site Council resulted in Free/Reduced, ELL (FREL) funds expended to provide staffing and materials for two after-school intervention programs. Each six-week program saw an average of 120 struggling students in grades 3-5 benefit from engaging lessons focused on filling gaps evident on i-Ready ELA and math diagnostic testing. These after-school programs will continue to be offered as a noticeable improvement was seen on state testing, grades, and student confidence.

Students who continue to struggle are identified early on and taken through the Student Study Team (SST) process. This method supports a student through a systematic and collaborative format taking into consideration a student’s response to intervention. Led by our teaching vice principal (TVP), the team consists of general education teachers, special education staff, and the district psychologist. Step one addresses concerns about student progress with a consultation with the teacher and SST lead. The teacher shares concerns, gathered data, baselines, and receives some initial recommendations from the team. Teachers document implementation of the strategies and review students’ progress for 4-6 weeks to determine if the implemented supports were sufficient. If the student does not respond adequately to these interventions, the teacher brings the student to SST, where colleagues collaborate regarding further recommendations to benefit the student. Parents of the struggling student are also invited to this meeting to ensure that everyone is working together towards a common goal. Each subsequent time the team meets, the student’s progress is recorded, and higher-tiered interventions are considered. Many students taken through this process are able to continue without the need of additional supports. For those students who continue to perform below grade level despite the numerous well-documented tiered supports put into place, the team has the option to refer them for testing to determine if they qualify for special education services.

3b. Students performing above grade level

Progress on growth is required for all students, including those that start the year at or above grade level. These students must be given curriculum opportunities at their instructional level to ensure they are growing

as learners. Students who prove mastery of the content are offered challenge activities to take the place of the other assignment. Students in grades four and five who are designated GATE or as gifted and talented education learners based on state testing criteria, work yearlong during class time on a passion project to share with their peers at years' end. Optional extended day opportunities for them have included Meet the Masters art, Socrates and Me, and The Breakfast (Reading) Club. We choose enrichment activities that foster creativity, extend their inquisitive minds, and offer opportunities to socialize with other like-minded peers.

3c. Special education

High expectations are maintained for all Lightfoot students, including those designated with disabilities. Our special education team includes a full-time Resource Specialist, Speech and Language Pathologist, Speech and Language Pathology Assistant, and two part-time paraprofessionals who work diligently to ensure our students' needs are met through the implementation of Individualized Educational Plans (IEP). After all efforts of intervention through general education supports are exhausted, students who continue to struggle or who are suspected of having a disability are referred for a psycho-educational evaluation to determine if they qualify for special education services. A district psychologist is available to the team throughout the testing process for collaboration. Depending on the students' learning needs and IEP goals agreed upon by the team, the special education department offers a wide continuum of service options to provide support to students in the least restrictive environment. This can include services being provided in the classroom or outside the classroom in a small group setting. Students who require additional services to address other needs such as fine or gross motor delays, sensory, vision, hearing, orthopedic impairment, assistive technology, behavior, among others, are referred to specialists who can assess their needs and propose an appropriate course of action. Lightfoot is fortunate to have an extremely dedicated special education team who work closely with classroom teachers and families to ensure students meet their goals.

3d. ELLs, if a special program or intervention is offered

Lightfoot is home to a large number of English Language Learners (ELL) from various ethnic backgrounds, so a strong system of support for these students is required. Students designated as English Learners are administered the English Language Proficiency Assessments for California (ELPAC) annually, which determines their level of proficiency. A multifaceted approach is used to help these learners develop their English Language skills. Newcomers who have been in the U.S. for less than a year are provided with a translation tablet to help them better communicate their needs with staff and peers. All Lightfoot teachers are Cross-cultural, Language, and Academic Development (CLAD) trained and develop lessons daily using strategies and built-in supports to help in developing second language skills. For those students in grades one through five scoring in levels one and two on the ELPAC, a specialized online component is incorporated into their instructional day to hone in on more specific skills. The Imagine Learning program monitors progress in the areas of literacy, grammar, and oral vocabulary. Following a baseline test, a specific learning plan is generated tailored to a student's individual needs, using a series of lessons, videos, and games to increase engagement and motivation. To further support our ELL students, Lightfoot provides instructional aides who work with them weekly in small groups during which learners are monitored for progress within the program and given additional supplemental instruction in areas of deficit. School administration and instructional aides work together to provide fun treats and incentives to encourage student efforts. For ELLs in TK and kindergarten, classroom teachers develop a program and environment that is language-rich with numerous supports naturally built into their instructional day. Newcomers at these levels are provided with an instructional aide for a small portion of the day to meet with small groups or in the classroom setting to assure the student is comfortable and learning foundational English skills. ELPAC results and re-designation numbers prove our students are benefiting from language-rich classroom environments, Imagine Learning, and one-on-one time with a paraprofessional trained in language acquisition. We are proud each year when we reclassify a large number of ELL students as Fluent English Proficient (FEP). This validates all the hard work put forth by our staff and students throughout the year.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Every year, our goal is to build the capacity of our students educationally, socially, emotionally, physically, and culturally. Fostering a welcoming environment, students are warmly greeted each day in our parking lot by school administrators, teachers, and campus support staff on duty. Our walking program gives them an opportunity to meet with friends and expel some energy on our playground before they line up by classroom number. Teachers walk students to their doors where they may choose a morning greeting of the day. Fists bumps and dance moves are favorites amongst a list of thirty special greetings. Many opportunities for engagement are used daily in classrooms to involve students in the curriculum and cooperative groups for learning. To help in this endeavor, Lightfoot teachers have received five days of Kagan Cooperative Learning training to learn special structures and the basic principals of effective cooperative learning. Kagan structures facilitate class and team-building, providing students the opportunity to get to know one another and engage in a positive manner, creating a family atmosphere where they motivate each other to do their personal best. Teachers provide a classroom climate where students feel empowered and in control as academic performance can cause emotional stress for our students. Teachers are trained in Growth Mindset techniques, and students are continually reminded that this mindset gives them the “power of yet.” Classrooms display motivational posters, student’s personal goal setting pledges, and dedication statements. Our PTO provides opportunities for students to grow socially with movie nights, family restaurant nights, and a Harvest Festival. They also sponsor and support our students’ participation in the supplemental programs Battle of the Books, Accelerated Reader, and Science Olympiad. Recess is an additional opportunity for our students to engage with others both socially and physically on a safe and supervised playground. Students are taught explicitly about how to play various games, and there are large signs posted nearby to remind them of the rules. The passing of a state bond measure in 2016 demonstrated that our stakeholders care about our schools and funded new play equipment and additional security measures to increase students’ physical fun and safety. Steel doors with electronic locks and peepholes were installed, and a security system with cameras added to give students, staff, and parents the much-needed peace-of-mind that Lightfoot is a safe learning environment.

2. Engaging Families and Community:

It is the shared commitment of staff and community to provide the very best education and learning environment to our learners. Lightfoot family members are encouraged to be involved in their child’s learning process by attending school events, serving on school committees, and volunteering at the school. Lightfoot prides itself on the numerous methods by which it solicits input from all stakeholders. Input is gathered through stakeholders’ participation in district surveys, an “open-door” policy at the school site, and school committees such as school site council (SSC), English Language Learner Advisory Committee, and parent teacher organization (PTO). The Lightfoot SSC is an important advisory committee consisting of parents, teachers, and administrators, as they review school goals, how to expend resources, and ensure our Single Plan for Student Achievement (SPSA) is aligned with our district Local Control Accountability Plan (LCAP). It was an SSC member who suggested the national Watch D.O.G.S. Program seven years ago, and it has been instrumental in engaging father figures in daily learning and activities going on at Lightfoot. This program was so enthusiastically received that a Leopard M.O.M.S. program was established last year to give moms the same opportunity. Volunteerism is very evident each day as parents and family members assist in classrooms during small group time and provide special activities developed by our outstanding PTO. Back to School Night, Open House, student performances, academic rallies, promotion ceremonies, parent education nights, and PTO-sponsored activities provide many opportunities for parents to interact with school staff while supporting their child’s educational efforts. The staff appreciates parent assistance in the classroom, office, and library, which often consists of helping teachers prepare instructional materials, chaperoning field trips, and contributing their time and creativity to successful fund-raising efforts. Opportunities for stakeholders to participate at the district level include District Advisory Committee (DAC), English Learner Advisory Committee (ELAC) and African American Parent and Educator Advisory Committee (AAPEAC), all of which enable parents to provide oversight and input on the school budget, activities, and help to build a climate of culturally responsive instruction and educational programs

throughout the district. Family engagement is a critical component in our ongoing mission to close the achievement gap.

3. Creating Professional Culture:

As in our district, all trainings and curriculum development are aligned to our student assessment results, defined goals on our SPSA and Local Control Accountability Plan (LCAP), and the California content standards. Lightfoot teachers are lifelong learners and are supported in their continuing growth as an educator through multiple district professional development sessions, grade level collaboration, and site staff meetings. During the school year, our staff participates in two district-sponsored professional development and planning days with content determined by new educational trends or textbook adoptions. Teachers also enthusiastically participate in two full days of data analysis and intentional planning in September and January. Each Lightfoot staff meeting begins with a lively Kagan team building activity to foster collegiality and then becomes an opportunity for targeted professional development usually focused on district initiatives or strategic priorities or our site-specific goals. These meetings provide opportunities for trainings, collaboration, and for staff to participate in the decision-making process as they are important stakeholders in the educational program we provide. Teachers also serve as expert facilitators if they have a specific skill set, a successful instructional strategy, or have attended a conference from which others may benefit. For further guidance, teachers may request in-class guidance and suggestions from a professional development support provider. These Teachers on Special Assignment (TOSA) receive training to support our educators through professional collaborative workshops and conferences on supporting teachers, pedagogy, and student achievement. All teachers new to the ESD begin the year with a school bus ride to see all the schools in the district before attending a new teacher academy. New teacher academy begins before other district teachers return each year with sessions on equity, special populations, classroom management, and the pedagogical approaches and practices followed by our ESD teachers. New first and second-year preliminary credentialed teachers are enrolled in a state designed and sponsored induction program known as California Teacher Induction. New teachers work with veteran ESD Induction support providers over the next two years and attend training sessions on the implementation of district technologies, assessments, and curriculum scope and sequences. Induction teachers' professional development is provided based on a candidate's individual learning plan, and monthly meetings with their support providers focus on implementation and growth within the California Standards for the Teaching Profession. School site administrators join for triad meetings to check on progress and supports needed. Any teacher who is experiencing difficulty or has shown they need improvement may voluntarily select or be required to participate in the district's peer assistance and review (PAR) process. A veteran support teacher observes in their classroom, meets to discuss areas of need, and provides feedback for staff development. Paraprofessionals or classified employees are prepared to work in their role through yearly staff notification sessions as well as through district and site staff development trainings and meetings. In addition, there are selected workshops offered by county office and local special education for both certificated and classified personnel.

4. School Leadership:

Following in the "Etiwanda Way," our success as a school can only be accomplished through a participative leadership style. This climate of respect for all participants of an organization absolutely comes from the top down; our district leadership encourages feedback from all stakeholders before making decisions, as they believe this will lead to "Excellence in Education," which is our district motto. Their ability to express a vision for our student achievement and ongoing assistance in pursuing that vision is transformative and results in creating more leaders, which is what great leadership is all about! At Lightfoot, we are not just a group of colleagues, but a family that supports one another through thick and thin, working towards a common goal; if we don't give up on them, all children will learn. To assist sites in reaching this lofty goal, our superintendent meets with site administrators in content specific goal meetings three times a year to analyze what student benchmark data is revealing and give continued guidance towards closing gaps in learning. Twice monthly principal and co-administrator meetings prepare and invigorate us to be instructional leaders on campus. Lightfoot administrators join teachers for professional development sessions offered by the district to increase the transfer of professional learning to classroom applications. Understanding the success criteria and what to look for as evidence of professional learning helps

administrators give constructive feedback and assistance if needed. Informal walk-throughs by the principal and teaching vice principal (TVP) allow administration to experience the positive classroom climates and culturally responsive learning environments that are an important part of our success as a school. Teachers are empowered to serve as leaders on campus in many capacities. Committees are created at the beginning of the year to encourage staff participation and leadership. PBIS, Red Ribbon Week, Safety, Student Recognition, and Sunshine Committee members meet and plan events and activities to engage staff and students. The yearlong position of grade level chair (GLC) requires one teacher to attend district meetings and facilitate their professional knowledge to the rest of the grade level. They are an important conduit between grade level teachers and administration. Their leadership style models that of administration with a feeling of empowerment for all, which enables us to achieve continued success. With strong leadership at all levels, we are confident that we will meet the challenges of the educational future while continuing to close the achievement gap, as we have in the past, with determination and commitment.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The Lightfoot staff have actively studied their formative and summative assessment data since the school doors opened in 1994. Lightfoot benefits from ongoing support and guidance, emphasizing the importance of district and state assessment data from the professional development team at the Etiwanda School District. We approach data analysis from a place of notice and wonder and recognize that data is only useful when it is current and reliable. To get accurate data, staff prepares and motivates students to ensure that they put forth their best effort. Students choose a focus area for academic growth, pledge to do their best, and set goals for improvement for each assessment window. Classroom banners and group success temperature gauges create a climate of engagement and positive affirmation about this important diagnostic tool. Once the diagnostics are completed, the real work begins. Reports generated by i-Ready are analyzed during scheduled data days, staff meetings, grade level meetings, and bi-weekly release time during grade level PE blocks. Staff is guided on which reports best demonstrate gaps in student learning, then use that information to develop specific lessons to fill those gaps. It is also during this planning time that teachers reflect on the progress of their students on a Plan of Action for Student Success (PASS) plan. PASS students are selected based on their performance on the first benchmark testing by i-Ready, and a plan is developed to target areas of deficit and steps to take before the next assessment to fill gaps and how teachers have engaged the student and involved the family in school life. Teachers and administrators hold data chats with students. These chats give teachers an opportunity to monitor typical and stretch growth but, more importantly, to discuss how students feel about their learning and what support they believe they need. It became evident to teachers following data chats that students lacked a clear understanding of the benefits of assessments and their role in the success of our school. Students often expressed that they were “over-tested” and that they sometimes just gave up. Thus, Lightfoot staff decided a plan needed to be put in place, motivating students to take ownership of their learning intentions and the success criteria. Even our youngest students draw what academic success looks like to them and feel motivated in a positive way by their classroom goal. Students keep their pledge sheets next to their Chromebooks to inspire them while testing. Test-taking strategies are reviewed to avoid test frustration, and assessments are spread over the course of several days to lessen test anxiety. Teachers explain to students that though this is only one measure of their knowledge, it is an important one as it will help them focus their instruction for the future. Lightfoot teachers are also provided with a grade level summer planning day to review summative assessment data looking at bright spots and areas for improvement in their core instruction.