

U.S. Department of Education
2021 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. Lisa Renee Sura
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hidden Trails Elementary School
(As it should appear in the official records)

School Mailing Address 2250 Ridgeview Drive
(If address is P.O. Box, also include street address.)

City Chino Hills State CA Zip Code+4 (9 digits total) 91709-5177

County San Bernardino County

Telephone (909) 597-0288 Fax (909) 548-6081

Web site/URL https://www.chino.k12.ca.us/HiddenTrails E-mail lisa_sura@chino.k12.ca.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Norm Enfield E-mail norm_enfield@chino.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chino Valley Unified School District Tel. (909) 628-1201

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. Joe Schaffer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	24	45
1	30	22	52
2	20	31	51
3	38	20	58
4	30	33	63
5	32	42	74
6	31	34	65
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	202	206	408

*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):
- 0.3 % American Indian or Alaska Native
 - 53 % Asian
 - 3.7 % Black or African American
 - 21.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 11.1 % White
 - 10.3 % 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 2019 - 2020 school year: 7%

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, 2019 until the end of the 2019-2020 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2019	449
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Spanish, Vietnamese, Cantonese, Korean, Tagalog, Mandarin, Arabic, Indonesian, Punjabi, Thai, Turkish, Urdu, Gujarati, Kannada

English Language Learners (ELL) in the school: 10 %
41 Total number ELL

7. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 87

8. Students receiving special education services: 10 %
39 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>19</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</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: 5
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 24:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	98%	97%	96%	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 2020.

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.

Our mission is to inspire students to become responsible, respectful, life-long learners, capable of problem-solving, and to ensure high levels of learning for each student.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Our families were given two learning models to choose from at the beginning of the year: distance learning or blended learning. The distance learning model allowed the students to remain on distance learning throughout the 2020-2021 school year. Families who chose blended learning chose the model in hopes their students could return to in-person instruction as soon as it was safe to do so. We began the 2020-2021 school year on a distance learning model for both blended and distance learning students. During distance learning, teachers met with students daily via Google Meet to provide synchronous and asynchronous instruction. As of March 3, 2021, our school reopened on a blended learning model. During blended learning, students attended school in person two days a week, were provided asynchronous instruction two days a week, and do online learning one day a week. As of April 6th, our school has opened full-time to our blended learning students. While our blended learners have returned to school full-time, students who chose distance learning will remain in the distance learning model for the remainder of the year.

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

PART III - SUMMARY

Hidden Trails is located in the beautiful city of Chino Hills, California. The school is nestled in the midst of the community and is adjacent to some of the city's beautiful hiking trails where many types of flora and fauna can be observed. The community consists primarily of single-family homes with a few apartment and condominium complexes mixed in. It is a middle to upper-middle-class community that is home to a diverse variety of languages, cultures, and religions. Hidden Trails is as diverse as the community it serves with 14 different languages spoken within the school community. Mandarin is the second most spoken language after English. Many of our students participate in extracurricular activities outside of school such as sports, dance, music, and martial arts. The talents learned at these extracurricular activities can be exhibited at our annual talent show. In addition to diversity in language, religion, and culture our students come from a variety of different types of households including multi-generational households, two-parent households, single-parent households, foster families, and families experiencing homelessness. Just over 20% of our students are considered socio-economically disadvantaged and qualify for free or reduced lunch. Despite the amount of diversity within our school community, the one thing that our families have in common is the respect and support that is provided to our students and the school. Our families are very involved in the educational process. Parent conferences, Back to School Night, Open House, and other family nights are well attended. We also have a very active Parent Teacher Association, and our families are always willing to help with whatever the school and students may need.

A variety of strategies have been implemented to help students develop their full academic potential. Teachers meet weekly in Professional Learning Communities (PLCs) to plan a rigorous and relevant curriculum. During this time teachers identify essential standards, learning targets, and success criteria. They also plan for instruction, develop both formative and summative assessments, and plan for intervention and acceleration to ensure each student is challenged by the curriculum. Students not showing mastery of the standards throughout the instructional process will receive extra time and support to facilitate mastery. In addition to planning for instruction and analyzing data during PLC time, the administration holds data chats each trimester by grade level. During the data chats, multiple measures are analyzed to determine a student's progress. Students who are at-risk for not meeting standards based on the analysis of data are offered a variety of options to accelerate their progress. Some of the options available to students not meeting standards are standards intervention during intervention time within their general education classroom, reading intervention, and math intervention. Hidden Trails is a Learning Center school. Our Learning Center teachers are split funded and are able to provide support to both our special education and general education students. General education students not meeting standards may also receive support from our Learning Center teachers.

Hidden Trails has implemented a comprehensive Positive Behavior Intervention and Support (PBIS) system. Our PBIS program is overseen by our site-level PBIS team which consists of teachers, administrators, and parents. This team meets monthly to discuss our PBIS implementation and to determine how to improve the program. As part of our PBIS program, teachers provide weekly lessons from our district-adopted socio-emotional learning (SEL) program, Second Step. We also utilize a program called Project Wisdom. Project Wisdom provides monthly wise choice pledges. The pledges are based on wise choices such as "choosing to see the beauty in diversity," or treating others how you would like to be treated. The program also includes daily messages that are read by the administration that help students understand the importance of making good choices. In addition, as part of our PBIS program, our school has identified our three behavior expectations, "respect yourself, respect others, respect our school." These behavior expectations are taught in the classroom and during weekly rallies. School guidelines and expectations are also taught in the classroom and during our school rallies. Students demonstrating our behavior expectations receive behavior incentives in the form of Top Hawks. Top Hawks are entered into a bi-monthly drawing. When a student's name is drawn, they get to visit our Top Hawk store to choose a prize. Students not meeting the behavior expectations receive support in a variety of ways. They can receive behavior support in the classroom through behavior contracts and/or token systems. They can receive behavior support from our behavior intervention counselor who provides small group support for students who are having difficulty meeting behavior expectations, or they can receive individual counseling through a counseling agency that provides free school-based counseling to our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Our core curricula are California Common Core State Standards (CCSS) adopted programs. Hidden Trails teachers have served on several district-developed academic committees in which they helped to refine, streamline, and prioritize standards in core subjects. For ELA, Hidden Trails students in grades kindergarten through sixth use the McGraw-Hill Wonders Program as our core text. In math, in addition to CCSS, we also use the Standards for Mathematical Practice (SMPs). Our students in grades kindergarten through fifth grade use the Pearson Envision math program and our sixth-grade students use the Big Ideas Course I program. To adapt to the Distant Learning format for this school year, our teachers researched, sampled, practiced, and utilized the online components of our language arts and math curricula. In addition to the core curriculum, students are provided extra support and practice through a variety of online programs for ELA and math such as Prodigy, DreamBox Math, Accelerated Reader, and myON. For science, we are guided by the Next Generation Science Standards (NGSS) guidelines using 5E lesson sequences (Engage, Explore, Explain, Elaborate, and Evaluate). Science concepts are embedded in our Wonders (ELA) program. We also have the Houghton Mifflin textbook for California science, as well as district-developed resources available to us. To adapt to distance learning the students also engaged in online supplemental science programs and virtual Maker's Space STEM lab presentations. Social studies is guided by California Based Standards of community, state, Westward Expansion, Gold Rush, U. S. History, and Ancient World History. We utilize the Holt California Social Studies curriculum.

Our instructional approach incorporates a variety of research-based instructional practices to ensure student success. Learning targets are explicitly stated and serve as the foundation for student learning. The Direct Interactive Instruction (DII) gradual release model (Input and Model; Structured Practice; Guided Practice & Independent Practice) is used as the process for direct instruction. The 4 C's (Collaboration, Critical Thinking, Creativity, and Communication) are also utilized throughout instruction and practice and through the incorporation of teacher-created standards-driven Project Based Learning opportunities which deepen students understanding of the concepts. Furthermore, we utilize close reading strategies and the pre-teaching of academic vocabulary to increase students' understanding of texts. We also utilize math talks and student-led error analysis to further our students' understanding of mathematical concepts. In addition to the research-based strategies utilized we offer students in third through sixth grade a departmentalized format of instruction that allows for more in-depth subject knowledge delivered by teachers.

We utilize a Multi-Tiered System of Support approach for instruction and intervention. In order to identify students in need of support, we analyze multiple measures including both summative and formative assessments. We use our district's Universal Screener, FAST, as a starting point to identify students who may need additional support in reading or math. We also use our STAR assessment results, Wonders Unit Tests, Essential Standards Assessments, Interim Assessment Benchmarks (IABs), and common formative assessments (CFAs) to identify students' needs. For math in addition to FAST, we use our Pearson Envision assessments, CFAs, IABs, and Essential Standards Assessments to identify students in need of support. Our kindergarten students are also given an additional progress monitoring assessment, ESGI, at the beginning of the school year and each trimester. Through our Professional Learning Communities, grade-level teams work together to plan, implement, and monitor instruction, as well as to respond with intervention when students are not meeting standards. The PLC teams analyze student data to determine student needs. The teams then respond to intervention with specificity. Tier 1 support would entail standards-based intervention during the teacher's 30-minute intervention block. Grade levels work collaboratively to meet students' needs. One teacher within the grade level might be doing ELA intervention and another math intervention. Students participate in this "flexible" intervention based on their needs and the content being taught. Tier 2 intervention would consist of reading or math intervention in a pull-out or before or after school model with the intervention or Learning Center teacher using one of our reading intervention programs such as Lexia (a computer-based program) or Fountas and Pinnell (a small group teacher-led program) and our math program Accellus. If a student is not being successful in the program they are assigned to, their program can be changed, or it may be determined that the student would benefit from both programs. Students needing Tier 3 support may also receive small group instruction through our Learning Center in addition to Tier 2 support. If a student is still not making appropriate progress in Tier 3 they may be referred for a psycho-

educational assessment. This year we have adapted to online assessments by administering digital assessments through Google Classroom and online Core Curriculum components. To prepare for standardized state testing students are provided opportunities to take IAB's several times throughout the school year.

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

For visual and performing arts Hidden Trails has trained parent volunteers that deliver art lessons through the Art in Action Program. During distance learning our parents delivered these art lessons via Google Classroom Meet approximately once a month. We have a music education program provided weekly to grades 2-4 and a band program for grades 5-6. This year, music education for our 2nd to 4th-grade students was provided via a Google Meet and our 5th and 6th-grade students were offered a music education elective via Google Meet.

Our physical education is guided by the California Physical Education standards. During distance learning students participated via Google Meets in workout/dance videos through programs like Go Noodle, and other online exercise videos that teachers researched to fit with our movement standards. Students were also required to keep logs of physical activities when our P.E. transitioned to asynchronous instruction. In addition, students were assigned various health and nutrition articles and videos to learn about healthy eating, living, and exercise.

Technology was an ongoing educational process for the entire school this year. Students interacted freely with their teachers and administrative staff via Google Classroom. A schoolwide Google Classroom titled "Hidden Trails Red Hawks" allowed students to freely interact with each other and administration online by creating posts and commenting. Special activity days were set up weekly by the administration. These days included "Music Mondays," "Typing Tuesdays" and "Fan Fridays." Our students also participated in two Prodigy Tournaments, as well as a myON tournament during distance learning. Our librarian exposed our students to quality literature through read-alouds on Google Meets.

At Hidden Trails, an important character foundation is respect. Our motto is Respect Ourselves, Respect Others and Respect Our School. To promote this as the foundation of character building, we deliver lessons through Second Step, Project Wisdom's Ten Wise Choices, and Project Wisdom's Daily Messages. We also implement PBIS throughout our campus by encouraging all staff to give recognition to students displaying positive character traits/behavior through our Top Hawk rewards system.

Some additional educational experiences that our students had access to pre-distance learning and COVID are electives. We offered electives for 45 minutes once a week. These electives included such classes as choir, coding, keyboarding, drama, math crafts, Spanish, scrapbooking, knitting, art, soccer, and basketball. Our students also had access to our beautiful, award-winning school garden, as well as our school Maker Space. Our Maker Space is a room devoted to science and engineering. Classes would visit the space to utilize the resources within the space such as STEM supplies, scales, microscopes, a 3D Printer, virtual reality systems, and more. Furthermore, our students participated in a variety of school competitions such as STEM challenges, oratorical competitions, spelling bees, and talent shows. We also were host to a variety of school academic teams including debate, Math Olympiad, Odyssey of the Mind, and Science Olympiad. Additionally, we are one of the few schools to be awarded the privilege to host a Girls That Code Club.

3. Academic Supports:

Due to COVID-19 our instruction, interventions, and assessments for meeting the diverse and individual needs of various student populations including below and above grade level; special education; and English Language Learners (ELLs) were all done with a different approach. In prior years we tailored Tier 1 and Tier 2 instruction according to the level of performance on formative assessments. This instruction was done in the general education classroom or via a pull-out with our intervention specialist and/or our Learning Center staff. Our Gifted and Talented population benefited from enrichment opportunities during school hours or after-school programs such as Math Olympiad competitions. Special education students received services through both in-class and pull-out support by our resource specialists and our intervention teacher depending on need. Special education students also received intervention support utilizing the school's two reading intervention programs Lexia and Fountas and Pinnell in addition to their specially designed academic instruction in English.

Our ELLs were provided small group instruction with our ELA Wonders Curriculum Designated English Language Development (DELD) Ancillary support component. Primary ELLs, with a gap of 10 or more percent on formative assessments and universal screeners received additional support from our intervention Teacher and or our Learning Center staff for thirty minutes, four times weekly. Our ELL newcomers also received additional support from our intervention teacher for thirty minutes, four times weekly. Students participating in reading intervention are also progress monitored every 2-4 weeks using our district's universal screener, FAST, and progress monitoring system called Curriculum-Based Measurement (CBM). The frequency of the progress monitoring is determined by student needs. The students with the greatest need are progress monitored more often to ensure they are making progress. In addition to the DELD instruction with their classroom teacher and the reading intervention support received by the intervention teacher or Learning Center, the intervention teacher also met with newcomers for an additional thirty minutes, four times weekly to build functional language to make sure that our newcomer students were able to articulate their needs and to build social relationships with their peers.

This year due to COVID our intervention teacher position was eliminated, and Tier 1 and Tier 2 academic support came from the general education teachers in the form of a small group using Google Meets with the classroom teacher, and collaborative Google Meet breakout rooms with homogenous or heterogeneous ability groups. In addition to this Lexia, our computer-adaptive reading intervention program was overseen by the school principal. This year our special education students received support from our resource specialist in small group Google Meets and push-in support in the classroom the days they are on campus. Our Gifted and Talented and above-grade level students were provided alternate projects/assignments and higher-level Depth of Knowledge (DOK) question options both in class and after school, as well as a supplementary online coding curriculum to challenge them and provide enrichment. ELL students were provided DELD instruction virtually, during distance learning.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Hidden Trails teachers strive to make student engagement a top priority. To empower themselves, teachers participated in a variety of professional development opportunities focused on increasing student engagement. During distance learning teachers were provided professional development to support their use of digital platforms such as Google Classroom and Jamboard to increase engagement. In addition, teachers also received training on increasing student engagement through the use of Google Forms, Flipgrid, and Kahoot. Before pivoting to distance learning, our school was focused on providing a “No Opt Out” environment by focusing on randomization strategies such as using equity cards or popsicle sticks, as well as utilizing the randomizing feature on Class Dojo, a program that many Hidden Trails teachers use, to ensure all students are engaged, accountable, and have an opportunity to share what they know. In addition to these strategies, teachers provided a comprehensive day of online instruction to continue to keep our students learning and engaged.

Our administration provided the necessary technology and hotspots needed for students to attend class online. We also sent home the necessary textbooks and supplies needed for learning at home. Teachers used the digital components included in our core curriculum to teach language arts and math. Teachers also utilized other digital learning tools to keep our students engaged such as using our Safari Montage digital media library to enhance a lesson or using Kami to turn any document into a digital assignment. Furthermore, we also provided additional support to our at-risk students such as Lexia, our reading intervention program, and Rosetta Stone for our students who are learning English. All students were provided access to Epic! and myON digital libraries to encourage additional reading practice and Prodigy Math to encourage additional math practice. In addition to our core curriculum, students were also engaged through our Socio-Emotional Learning (SEL) curriculum Second Step. Teachers provided weekly Second Step lessons with which students engaged. Second Step lessons cover a variety of topics such as coping strategies, being a good listener, and bullying. The administration conducted the 4-5 bullying lessons in the Second Step program to stay engaged with students and to show students that bullying is an important topic and the administration is there to support them. During the bullying lessons, students learned what bullying is and what to do if they are being bullied or witness someone else being bullied.

2. Engaging Families and Community:

Our school often engages the community and local businesses to support our school's needs, as well as the needs of the community. During the COVID pandemic, Staples has been a welcomed partner providing donations of school supplies for students in need as well as providing additional hand sanitizer and tissues for our classrooms. Furthermore, our school has partnered up with several local businesses and restaurants for fundraising activities. In addition to our community supporting our school, we have also supported our community. Our fourth graders held a pet adoption event at the school for one of our local animal shelters as part of a project-based learning (PBL) project. They also collected blankets and other items to be donated to the shelter. Another PBL project benefitted the American Heart Association with a Jump Rope for Life event. We also participate in the Leukemia and Lymphoma Society's Pennies for Pasta program. Working together with businesses and charities has been such a benefit for our school as well as the organizations. Typically, our school has several activities to which we invite our community leaders and families. Our school hosts the Chino Police Department each year for Red Ribbon Week to teach our students about the importance of saying no to drugs. We also invite The Chino Water Department for assemblies each year about water conservation. Our 3rd-grade students also visit the Chino Water Basin for field trips. Each year our school invites community members including the sheriff's department, fire department, local leaders, and student family members to come out to read to our students for “Read Across America Day.” Having members come out to read to our students is invaluable because they will often speak to the students about the importance of reading. Another way our school has brought in community members to our school is the “Principal for the Day” program. We have invited several guests from the community to our campus to shadow our principal and see what our school is all about. Lastly, we strive to build positive relationships with our families by inviting them to participate in a variety of family and/or parent nights such as Meet

Your Administrators Parent Night, Accelerated Reader and myON Parent Night, Prodigy Parent Night, Family Movie Night, Family Science Night, and Trunk or Treat. Hidden Trails is a school that welcomes the community and acknowledges the value our community has to offer as Chino Hills is a beautiful and diverse city with many assets.

3. Creating Professional Culture:

Hidden Trails teachers take a collaborative approach towards student success. To achieve this, a professional culture has been fostered in a variety of ways. The Professional Learning Community (PLC) is an integral part of collaborating both within a grade level and between grade levels. Teachers have created meeting norms that are adhered to, allowing for a respectful exchange of ideas, always keeping in mind best practices for our students. Standards are deconstructed, formative and summative assessments are created, and lesson plans are developed. Data chats have been established, which drive the PLC process, allowing for an understanding of where classes are achieving, as well as identifying the need for interventions for individual students.

As Hidden Trails transitioned to distance-learning in the spring due to COVID-19, teachers and staff worked closely together to set up classroom web pages and Google classrooms. In addition, the capabilities of the online components of core curriculum materials were explored. They became vital to the continued efforts to educate students. Teachers had varying comfort levels in the use of technology. With the guidance and encouragement from the principal and assistant principal, as well as individual teachers with experience using different technology components, all teachers provided an effective virtual environment for online student learning. Though circumstances were less than ideal, cooperation was the driving force in the transition.

At Hidden Trails, teacher perspectives are sought out through periodic surveys on a variety of topics. Teachers are consulted about preferences in professional development. The administration seeks input on the types of training that would be most beneficial for teachers. Professional development has been incorporated into staff meetings and has also been offered during off-contract hours on a volunteer basis. Professional development opportunities are well attended by staff because the quality and relevance are worth the effort to attend. With distance learning continuing through the fall and winter of the 2020-2021 school year, professional development based on the teachers' wants and needs has resulted in greater teacher satisfaction with digital platforms, which in turn led to a successful transition and continuation of solid educational practices, despite unprecedented circumstances.

Administrators have taken extraordinary steps to support teachers by setting up classes in supplemental digital programs such as Prodigy Math, Dream Box, Accelerated Reader, and Lexia. Such actions are appreciated, and it is expressed to teachers that their time is valued. The mutual respect between teachers and administrators at Hidden Trails has created a positive, professional culture that drives student success.

4. School Leadership:

The leadership team at Hidden Trails is committed to student achievement and success. The objective is to create and maintain a productive, safe, and nurturing environment to allow students to grow and thrive. The school dictums are every child can succeed and students come first. In that regard, administration and teachers meet regularly. As one example, data chat meetings are conducted. The meetings are focused on student growth and accomplishment as well as weaknesses to ensure every child receives the help and guidance needed to ensure progress. The data reviewed at these meetings allow grade-level teams to collaborate and plan lessons that will benefit each child, based on need. Based on this data, students receive services at all levels. All three tiers of support are utilized to assist students. Further examples of leadership include (1) the principal offers an open-door policy wherein staff feel welcomed and heard; (2) monthly staff meetings, led and planned by the principal, include brainstorming sessions to facilitate an exchange of ideas and information sharing; and (3) technology is encouraged and embraced school-wide, and administration reaches out to district experts to provide coaching and support to enhance teaching skills. As a regular practice, staff input is solicited and encouraged. During the COVID-19 pandemic, staff and students were able to pivot to distance learning by careful and strategic planning. Assistance and training

were offered to ensure teacher success and ultimately, student success. The principal and assistant principal worked hard to ensure all students and staff had the technology required for in-home learning including chrome books and hot spots, as needed.

Prior to our recent return to in-person instruction, protocols were put into place to ensure the safety of all stakeholders. Examples include the development of a plan and distribution of personal protective equipment. Safety measures such as temperature checks, cleaning and disinfection, student desk dividers, hand sanitizer stations, and staggered lunches and recesses were implemented. In addition, cohorts were planned and scheduled to allow the optimum use of time and resources and most importantly, the welfare of all. The principal has scheduled training and information sessions to keep all stakeholders in the loop and the school website is updated on a regular basis. Site administration is always available to answer questions from the community. Virtual meetings have been offered to be transparent throughout the process and pandemic. The successes that ensued and will continue to develop, will be to the benefit of the students, teachers, and community.

5. Culturally Responsive Teaching and Learning:

At Hidden Trails, respect is an expectation. Serving a diverse population, we celebrate the unique contributions of multiple cultural backgrounds within our community. Emphasis is placed on finding common ground and recognizing diversity is a strength. Listening to different perspectives allows us to approach problem-solving in a flexible way. Project Wisdom is a thought-provoking character education program used by Hidden Trails. Students are taught three behavioral expectations: Respect yourself, respect others, and respect our school. Every rule stems from these three expectations. On the rare occasion teasing occurs due to cultural differences, the issues are resolved with appropriate disciplinary action, but more importantly with a review of the expectation, "Respect others." Another aspect of Project Wisdom is a daily lesson read over the intercom. A poem, quote, or inspirational story is used, and these messages are drawn from multiple cultures showing many important values are universal. The messages touch on subjects such as personal responsibility, integrity, kindness, and understanding. By making personal choices to do what is right we make the world a better place for ourselves and others. Paired with Project Wisdom, Second Step is a district adopted character education program teaching children how to handle situations that cause strong feelings. Students learn to calm themselves, solve problems, and when necessary, seek adult guidance. Many of our students are immigrants or children of immigrants. As such, teachers and parents work diligently to keep the lines of communication open. One of our Hidden Trails office clerks is a translator and helps with school-to-home communication. She has proven to be an asset, not just for language communication, but also in helping bridge the gap for parents understanding cultural nuances. Parents feel comfortable reaching out to her with questions. As a result, parent involvement with our ELL population has grown significantly. When parents are involved, research shows students achieve at a higher level. In addition, the Hidden Trails and district website have a translation feature, allowing our ELL parents to access school related news. Many teachers use Class Dojo as a form of communication, which also features a translation function. Through COVID-19, Hidden Trails has continued to host English Language Advisory Committee (ELAC) meetings inviting all parents of ELL students to attend. In the classroom, ELL students receive 30 minutes of instruction designed to help them access the core curriculum.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Although many research-based instructional strategies are utilized at Hidden Trails, the one practice that we believe has contributed the most to our student's success is our PLC process. Through our PLC process teachers work together on grade-level teams to determine essential standards, deconstruct those standards to determine learning targets and success criteria, create common formative and summative assessments, and plan for first best instruction. Once this work has been done, teams then reconvene to analyze the data and respond to the data with intervention if needed. A relative strength of our PLC teams is a desire to truly understand each standard. Teams not only read the standard from the CCSS Blueprints, but they also investigate how the standard might be assessed by previewing multiple assessments such as our district's Essential Standards Assessment (ESA), SBAC released questions, core curriculum unit assessments, and other resources. Analyzing the standard through multiple measures helps provide clarity for precise learning targets and success criteria and helps the team to develop CFA's and instructional plans that appropriately teach and assess the standard at the level of rigor it should be taught and assessed. Once the team has taught and assessed the standard, the team would meet to analyze the data using a data analysis protocol and identify strong instructional practices. The team would then identify students who did not master the standard and respond with intervention in the form of extra time and support within their general education classroom. A second CFA would be administered to again assess student mastery of the standard.

In addition to analyzing CFAs and other assessment data during PLC, teams also meet with administration each trimester to look at individual students who may not be making adequate progress. The team identifies any possible barriers to the student's success. Are there skill deficits, socio-emotional barriers, attendance issues, motivation issues, medical diagnoses, recent change at home, or any other issues that may be affecting the student's achievement? The team then determines a plan for each individual student who is not progressing at an appropriate rate. Does the student need Tier 2 intervention, behavior support, counseling, parent meeting, attendance contract, goal setting, or some other service that might help support the student in improving achievement? Students are then referred to the appropriate service or the team may determine that more information is needed and administer additional assessments to really hone in on the student's needs.