

U.S. Department of Education
2022 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 Mr. Jeff Sipos
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name John L. Golden Elementary School
(As it should appear in the official records)

School Mailing Address 12400 Banyan Street
(If address is P.O. Box, also include street address.)

City Etiwanda State CA Zip Code+4 (9 digits total) 91739-9402

County San Bernardino County

Telephone (909) 463-9105 Fax (909) 463-9124

Web site/URL https://gol.etiwanda.org/ E-mail jeff_sipos@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* Mrs. Charlayne Sprague E-mail charlayne_sprague@etiwanda.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Etiwanda Elementary 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 Mrs. Mondy Taylor
(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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 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. **Only include demographic data for the nominated school, not for the district.**)

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 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	16	9	25
K	55	51	106
1	72	62	134
2	69	57	126
3	78	78	156
4	89	67	156
5	83	90	173
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	462	414	876

*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):
- 1 % American Indian or Alaska Native
 - 35.7 % Asian
 - 3.8 % Black or African American
 - 25.7 % Hispanic or Latino
 - 1.2 % Native Hawaiian or Other Pacific Islander
 - 21.7 % White
 - 10.9 % 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 2020 - 2021 school year: 4%

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, 2020 until the end of the 2020-2021 school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2020	863
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Mandarin, Spanish, Arabic, Cantonese, Punjabi, Korean, Filipino (Tagalog), Ilocano, Urdu, Gujarati, Telugu, Tamil, Pashto, Italian, Russian, Vietnamese, Burmese, Hindi, Japanese, Khmer (Cambodian).

English Language Learners (ELL) in the school: 19 %
168 Total number ELL

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 147

8. Students receiving special education services with an IEP or 504: 15 %
133 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>19</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>69</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</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: 4
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.	36
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.	23
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	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 2021.

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.

The mission of John L. Golden Elementary school is to establish a positive learning climate where ALL students can succeed academically, socially, and emotionally.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

http://p14cdn4static.sharpschool.com/UserFiles/Servers/Server_221445/File/EtiwandaAntiBullyingNondiscriminationPolicy.pdf

http://work.etiwanda.org/district/board/boardpolicy/5000/ar_5145.3_%5Enondiscrimination-harassment.pdf

http://work.etiwanda.org/district/board/boardpolicy/5000/bp_5145.3_%5Enondiscrimination-harassment.pdf

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

PART III – SCHOOL OVERVIEW

We will reach for the stars, for the stars are in reach. We will learn all we can, from those who teach. A teacher, principal, parent or friend can help put the stars within reach in the end." Since 2002, these words have defined the spirit of John L. Golden Elementary, home of the Golden Stars. We are one of seventeen schools who proudly represent the historic Etiwanda School District (ESD). Although Golden is only two decades old, our very character can be traced back to 1883 when ESD was founded. From a single schoolhouse in sunny Southern California and a handful of grape vineyards, Etiwanda has transformed into a beautiful bedroom community with lasting roots and over 13,000 students. Presently, we have ninety former students in ESD who have been inspired to become employees. Golden exemplifies the "Etiwanda Way." Our staff, students and families share a common goal: to motivate and inspire children to become the best versions of themselves. Together, we build a firm foundation for lifelong learning.

Golden Elementary embraces a broad and beautiful spectrum of learners. We are a mosaic of multicultural and linguistic backgrounds. Our diverse student population is 35% Asian, 26% Hispanic, 22% White, 4% Black/African American, and 11% Multiple Races. Nearly one-fifth of our students are designated as Multilingual Learners, with the majority speaking Mandarin or Spanish. Golden educators embrace and draw inspiration from these differences. We collaborate to create inclusive classrooms where every student is seen, heard, and valued. We recognize the shy child silently yearning for a playmate at recess. She can sit at the Friendship Bench, dedicated to the memory of a beloved former teacher who believed in the power of kindness. We inspire the bright child bursting with enthusiasm and provide him a creative outlet to channel his inner brilliance. He can design a model wind turbine in our hands-on STEAM (Science, Technology, Engineering, Art, and Mathematics) lab.

Golden educators and families work hand-in-hand to build a safe haven for every child. We stand united with parents in our cooperative volunteer programs, WATCH DOGS and MOMS (Dads of Great Students and Moms of Magnificent Students). These devoted parents greet students at the front gate each morning with a warm smile. Our dedicated Parent Teacher Association (PTA) regularly coordinates high-energy fundraisers, such as the Apex Fun Run, which this year raised over \$71,000. These generous contributions from our community are invested directly into a multitude of precious student resources, including the 24,000+ books meticulously organized in our lively and vibrant library. One trip around the library and its lovely illustrated inner walls reveals a glimpse of the gifts it has to offer; a painted tree branch extends to an open trail with a book at the head whose title reads, "Learning is the Pathway to the Stars." Our library is a standard of excellence in student engagement. In addition, our Birthday Book Club allows students to receive a special story once per year and emphasizes the gift that is literacy. Beyond our busy bookshelves, teachers also utilize the donations of our passionate parents to fund ambitious projects. Ten years ago, we established a tranquil "Secret Garden" that to this day grows marigolds, apple trees, and a child's curiosity. Its natural beauty is preserved by Golden's local girl scout troop. Teachers routinely venture into the quiet calm of this evergreen sanctuary for post-lunch read alouds and outdoor scientific exploration. After school, in the garden, you can also hear the cheerful sounds of children participating in intramural kickball.

Golden's core values of empathy, integrity, and respect are manifested in our clear commitment to character. Even as we develop each child's mind, we also facilitate and nurture each child's heart. The Buddies Program pairs students from special and general education classrooms together during lunchtime and recess, forging friendships that carry into middle school and beyond. Our compassionate counseling staff personally visit classrooms to deliver social-emotional learning lessons. Every Monday, a fifth grader recites the Pledge of Allegiance over the intercom and welcomes us to another week of opportunity. Meanwhile, our Philanthropy Committee instills the importance of community outreach, with charitable programs such as Thanksgiving meal donations to a nearby family shelter.

Golden provides intentional programs and strategies to assist and challenge students in reaching their fullest academic potential. At every grade level, we host after-school intervention sessions in reading and math to bridge the achievement gap between learners and build equity. Additionally, we establish high standards that foster rigorous and collaborative learning. In the classroom, teachers encourage 100% participation by explicitly implementing and modeling Kagan Engagement Structures.

During COVID-19 and distance learning, we continued to proudly recognize our learners. We rewarded eager young readers who reached their Accelerated Reader (AR) goal with drive-thru reward pickups. Our principal hosted online newscasts to shed light on local events, such as Black History Month celebrations. On the frontier of hybrid and virtual instruction, teachers and support staff assisted one another to establish an atmosphere of resilience and innovation.

At Golden, we believe that education is a transformative training ground for the future. Our community provides each child with the tools necessary for growth and success.

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:

The Etiwanda School District’s motto is “Excellence in Education.” In aligning with this motto, Golden uses two overarching practices to provide excellent instruction, attention to state standards and data-driven instruction. We adhere to the district-adopted curriculum for each subject, but foremost we personally ensure state standards are being taught. Teachers begin by deconstructing each state standard to provide a robust and rigorous course of learning. Deconstruction of standards is an integral part of excellent instruction. It helps Golden educators to truly understand what our students need to know. Once the standards are deconstructed, we use backwards planning to inform instruction. We compare the deconstructed standards to our curriculum and determine how they align. If a standard is not fully addressed by the adopted curriculum, we research and select supplemental resources that will accurately address the standard.

Next, we move on to intentionally planning lessons. We design lessons that explicitly target standards mastery. The goal of intentional planning is to provide our students with engaging lessons and a purposeful and inclusive learning environment. The lessons taught in all subjects are scaffolded and differentiated to meet the diverse needs of our learners. Once the lessons are taught, we gather student data using a variety of assessments, both formative and summative. This data is referred to constantly, as we actively monitor each student’s comprehension and growth. Our ultimate academic goal for students is mastery of standards in each subject area. Our fine-tuned, data-driven instruction applies to all levels of students. This intentional approach allows teachers to enrich, provide secondary supports, and meet every academic need of their students. As data is gathered, teachers organize their daily lessons within a fluid system of small group instruction. Students are often leveled and grouped by ability, as we work diligently to meet the needs of every student. These student groupings are dynamic; they change and evolve as our learners show growth. By focusing on state standards and delivering data-driven instruction, Golden educators ensure that each young Star grows and excels.

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

Our English language arts curriculum is the district-adopted McGraw-Hill Wonders program. Wonders provides a balanced and integrated language arts experience. The program is aligned with our Common Core State Standards (CCSS) and English language development (ELD) standards. Standards are at the center of instruction, in conjunction with data from: i-Ready, running records, Renaissance STAR Reading tests, other district-approved assessments, and teacher observations. We plan and implement whole group, small group, and individual instruction within the Wonders program to meet every literary need.

Golden teachers carefully apply a wide host of curricular and supplemental resources to serve our diverse student population. Multilingual Learners (ML) in grades 1-5 have multiple supports available in their general education classrooms. Imagine Learning is an individualized multi-language and literacy software that addresses foundational literacy skills. Teachers also meet with ML students during small group instruction to “frontload” key concepts and ideas. Outside a student’s regular classroom, Golden offers skills-based intervention sessions to students in all grades. A limited number of students from each class are selected for intervention sessions, based on greatest academic need as determined by i-Ready Diagnostics and other formative assessments. Intervention sessions may occur before, during, or after the school day. They help build equity of learning opportunities for all Golden Stars. Students who receive services from our Special Day Class (SDC) and Resource Specialist Program (RSP) also have access to WonderWorks, a parallel intervention program that pairs with Wonders.

Small group instruction is a key component of Golden’s language arts program. Our Fountas and Pinnell guided reading room grants teachers access to over 1200 titles and the opportunity to provide books for all

interests and levels. Guided reading is utilized during Universal Access (UA) time. UA is a precious and productive period in every Golden classroom. For at least ninety minutes each week, teachers meet with leveled groups of learners to provide flexible instruction. Teachers use this time to facilitate reading groups, sharpen phonetic skills, and build literacy. Instruction during UA includes Project Read-based phonics lessons, novel studies, literature circles and, of course, teacher-led individualized instruction. Golden's commitment to UA brings us one step closer to our district goal of making "every child a reader" by grade three.

Students can also expand their love for reading by participating in our Accelerated Reader (AR) program. Students take the computerized STAR test, which determines appropriate academic reading levels. After reading books at their level, students take online quizzes to reach point goals. Snow cones, pizza, and hot dogs barbecued by our principal are just a few of the rewards for those who meet their goal. Battle of the Books (BoB) takes the AR point system and extends it to a district wide "battle" competition. These programs encourage every student to take ownership of their literacy.

Students are given many opportunities to engage in the writing process. Using Wonders, Step Up to Writing, and RACER (a constructed response strategy) students write explanatory, opinion, and narrative essays. They also write to tell a story, respond to literary and nonfiction texts, and personally express themselves. Our yearly Imagination Machine assembly highlights and brings to life the art of storytelling, as a local theater troop reenacts the whimsical tales written by our very own Golden Stars. This experience emphasizes the value of each author's unique voice and creativity.

During distance learning, teachers used adopted curriculum with the support of document cameras to teach comprehension, facilitate guided reading groups, and model writing. Even the AR program continued, as students were able to virtually send book request forms to our diligent librarian. Students would eagerly enter our drive-thru, ready to pick up an anticipated book or receive an awaited reward.

Reading and writing provide a pathway to discovery and growth. Golden approaches ELA instruction with this truth in mind. Our purposeful programs cultivate curiosity and encourage exploration.

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

The core curriculum for mathematics at Golden is Houghton Mifflin Harcourt's California Go Math! program. While Golden values fidelity to Etiwanda's curriculum, we also utilize resources vetted and approved by our teachers to reinforce key concepts. We delve beyond the surface of whole group instruction to deliver differentiated small group lessons. The skill being taught and the students selected for math groups are determined based on up-to-date achievement data. Small group time can allow for reteaching basic concepts to extension and enrichment.

To build a solid foundation for math instruction, Golden invested in staff development by hiring a professional math expert to mentor our teachers. This expert was insightful, innovative, and, simply put, fun. She helped our staff to evolve our math teaching practices. She exposed us to a long list of collaborative math games, which we regularly facilitate with our students. These games promote engagement, build number sense, and challenge students to precisely define their steps to a solution. Another Golden practice used to enhance math fluency is "Multiplication Lunch Bunch." Fourth and fifth grade teachers send out special invites to students who still have yet to memorize multiplication facts. On a regular basis, teachers also devote instructional time to spaced practice (or spiral review). Spaced practice reminds and reteaches students about previously taught concepts, while they continue to discover and master new skills and standards. Our teachers understand that math is fundamentally built from the ground up. One brick of knowledge is laid atop another. The journey from kindergarten subtraction to fifth grade long division, is a series of interconnected skills with one prerequisite leading to the next.

The aforementioned math training also prepared teachers to transition over to virtual instruction during COVID-19. In the midst of a pandemic, math instruction continued with the same pace and rigor as it had during in-person instruction. Many teachers sent home math manipulatives for their students, particularly in the primary grades. Students, whether in-person or virtual, still required concrete tools to comprehend

abstract forms of math. Therefore, manipulatives were an essential part of the cognitive transition from concrete to abstract. In upper grades, teachers also took the initiative to assign online manipulatives to help enhance their students' mathematical and technological savvy. Grade levels still planned and generously shared resources to help engage all students virtually.

While Golden's instructional practices remain strong, additional activities and programs provided by our school help to enhance each student's mastery of math standards. i-Ready by Curriculum Associates, is a diagnostic tool that Golden uses to gain knowledge into how each student is progressing toward grade-level standards. Perhaps the most informative piece of i-Ready is the Common Core State Standards (CCSS) Performance tool. This allows teachers to cross-reference a student's diagnostic score with specific defined standards. Beyond the classroom and computer, Golden's math mindset extends to community events. Golden periodically hosts evening "Family Math Nights" where students and their loved ones come together for tutorials of how to access the Go Math! Website from home. These fun-filled nights always involve collaborative math games in which families can bond and use teamwork to solve problems.

Golden uses our adopted curriculum and state standards as a framework. However, we incorporate many resources within the classroom and beyond to provide well-rounded and exceptional math instruction.

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

Our recently adopted science curriculum, Amplify Science, addresses the Next Generation Science Standards (NGSS), and presents an interconnected understanding of nature and its wondrous ways. Amplify provides materials for hands-on experiments and literature-rich texts. Activities and experiments foster a curiosity in students that empowers them to investigate real-world phenomena while thinking, reading, writing, and arguing like actual scientists and engineers. Additionally, our teachers have access to Mystery Science, which provides standards-based video lessons that inspire a passion for scientific exploration. Teachers can choose from lessons in Amplify, Mystery Science, or a combination of both. This flexible approach to instructional planning provides enhanced opportunities for student-driven inquiry. During COVID-19, our staff prepared home kits of materials to enable students to engage in hands-on science activities in both hybrid and virtual settings. Using the materials sent home kindergarteners planted seeds, second graders investigated the properties of matter by making popsicles, and fourth graders engineered marble roller coasters. Despite the challenges of learning at home, our students still engaged in the scientific method.

The enthusiasm for science at Golden extends well beyond the core curriculum. Scientist of the Week is an opportunity for students to demonstrate their scientific knowledge by presenting an experiment of choice for their class. Students in all grades delight in watching their classmates perform experiments. Golden Stars explode baking soda and vinegar volcanoes, use telephone cup phones, and create colored candy rainbows. Golden hosts a Family STEAM (Science, Technology, Engineering, Art, Math) Night, where students and family members work together in a variety of centers focused on physical science, biology, outer space, and engineering. Teachers plan a variety of science-based field trips, such as visiting the Cucamonga Valley Water District, Randall Planetarium, and Griffith Observatory. Our after-school Mad Science program provides opportunities for students to model the scientific method in a fun, safe, and engaging environment. At Golden, we do not simply read about science; we make it happen through interactive, hands-on experiences.

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

At the core of Golden's social studies is the adopted Harcourt Reflections program. This program provides instruction of the History-Social Science Content Standards (HSSCS) through relevant text and engaging projects. Thematic literary units aligned with our Wonders curriculum also integrate the HSSCS. Teachers also access alternative media through BrainPop, Discovery Education, Scholastic News and Liberty's Kids videos.

To extend and enrich lessons, research projects encourage students to present knowledge across multiple modalities. From paper dolls representing historical figures or a personal heritage to Google Slides

presentations highlighting famous American landmarks, students paint a picture of the world. Moreover, Golden draws links between the classroom and community. We host an annual Heritage Day that involves our families. Students rotate through stations to discover a cultural craft, flavorful food or musical dance that celebrates diversity. Facilitating these stations are Golden family volunteers. Students are welcome and encouraged to wear clothing that represents the colorful character of their culture.

Golden Stars share what they have learned with our school through student-led theatrical performances. Fourth graders travel to 1848, as they act out the ambitious adventures of John Sutter and California's past pioneers in Gold Dust or Bust. Fifth graders rehash 1776, as they retell the road to American colonial independence in Revolution. During the day of our anticipated Wax Museum, students dutifully dress and play the part of prominent people in our nation's history. Additionally, frequent field trips immerse students in the everyday responsibilities of local firefighters or a nearby Native American tribe.

During virtual learning, Golden continued to highlight history, honor diverse cultures, and encourage active citizenship. All while separated by a virtual screen, educators and students made the most of every moment. Through "virtual vacations," we scaled the captivating canopy of the Amazon Rainforest and observed the green growth of local orange groves. In the Spring of 2020, students even crafted COVID-19 time capsules in hopes of one day reminding their future self how they coped and persevered during such an unprecedented time. Rather than allowing the pandemic to diminish history and social studies instruction, Golden used this unique opportunity to draft, develop and deliver innovative lessons.

1f. For secondary schools:

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

Golden Elementary offers a top-tier transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. Children who turn five between September Second (2) and December 31 are eligible for our TK program. Additionally, for children who turn five between July First (1) and September First (1), parents can choose to enroll their child in either TK or kindergarten. Our TK teachers utilize the comprehensive Opening the World of Learning (OWL) program to immerse children in a learning-rich environment that encourages thoughtful and purposeful interactions between students and instructors. OWL is an all-inclusive program that addresses English language arts (ELA), English language development (ELD), mathematics, science, and social studies. TK teachers use ongoing assessment to plan playful, purposeful and personalized instruction. The use of thematic essential questions helps students connect content to their unique life experiences and moves them beyond rote learning.

Our transitional kindergarten students are introduced to emergent reading, writing, and math skills through whole group and small group lessons. Whole group lessons are interactive and utilize movement, song, and student interaction. Center time provides opportunities for students to engage in developmentally appropriate, hand-on learning activities. Students practice fine motor skills such as cutting, gluing, coloring, and writing. Aspiring artists are enthusiastic about sharing their creative works with visitors and friends alike. TK teachers also offer opportunities for creative learning during free play. Students practice social skills and build upon oral language in the dramatic play center and on the TK playground. The success of our transitional kindergarten program is evident on day one of kindergarten and throughout the early grades. Our primary teachers will verify that it is evident who attended TK, not only by the acquisition of school readiness skills, but also by the success students demonstrate in early academics.

2. Other Curriculum Areas:

Golden Elementary School teachers have a unique talent for integrating extracurricular areas into the core curriculum. Learning experiences are planned to provide students with opportunities to incorporate visual and performing arts, physical activities, music, technology, and digital media. Students have opportunities to express themselves creatively through project-based learning activities in which students prepare multimedia presentations, illustrate written works, and create dioramas. Our PTA sponsored Arts Attack program, led by

parent volunteers, teaches students the elements of art and basic techniques. Literature-based lessons place a strong emphasis on self-expression and diversity. Grade-level performances provide students with opportunities to sing, dance, and act. Kindergarteners delight families with Gettin' Down with Mama Goose, second-graders rock and rhyme with Getting Loose with Dr. Seuss, and third graders finish off the year with I Need A Vacation! Golden is fortunate to offer two after-school choral programs. Students in first and second grade can join the Shining Stars Chorus, while students in third to fifth grades have the opportunity to join our Golden Chorus. The Golden Chorus hosts and performs at several annual events for our community. In the spring, our talented performers showcase their gifts in musical theater productions, such as 101 Dalmatians, Disney's Jungle Book, and Pirates the Musical. During COVID-19, we continued our commitment to honoring our veterans and active duty military with a virtual Veteran's Day choir assembly.

Our commitment to developing the whole child is also evident in our focus on the importance of physical education. Our students participate in two forty-five minutes sessions of physical education (PE) a week, provided by a district PE teacher. Students develop physical fitness, coordination skills, and sportsmanship through a variety of activities such as calisthenics, skill practice, and game play. Many students also begin each morning on the playground with heart-pumping excitement as they join our PTA-led walking program.

Mornings at Golden Elementary are abuzz with activity. In addition to our walking program, students have the opportunity to visit our STEAM lab and library before school. Our STEAM lab is an extremely popular place for students. A variety of activities are set up for students to explore, including an Insect Center, Magnet Center, Art Center, 3D Printing, Code-a Pillars, and Lego Robotics. Our library is open to students and families before and after school to check out books and take Accelerated Reader quizzes. Students can also visit the library during their lunch time. The popularity of our library results in an average daily circulation of over 470 books. During COVID-19, not only did our students participate in virtual library sessions via Zoom, but our librarian also hand picked books to be sent home based on individual student interest forms.

During COVID-19, Etiwanda School District's commitment to providing each student with a Chromebook was key to a seamless transition to virtual instruction. Golden students were already adept at using the online ELA and Math components of our curricular adoptions. Our staff assigned practice activities via programs such as Google Classroom and Seesaw, while also meeting with students in whole and small group settings daily via Zoom. The use of these programs enabled teachers to continue a high level of academic rigor and instructional support.

3. Academic Supports

3a. Students performing below grade level:

At Golden, data drives instruction for every student. Assessments such as the i-Ready Diagnostic in reading and math, Educational Software for Guiding Instruction (ESGI), STAR assessment, and teacher observations are analyzed by teachers and used to deliver differentiated instruction. Data from these multiple assessments is used for all academic programs on our campus and allows teachers to plan multi-tiered learning opportunities for individual students. Targeted instruction to address student needs happens during Universal Access (UA), small groupings in core instruction, and before and after school intervention programs. With instructional time protected from interruptions, teachers are afforded the opportunity to spend the necessary time differentiating and building foundational skills and strategies for all students. Universal Access time is typically spent on ELA or math for ninety minutes weekly.

Our before and after-school intervention programs meet three times a week for one-hour over the course of six to eight weeks. Programs used in intervention meetings include i-Ready, Fountas and Pinnell Guided Reading Program, and Go Math extension activities. We also identify and monitor students' academics and social/emotional behavior through the Student Study Team (SST) process. This process has a team of educational partners that set measurable goals and meet to reflect on the student's progress and success. At these meetings the student's strengths and areas for improvement are considered, followed by a list of interventions that are implemented for the student. These interventions can stem from the Pre-referral Intervention Manual (PRIM). PRIM provides research-based strategies to implement as we support the

student. Every 6 weeks the team meets to discuss progress, monitor growth and decide next steps. With these programs in place, Golden students are set to succeed as shining Stars!

3b. Students performing above grade level:

Golden offers a stimulating learning environment for all students. At Golden, we recognize that the flames of a child's curiosity are kindled by engaging experiences inside and outside campus. Students who have shown mastery of grade level standards and content are offered ample additional and alternative activities. Golden Stars designated as Gifted and Talented Education (GATE) students, based on the CogAT assessment taken in third grade or beyond, receive frequent opportunities for enrichment. Beyond campus, these opportunities include: after-school programs such as 3D Design-and-Print in our STEAM lab or forming and testing hypotheses in our Mad Science Program. GATE students are also invited to participate in field trips that enrich their inquisitive minds. Most recently, GATE students laced up their hiking shoes to explore the flora and fauna of the San Bernardino Mountains and the San Andreas Fault. Numerous day trips for GATE students are arranged like the Getty Center in Los Angeles to ponder Van Gogh's *Iris* and other picturesque paintings. Fifth grade GATE students also participate in an overnight field trip to the Orange County Marine Institute to explore the Pacific Ocean and sea life.

In addition to the GATE program, Golden provides a system that meets the daily needs of every student performing above grade level through Universal Access (UA) time. As previously referenced, UA is a designated period during each school day in which teachers meet with academically leveled groups of students to meet their differentiated needs. For beyond-level students, UA provides a productive path to enrichment beyond grade level expectancies. For example, beyond-level students in a first-grade UA guided reading group can spend time after a story creating and orally presenting "trading cards" that depict the central characters. In this instance, students still meet the Common Core standard of "describing characters" using specific story details. However, the standard is enhanced via an advanced and innovative activity. Golden's approach to beyond-level instruction encapsulates a famous phrase often spoken in our classrooms: "Good, better, best. Don't settle until your good is better and your better is best."

3c. Special education:

High expectations and excellence in education for all students exist at the heart of Golden. These core values most certainly extend to students with designated disabilities. Students with disabilities participate in one or more of our special education programs which include Language, Speech and Hearing (LSH), Resource Specialist Program (RSP), and Special Day Class (SDC). Students may gain entry into our Special Education program by first undergoing a series of evaluations which determine individual student needs. Next, a meeting between the specialists, general education teacher, and parents is held to discuss the assessment results. If the team determines that there is a need, an Individualized Education Program (IEP) detailing specific goals, supports, and services for the student is created. Each student is placed along a continuum of supports and services to ensure that their academic needs are appropriately met.

Along with speech and academic services, Golden students with IEPs are eligible for additional services and supports including Occupational Therapy, Physical Therapy, Adapted Physical Education, and Education Related Mental Health Services. Special education teachers, general education teachers, speech language pathologists, and instructional aides all work alongside parents to form a dynamic and effective program which meets students at their varying levels of need. In addition, Golden makes every effort to mainstream students from special into general education classrooms when appropriate. For example, if a third-grader in an SDC class shows remarkable mastery of his times tables, he may be welcomed to collaborate with his peers in a general education classroom for daily math instruction. Decisions like these regarding student placement are never made in isolation at Golden. Staff, students and families all arrive at these conclusions together. This collaboration promotes trust, togetherness and a healthy environment for every Star with special needs.

3d. English Language Learners, if a special program or intervention is offered:

One of Golden's key strengths is our diverse student population. Golden is home to a variety of cultures and languages that are proudly shared. With over 150 multilingual students, Golden implements specific strategies to make sure that students at every level of English proficiency are able to access the curriculum and standards. The English Language Proficiency Assessments for California (ELPAC) test is administered for initial placement and annually for progress monitoring. Multilingual Learner (ML) students in grades one through five are identified and placed into groups based on their specific needs. Determined by ELPAC scores, students are automatically assigned to ML cluster classes where an instructional aide has a daily schedule to support language acquisition.

Within the classroom, Imagine Learning offers students core and supplemental courses for language development in the areas of grammar, vocabulary and literacy. In TK and Kindergarten classrooms, teachers provide a print-rich environment where students are exposed to common words and phrases. At every grade level, teachers incorporate opportunities to access the curriculum through multiple modalities. This allows for a natural and seamless learning process. Newcomers to the United States are given access to the Rosetta Stone Program and a translating device to ease the transition of learning a brand new language. This alleviates some stress for students, as they are able to effectively communicate their needs while also learning the basics of the English language.

All Golden teachers possess a Cross-cultural, Language, and Academic Development (CLAD) certificate, enabling them to provide quality instruction for all multilingual learners and to ensure they understand the unique needs of language learners. Using the ELPAC test and classroom performance, students' academic and language progress is closely monitored by a team consisting of the student's teacher, administrator and parent. This promotes consistency in advancing ML students through the program and reaching the goal of reclassification as a proficient English speaker.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Each day, the John L. Golden staff eagerly anticipate the arrival of families onto campus. The day begins with administrators, teachers, support staff, and our Watch DOGS and MOMS welcoming students as they enter campus. This simple act puts a smile on the faces of all. Our school walking program hums with the patter of little feet and voices chatting away. The walking program allows students time to connect and form strong relationships with friends while expending energy, resulting in a focused classroom mindset. All educational partners foster a growth mindset for students, both inside and outside of the academic setting. For example, our custodian regularly provides students with opportunities to take school ownership by helping him raise the American flag each morning.

Students are taught the importance of being respectful, responsible, and safe through our Positive Behavior Interventions and Supports (PBIS). The PBIS system applies to every area of our school, with colorful and text-rich signs modeling how to act from our hallways to our cafeteria. When educational partners see a student displaying positive behaviors, they give specific praise along with a "Golden Ticket" to the student, which reinforces the healthy habit. Students in turn can use these tickets to purchase prizes in our Golden Student Store. While tiny trinkets excite and incentivize our students, Golden's ultimate goal is for all to understand the intrinsic value of kindness. In the classroom, through other activities such as Kagan Team Building, Go Noodle, Character Awards, and Accelerated Reader, students build lasting bonds.

Throughout distance learning, teachers established and maintained a strong rapport with the Golden community. During Grab and Go material pickups, staff were visible in the drive-thru and ready to provide families with a kind word and tools for at-home learning. During virtual meetings, breakout rooms were utilized for instruction and even recess breaks. Students could snack, chat, and share their beloved pet cat on camera from the comfort of their homes. These informal opportunities allowed Golden teachers and students to connect on a deeper, personal level. These connections formed in the virtual space were integral to our in-person return. Students had laid the foundations of friendship online and were able to cement this bond face-to-face on campus. Students felt safe and eager to be in the classroom. At Golden, we hope to make our school a home away from home for every child. Our organized commitment and heartfelt effort transforms our hope into a reality.

2. Engaging Families and Community:

The success of John L. Golden Elementary is intertwined with the relationships we build with families and our whole community. Children beam with pride as they see their parents help as classroom volunteers. In this capacity, volunteers help teachers by preparing materials or assisting students to help support their academic needs. The importance of education is validated by parents being here and serving the school.

To ensure that parents are always informed and aware of current events at our school, teachers communicate with families through the Remind App. This is an amazing application that has the ability to translate messages from the teacher into the families' primary language, thus strengthening the vital connection between home and the classroom. Our administrators hold a monthly meeting with parents called "Coffee and Donuts with the Principal." It is here that parents can learn about academic data, upcoming events, school and student safety, and express any concerns they may have. Additionally, families receive PTA monthly newsletters, phone calls, and auto-dialer and mass email communications from our administrators to keep parents informed of all events happening on campus. Our school PTA hosts monthly "Family Nights Out" at local businesses. Our most recent events were at Rancho Cucamonga ice cream parlors, as our families expressed they wanted something affordable and interactive. These events build strong relationships within our school community.

School Site Council, English Learner Advisory Committee, and the LCAP (Local Control and Accountability Plan) Advisory Committee are additional opportunities for educational partners to participate in the decision-making process and be engaged in our school site success. COVID-19 did not stop our

commitment to family engagement. Educational partners still engaged in virtual meetings for the betterment of our school. Parents gave invaluable feedback and input to help us adapt during an uncertain time. This allowed our staff to make the necessary changes for students to be successful in virtual learning and eventually return to campus—first during a hybrid model and then a full-on campus program. Our return to the school site was seamless. Our students and families that returned to hybrid in-person learning had built relationships virtually that continued on in person. Our ability to effectively adapt during the COVID-19 pandemic showcases how Golden shines in the face of adversity.

3. Creating Professional Culture:

Golden's teaching staff shares a bond that is characterized by our friendly collaborative nature. This bond is fostered through organized events provided by the Sunshine Committee and Happy Home. The Sunshine Committee is organized by and for our staff, using donations to provide comfort and care. When a Golden staff member has a birthday, baby, or wedding on the horizon, Sunshine brings us together as we celebrate with a card or cupcakes. When they face the grief of a personal loss, Sunshine lends open arms, as we provide grocery gift cards, a listening ear, and a comforting children's book in the library dedicated to our lost loved one. At Happy Home, staff gather monthly at one of our kindhearted teacher's homes in the evening to unwind and bond outside of our Golden gates. The memories made through Sunshine and Happy Home build personal relationships among staff and, in a roundabout way, help us to collaborate and perform better as professionals.

Our certificated and classified staff share a growth mindset and are dedicated to lifelong learning. This mindset supports student achievement and impacts all educational partners positively. Our administrators provide us with professional development at staff meetings, district set data analysis days, and other synergetic meetings throughout the year. Topics are driven by need, data, and request of staff. Additionally, we have access to Bits and Bytes trainings through our Instruction Department. These trainings span from core district-adopted curriculum to classroom management strategies. Teachers can sign up for these trainings throughout the school year to broaden their skills. Every teacher attends a five-day training on Kagan cooperative structures that are used in all classrooms on our campus. These structures include team building and class building activities that support cooperative learning. We have Kagan peer coaches on campus that provide coaching to support teacher implementation of the structures.

Grade level teams meet to analyze data, plan, and prepare lessons to best instruct students during weekly designated grade level plan time. Administrators afford teachers autonomy with planning and teaching; however, they will join grade level teams in meetings to collaborate and gather feedback. This trust and autonomy afforded by Golden administrators is sincerely valued by our teachers. Our administrators also protect instructional time through the master bell schedule. They have purposely planned the instructional minutes so that academic instruction is maximized and uninterrupted. This includes physical education time backing up to recess where necessary. This support continued during the COVID-19 pandemic as well. The professional culture on our campus is one of professionalism and mutual respect for one another. John L. Golden Elementary is the place all staff want to be!

4. School Leadership:

Student success always drives our leadership and their decisions. As a team of educators, teachers are active participants in decisions made by the principal and assistant principal. It is not uncommon for the administrators to solicit teachers' opinions on important decisions. These decisions can include everything from bell schedules, school programs, budgeting and academic achievement to master scheduling for academic classroom time to be maximized. Teachers feel empowered through giving input, and assume ownership of the school, along with the principal and assistant principal. Teachers serving as grade level chairpersons are also in place to assist the administrators in relaying information to and from the grade level teams. Grade level chair meetings are held monthly to discuss data, upcoming events, and strategies to help students excel both academically and socially.

On any given day, one will find the principal and assistant principal visible and present throughout Golden. They are commonly found in front of the school warmly greeting students as they arrive and leave, to ensure

that students feel safe and welcomed. Administrators walk through the halls and classrooms daily, engaging with students all throughout campus. Students are addressed by name, which makes them feel valued and that they can approach administrators at any time. The administrators at Golden are servant in their leadership. They support all educational partners in any way possible for the success of students.

The “Etiwanda Way” was demonstrated during the COVID-19 pandemic. When students were reluctant to engage, disheartened, or simply missing from Zoom sessions, the principal and assistant principal made home visits to encourage and support the students and families. They reached out to parents to find out their needs and make virtual learning successful. Our admirable administration provided whatever they could to make it easier for families to participate. When we returned to in-person learning in spring 2021, Etiwanda faced a shortage of substitute teachers. If a request could not be filled, administrators gladly stepped in to teach a class. There was never an ask or need presented that our administration did not fulfill as best as they could. Teachers felt supported and encouraged during this extremely difficult time. During all of this, the administrators never lost track of centering student success through analysis of school data. Teamwork is top of the mind when thinking of John L. Golden Elementary’s leadership duo. They know how to perfectly blend the professional and personal touch to ensure that Golden thrives. Golden’s leaders truly are the shining Stars of our campus!

5. Culturally Responsive Teaching and Learning:

Diversity, equity, and inclusion have always been celebrated and honored at Golden. We have a multitude of structures to create an inclusive learning environment. We embrace our diverse population from the first moments of school registration. Our students and families speak 21 different languages and over 150 students are in the process of learning English. Our welcoming office staff communicates with families and translates documents each day using language translators to make communications personal.

Golden’s student survey data shows that students feel empowered to openly share their culture and language while at school. Our staff participates in ongoing Culturally and Linguistically Responsive Teaching and Learning training. Teachers are provided a framework for incorporating engaging and responsive lessons into their classrooms. New teacher induction includes a unit focused on the value of validating, affirming, building, and bridging students’ culture with classroom instruction. This ensures that teachers are seeking information from their students and their culture and heritage and incorporating these personal traits into their lesson design. We participate in book studies and school-wide equity walks. Kagan structures are used each day to promote student centered environments where "think time" is always provided and all students are encouraged to respond. Teachers are deliberate in creating structured student interactions that engage all students. Our teachers are patient and our school community values our differences.

It has been nearly a decade since our district started the African American Parent Educator Advisory Committee (AAPEAC) to assist in closing the achievement gap and to promote equity. School administration meets monthly with our elected AAPEAC representative to discuss data trends, current events, strategies and upcoming opportunities for engagement of African American families. Evening meetings with parents further support our effort to reduce the achievement gap of African American students.

Our counseling staff is the driving force behind our Social and Emotional Learning (SEL) curriculum including: conflict resolution, peer relations, organizational skills, and managing stress. Counselors are scheduled to teach SEL lessons within the classroom and in organized small group settings. All lessons are also available through Google Classroom. Anti-bullying curriculum, assemblies and student pledges to “Take a Stand Against Bullying” assist in respecting diversity and inclusion. Cultural holidays, such as Diwali, Lunar New Year, Black History Month, and Women’s History Month, are always highlighted. Students are encouraged to share their backgrounds. Administration intentionally purchases books for our extensive library collection that include cultural and social diversity. Our Positive Behavioral Interventions and Support (PBIS) program also engages students in the expectations of the school and promotes equity among all student groups. Restorative practices are utilized by school administration to support students and promote a harmonious Golden culture.

At Golden, our differences do not define our relationships. Rather, they provide the insight of experience as we teach and learn from each other.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The single practice that has been most influential in John L. Golden's success is utilizing individual student data to create a portrait of each student. We see each child as an individual, viewing data through three main lenses: academic, cultural, and social-emotional.

Academic data begins by sketching the silhouette of each child, their prerequisite skills, and immediate needs. We gather academic data from a carefully selected combination of assessments. Computer-based i-Ready diagnostics, which reveal our students' foundational reading and math skills, are one piece of the academic puzzle. We also cross-reference these findings with directly administered one-on-one (teacher-student) assessments such as Fountas and Pinnell's Benchmark Assessment System (BAS). This accurately determines both a student's independent and instructional reading level. Additionally, we use ongoing formative assessments to monitor students' understanding of key concepts, identify gaps in learning and determine next steps for instruction.

The personalities of our learners, from various cultures, add depth to the portrait of our students. Golden educators recognize the integral role that family values and traditions play in shaping each learner's unique perspective. Classrooms are purposefully designed with relevant lessons and meaningful texts that reflect and accentuate our beautifully diverse community. Our goal is to make each child feel safe, comfortable, and valued as an individual. Students commonly share in their classrooms about specific cultural traditions. By connecting the dots from the classroom to each student's background and culture, ultimately we empower students to achieve academic success.

Social-emotional data provides the finishing touches on the overall masterpiece that is our Golden Stars. Inside and outside of the classroom, students are able to organically interact with educators with the assurance that their voices are heard and understood. A connected fifth-grader can reminisce with his former first-grade teacher on the lively roundabout of our Walking Program. A secure second-grader can confidently share with her class about her favorite family dishes, hopes and aspirations. This allows students to form strong connections, make healthy decisions, and build empathetic relationships.

Our commitment to developing the whole child is a collaborative process. Golden's learning environment is informed by academic data and supported by cultural and social-emotional data. This transforms our school into an inclusive space in which teachers appreciate and cultivate the personality of each child. Together, with all educational partners, we strive to co-create a portrait of a successful student on their journey as a Golden Star.