

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

Official School Name Arma J. Shull Elementary School
(As it should appear in the official records)

School Mailing Address 825 North Amelia
(If address is P.O. Box, also include street address.)

City San Dimas State CA Zip Code+4 (9 digits total) 91773-1437

County Los Angeles County

Telephone (909) 971-8208 Fax (909) 971-8258

Web site/URL https://sh.bonita.k12.ca.us/ E-mail eslami@bonita.k12.ca.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Mattew Wien E-mail wien@bonita.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Derek Bahmanou
(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):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 13 TOTAL

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

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 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 | 7 | 13 | 20 |
| K | 49 | 47 | 96 |
| 1 | 66 | 37 | 103 |
| 2 | 48 | 52 | 100 |
| 3 | 51 | 50 | 101 |
| 4 | 66 | 56 | 122 |
| 5 | 55 | 54 | 109 |
| 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 | 342 | 309 | 651 |

*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):
- 0.1 % American Indian or Alaska Native
 - 18 % Asian
 - 2 % Black or African American
 - 51 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 21.8 % White
 - 7 % 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: 5%

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 | 11 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year | 19 |
| (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, 2020 | 619 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.05 |
| (6) Amount in row (5) multiplied by 100 | 5 |

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, Chinese-Cantonese, Chinese - Mandarin, Filipino, Japanese, Khmer, Marathi, Portuguese, Spanish, Tamil, Telegu, Thai, Urdu, Vietnamese

English Language Learners (ELL) in the school: 4 %
29 Total number ELL

7. Students eligible for free/reduced-priced meals: 30 %
 Total number students who qualify: 193

8. Students receiving special education services with an IEP or 504: 9 %
56 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>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>50</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 2
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 | 1 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 35 |
| 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. | 12 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 4 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

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% | 96% | 96% | 96% |
| 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. 2012

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

For the students in our care, and in partnership with the community, we will create a safe, challenging, and comprehensive learning environment that will shape character, nurture intellect and build skills for success in an ever-changing world.

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

<https://do.bonita.k12.ca.us/Non-Discrimination-Policy/>

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

Arma J. Shull Elementary is located in the city of San Dimas, California. Shull serves a diverse student body with approximately 31% economically disadvantaged students and about 5% English language learners. Nearly one-half (41%) of the school population comes from outside Shull’s attendance area. This is due to the recognition Shull has within the greater San Gabriel Valley of being an academically high-performing school with a rich and positive school culture.

Shull is a family-centered school with high parent-guardian engagement. Parent and community volunteers give approximately 7,000 hours of service to Shull classrooms each year and donate funds to support key programs. With this tremendous commitment from families, Shull’s PTA and School Site Council can actively support technology, awards programs, assemblies, and field trips even during challenging times. These parent groups also collaborate with school staff to enable full inclusion for economically disadvantaged students by providing scholarships for these students to attend afterschool enrichment programs on campus.

The reputation of being a family-centered school comes also from the level of care and service that teachers provide to families. Shull teachers are known to go above and beyond for their students, volunteering hours outside of their workday to create memorable activities for their students. These include dances, family-sport events, Accelerated Reader parties, holiday parties and more. Teachers create these events as incentives for students to accomplish their academic goals, and to promote a positive, motivational environment.

One of the key components to Shull’s success are the parent-staff partnerships that are fostered through active communication. School staff regularly communicate with parents via text, phone, email, and in-person to ensure parents have an intimate understanding of their child’s learning and wellbeing. Shull teachers are known to respond to parents outside normal work hours, and even on holidays/weekends. This relationship between parents and school staff extends beyond academics. These groups work together to create a culture of volunteerism at Shull. A Shull parent has stated, “Shull is more than a school; it is a community of families and educators, working together to make a difference in the lives of the children in our community. The strong volunteerism at Shull makes it stand out in our district... The teachers are amazing and really work together as a team to nurture our children and help them to grow into fantastic human beings!”

Another key component of Shull’s success is the rigorous curriculum based on the California Common Core Standards. Additionally, over 65% of staff members hold advanced graduate degrees, and all are qualified to teach English Language Learners. Shull’s award-winning school provides high expectations for student achievement, regular assessments, and strong interventions. The school’s current focus includes a goal to have 90% of students at grade level in reading by the end of 3rd grade. In the 2018-2019 school year, kindergarten (with 91.7%), 1st grade (with 91.7%) and 2nd grade (at 95%), achieved this goal. 3rd grade nearly met the goal (at 88%).

Shull implements a Multi-Tiered System of Support (MTSS) to identify struggling learners early and quickly. Under the umbrella of MTSS, different programs are employed to meet the socio-emotional, cultural, and academic needs of our diverse student body. This system allows Shull staff to connect students with targeted supports. The use of data-driven practices permeates all aspects of this system. As Lynn Fielding (author of *The 90% Reading Goal*) states, “The most powerful way to improve education is to collect the right data and keep it in front of the right people.” By regularly reviewing data, grade-level teams are improving student outcomes and seeking ways to further improve their instruction.

During the COVID-19 pandemic, these systems remained in place despite the obstacles of remote learning. Staff continued to assess students, analyze data, and collaborate with colleagues to administer academic, emotional, and social supports to students via Zoom and other online platforms. Teachers utilized breakout rooms to administer small-group instruction and interventions, just like they would in the classroom. Even before the pandemic, Shull utilized a plethora of online learning programs, and this carried over into remote

learning. Teachers created digital classrooms using Canvas as a learning management system. This allowed Shull to continue to provide a rigorous academic learning environment while students digitally attended school.

Shull previously received a National Blue Ribbon Award in 2012. Since that time, the school has continued to set the bar for surrounding schools in terms of reading performance. For example, the use of SIPPS for reading foundational skills is now the adopted standard in the district. With eight schools using the program, the district was recognized by the California Reading Coalition as the number one performing school district for socioeconomically disadvantaged Hispanic students in the state of California on state reading scores in 2018-2019. This is quite an accomplishment and Shull led the way!

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:

Direct Instruction is the common approach to lesson presentation at Shull Elementary. All teachers have received professional development in the Total Educational Systems Support (TESS) program. TESS instruction involves using researched strategies in the following order: present a preview, introduce the learning objective, review previously learned related skills, explain new conceptual or procedural knowledge, display concrete steps for students to follow, provide guided practice, closure, or then followed by independent practice. Teachers also utilize choral responses and notetaking to practice new learning. After instruction, to ensure all students grasp concepts, teachers do small group reteaching. Lastly, teachers follow research based guides for the length of instruction and give appropriate brain breaks as needed. The brain breaks provide more than rest; research shows that they boost creativity, cognitive function and social skills (Terada, 2018, Research-Tested Benefits of Breaks).

Shull teachers follow guidelines for state standard coverage for ELA, Math, Science, and History-Social Science standards as set out by the BUSD's Curriculum Focus Groups. These groups provide guidance on what standards are Essential Standards, or what emphasis/scope and sequence are to be used for instruction. In ELA, Essential Standards have been laid out for all grades, with linked grade level appropriate learning objectives. In Mathematics, teachers are encouraged to follow the guidelines of Achieve the Core - a national non-profit organization that has provided guidance documents for Shull's GO Math! K-5 curriculum in ways that best align to college- and career-ready standards. For Science and History-Social Science, the Focus Groups have outlined several different paths teachers can use to address their standards. Choice is encouraged and at weekly grade-level team meetings teachers plan out the coming weeks of instruction and review the success of lessons already given to see where instruction can be improved to result in high student achievement.

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

The English Language Arts... Framework for California offers guidance for Shull teachers on the "critical skills and expectations in English Language Arts (ELA) necessary to develop students' literacy in the twenty-first century." Benchmark Advanced is the adopted ELA curriculum, but more importantly, Shull teachers spearheaded the adoption of SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) which provides a research-based foundational skills program proven to help new and struggling readers, including English Language Learners and students with dyslexia.

SIPPS is used in every K-2 classroom. For at-risk students, SIPPS is also used to make-up growth in reading intervention. Additional ELA curricula used are Heggerty Phonemic Awareness Programs, Secret Stories, Read Naturally Fluency, DISTAR, Readworks, IXL Language Arts, and Listenwise. To support writing, teachers in the primary grades use Handwriting without Tears and the basics of Step Up to Writing. The upper grades (3-5) concentrate on the writing prompts tied to readings from Benchmark Advanced, but are taught through the lens of the Step Up to Writing program.

To encourage student reading, the Renaissance Accelerated Reader (AR) program is used in all grade levels (K-5). Kindergarten introduces the program and by 1st grade, 100% of Shull's students are utilizing the program daily. In 2nd and 3rd grade, students are mastering nonfiction reading and increasing reading comprehension through the reading of chapter books and book series. By 5th grade, students are focusing on a well-balanced combination of fiction and nonfiction. Through the AR program, all students are given a differentiated reading level based on a ZPD (Zone of Proximal Development), and an individualized goal. Students are expected to maintain an average comprehension percent of 85 or higher on AR quizzes. Teachers use the data from the program to monitor students daily, weekly, and throughout the trimester, measured by word count, points earned and average percent correct. The current trajectory of a Shull student

shows that in grades K-2, students average between 50-60 AR points, and by the end of 5th grade, students average between 120-150 AR points.

Primary grade ELA assessments consist of teacher-created formative benchmarks, along with DIBELS Reading Foundational Assessments. In the upper grades, both DIBELS fluency and Renaissance STAR reading assessments are given each trimester. Progress towards State Standard mastery is assessed through the use of Benchmark Advanced assessments and IABS (Interim Assessment Blocks), which evaluate students' progress towards mastering essential standards.

Shull students were online for the majority of the 2020-2021 school year. During distance learning, the staff continued to use all core ELA programs. Staff assessed students with assessments via Zoom and used the data to guide whole and small group instruction. In K-2, students also received intensive SIPPS and DISTAR instruction through Zoom breakout rooms, when applicable. All grades used Canvas and Google Classroom as the online platforms for distance learning. Through these platforms, staff were able to not only continue our ELA curriculum, but expand on instruction through district-provided online resources curated for each grade level.

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

Houghton Mifflin's Go Math! program is the board-adopted program Shull uses to teach California Common Core Mathematics standards. An Achieve the Core guidance document is used to provide Go Math! curriculum with powerful supplementation from Great Minds Eureka Math material. Shull teachers also use supplemental programs, such as, IXL Math, Reflex/Frax, Prodigy, Freckle, Otter Creek, Mountain Math, Khan Academy, Creative Mathematics, and Eureka Math. Additionally, Shull School is piloting the new Great Minds Eureka Math 2 materials in 3rd grade- leading to a 93% proficiency rate for 3rd graders on STAR math in February 2022.

In grades K-3, mathematics instruction is done in leveled, small groups, based on performance data. K-3 teachers enforce standards taught through interactive group activities including calendar, songs, and games. In upper grades, Shull utilizes direct instruction including guided practice, gradual release, checking for understanding and independent practice. Teachers ensure mastery through note-taking, individual whiteboards, Kahoot, games, exit slips, having students "show what you know" discussions, as well as Think Central's "Math on the Spot" videos. When reteaching is necessary, teachers use small groups with manipulatives to promote further understanding. Peer coaching and grade-level collaboration also contribute to further student success in math.

Fluency is a key component of Shull's math instruction in all grades. Students in grades 1-5 use Reflex Math to practice and master math facts. Students track their own progress through achieving the "green light" daily, which demonstrates that a student has met the daily usage requirement after answering a certain number of facts correctly. Teachers use Reflex Math data/reports to monitor student progress and guide instruction. Other math fluency programs used are Otter Creek, Eureka Math, and frequent timed fluency assessments.

To ensure top academic growth Shull teachers consistently use academic language to make sure students have repeated exposure to math vocabulary. Shull uses the CUBES method for solving word problems by: Circling the key numbers and math action words, Underlining the question, Blocking out extra material, Expression through writing and drawing the problem, Solving the equation and then double checking it.

In grades 4 and 5, advanced math students are invited to try-out for the Math Field Day team where the team competes against the other district teams. Students are chosen based on, not only their advanced math skills, but how well they work cooperatively. This year, Shull's fourth and fifth grade teams earned first place out of eight elementary schools in the district.

Kindergarten and first grade's math assessments consist of 1-on-1 research-based district benchmarks, in addition to Eureka Sprint and Fluency assessments. Grades 2-5 use Go Math! chapter assessments and Critical Area Performance Tasks to monitor students' progression towards mastering state standards. Upper

grades also utilize the state's IABS (Interim Assessment Blocks) to evaluate for review/reteaching and prepare for the state testing.

Shull students were online for the majority of the 2020-2021 school year. Even during distance learning, Shull continued to use all core and supplemental math programs to guide instruction.

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

In 2019, for implementation of the Next Generation Science Standards (NGSS), BUSD's Science Focus Group completed professional development with the UCLA Science Project and subsequently trained district teachers. Implementation of NGSS significantly changed science topics and practices for teachers. With training, they learned how to incorporate phenomena-driven learning along with engineering practices. Then, from a board-approved science materials matrix, Shull chose different materials available to them from three online science programs (Mystery Science, Generation Genius, Giggy Science -each with assessments), CK12 website-downloadable material, Benchmark Advanced units on science, or Great Minds PhD Science grades 3-5. In addition, the district provides yearly funds for science materials.

Shull teachers also supplement core science materials with STEM experiments, projects, and field trips. For example, Kindergarteners do hands-on engineering; and the grade now holds a yearly Lego-Boat creation contest. They also do a Cabrillo Aquarium school visit and a field trip to Cal Poly Pomona's animal farm. First Grade at Shull emphasizes regular science experiments; they focus on the Rainforest for Open House (which hits multiple science standards about plants/animals) and provide an Inside the Outdoors "field trip" where students can be hands-on with reptiles.

Special science events for second grade include focusing on different habitats for Open House, a field trip to the Cal Poly Pomona farm (producers and consumers), and stem boxes for small groups. Third through fifth-grade use STEM experiments and participate in virtual field trips i.e. NASA's Mars Rover landing or Water Conservation through Discovery Cube. Fifth Grade additionally uses the PhD Science program, BrainPop videos, and quizzes, and Crash Course Kids videos and quizzes, all in preparation for taking the CAST state science test each spring. In 2019 (the last year given), 96% of Shull's scores exceeded, met, or almost met science standard proficiency.

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

Like science, BUSD has a mixed adoption for History- Social Studies (HSS). Grades K-1 use Benchmark Advance Social Studies readers and Scholastic News, Grades 2,3, and 5 use McGraw Hill's Impact, and fourth grade uses Studies Weekly. All of these materials support the History-Social Science Framework for California Public Schools which offers guidance for teachers to implement a course of study to help students develop critical thinking skills surrounding history and social studies topics.

This mixed adoption allows Bonita students to be successful in mastering grade-level HSS standards. The instructional shifts of the new framework include an emphasis on literacy and inquiry. Shull students learn how to think, read, write, and support an argument. The robust digital components of all the programs allow students and parents to access the curriculum on any device away from school. Additionally, components for our English Language Learners (ELL), students needing remediation, and students who need more challenging material are provided.

HSS activities that make Shull's program exemplary are in-depth studies requiring student presentations or participation in hands-on activities. In the primary grades, the standards focus on family, community, and historical events and holidays in different cultures. Kinder learns all the different cultural holidays in December. First grade learns how Thanksgiving has been celebrated through the years and culminates their unit with a Thanksgiving feast while costumed like pioneers, pilgrims, and American Indians. Second-grade ancestry research projects and presentations. In third grade, students focus on famous Black Americans during February with students investigating many outstanding Americans. Fourth-grade Hands-on History does three field trips: Native American Days, Rancho Days, and Gold Rush, each in historical or appropriate

locations for the themes. Lastly, fifth graders participate in a Colonial Play Musical - a district end-of-the-year favorite!

1f. For secondary schools:

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

Shull has two preschool programs on campus. The morning classroom is BLAST: Building Lifelong Academic Skills Together Preschool with a language-rich program for 3 and 4-year-old children taught by an early childhood special education teacher with the support of two instructional aides. The staff is knowledgeable on how to differentiate the curriculum to fit each student's needs through hands-on activities, play, and positive support from staff and family. This program runs Monday-Thursday from 8:00-11:00 am. There are currently 14 students in the program. Seven of these students are general education students and seven students have an IEP (Individualized Education Program). This model allows students with an IEP to access a general education setting while learning through peer modeling.

Shull's second preschool program runs Monday-Thursday from 11:45-2:45 pm. These students are in SDC (Special Day Class) with IEPs. The program helps students to socialize with friends and learn how to be successful in a school environment. Key areas of developmental instruction include cognitive, physical, language, and social-emotional. The staff creates a supportive environment using developmentally appropriate activities that guide students to be actively involved in exploration, discovery, and play.

Shull's preschool staff is trained in early childhood growth and development and will participate in a district focus group as the district implements a PreK-third grade initiative over the next few years to align the curriculum. The district is also adding a Transitional Kindergarten (TK) program for all 4-year-olds. By 2025, Shull will add a TK classroom with a curriculum aligned to both kindergarten and pre-school standards. Currently, Mathematics, Language, and Literacy development follow the California Preschool Curriculum. Through collaboration between Shull's preschool and kindergarten staff, many Shull preschool students become kindergarten ready with writing skills, phonemic awareness, number sense, and school routines.

2. Other Curriculum Areas:

Shull Elementary supports the arts. In grades 3-5 music instruction is provided by a push-in music teacher. Additionally, upper-grade choir and band classes are held weekly on Shull's compact day and performances by these groups occur at our district's Performing Art Center, Knott's Berry Farm, and Disneyland. Additionally, after-school enrichment classes such as art, drama, and chess are held for all grades. Students in grades 1-5 may participate and classes are filled on a first-come, first-serve basis, with a few spaces reserved for low-income students who receive a scholarship from PTA.

Physical education (PE) and health standards are provided to grades 4 and 5 by a credentialed PE teacher four times a week. The PE teacher also leads Shull's track and field team which competes in a city track meet. In grades K-3, PE and health are taught by classroom teachers with several grade levels participating in LapTracker - a program used to motivate students to walk for fitness. To nourish Shull's students, the school kitchen provides a well-balanced breakfast and lunch. Shull classrooms also helped plant, and now tend, a school garden with fruit trees and herbs. Both faculty and students may pick items and take them home to share with families.

Student access to technology is important at Shull. Chromebooks are provided to all students as are internet hotspots for the homes of at-risk students. Chromebooks provide students with access to online support, enrichment opportunities, and assessments that give immediate feedback. One favorite supplemental tech activity is coding. Classes participate in the Hour of Code and utilize other similar resources throughout the year.

The library at Shull is a center of school activity. It has the highest circulation numbers within our district. During distance learning, the librarian used Follett Destiny to allow students to reserve books online, and when not in remote instruction, an open library one night a week helps encourage the critical nature of reading outside the school day.

The We Care for Character program provides character development in the primary grades, and Student Council members continue promoting character development in upper grades. Students participate in monthly meetings to plan projects and fundraisers. These students run a snack cart, school dances, and several charity events: Kids Can, Coins for Cancer, a food drive during Thanksgiving, and a December toy drive. Lastly, the entire student body participates in Kindness Week by writing notes to others, and/or doing an Act of Kindness for family or friends.

A special career/life skills event occurs twice a year at Shull. On fourth grade Business Day, students use earned banking money towards purchasing items made and sold by peers. Students are encouraged to use recycled materials for the objects they make and must spend less than \$20 on materials. Students must develop a business plan for their product and parents are invited to attend and help with sales.

The activities above reinforce essential skills and help all students feel challenged and motivated to attend school and achieve at high levels. In total, they create a strong sense of the Shull community.

3. Academic Supports

3a. Students performing below grade level:

To address the needs of students, all classroom teachers do small group reteaching. Additionally, Shull has 1.5 ELA intervention teachers, six paraeducators for primary support, and one math intervention teacher. This intervention team helps provide differentiated instruction, small-group, and one-on-one, in both ELA and math.

For intervention student identification, Shull holds RTI (Response to Intervention) meetings with the principal, intervention and classroom teachers. Staff uses ranked data from formative assessments i.e. phoneme segmentation, or uses summative assessments such as STAR reading/math. ELA materials used for intervention include SIPPS and DISTAR phonics programs. Upper grades are provided with SIPPS, RESULTS, or skill-specific instruction. For Math, the intervention includes fluency practice and practice on deficit skills. Staff meets every six weeks to reevaluate student progress. RTI members decide which students exit, stay, or enter intervention. If a student isn't progressing, he/she is referred to a Student Study Team, where staff and parents discuss the next steps. Lastly, in addition to push-in intervention, all grades have after-school tutoring and reading clubs for at-risk students.

While Shull continued all ELA and math interventions during the Distance/Hybrid Learning staff is working extra hard to remediate learning losses. The success of Shull's program is seen in this year's first-grade scores. Staff decreased the number of "Intensive or Strategic Intervention" scoring students on the DIBELS composite score in first grade from 25 to just 11 in six months.

3b. Students performing above grade level:

Shull staff tailor instruction for students performing above grade level. By using Accelerated Reader, students are given high ZPDs (Zone of Proximal Development), along with ambitious point goals. Shull staff then use a variety of awards that reward students for completion of a book series, or genre reading. High-performing students are also challenged to participate in peer coaching, in which they assist their classmates during everyday instruction. These students are also able to work independently on programs, such as IXL, Reflex/Frax, Prodigy, and Khan Academy, that further challenge/develop their skills.

Shull proudly offers multiple enrichment programs for high-performing students including GATE, Math Field Day, and a School and District Spelling Bee. The GATE program is an extremely advanced program in which students must score a 120 or above on the Otis-Lennon School Ability Test (OLSAT) in order to be

accepted into the program. Once students are enrolled in the program, they focus on STEAM activities, involving collaboration and critical thinking skills.

Math Field Day is a district-wide event that can lead to a county-wide, and then a state-wide event. In order to participate, students at each elementary school in the district must qualify to join the Math Olympiad Team with high scores on the STAR Math assessment, as well as high performance on various collaborative tasks. In 2022 Shull's fourth and fifth grade Olympiad teams placed first against eight elementary schools. The annual Shull Spelling Bee invites all fourth and fifth-grade students to participate in a class competition, where the top students advance to the school-wide bee. From there, the top eight students advance to the district-wide Spelling Bee, and winners move on to the County contest.

All of these programs allow high-achieving students to thrive in a supportive yet competitive environment while being challenged with an advanced curriculum.

3c. Special education:

Shull has a top-notch Special Education (SPED) program. The team consists of a school psychologist, a full-time and half-time Education Specialist, a preschool Education Specialist, and a speech therapist. Additional services are provided by itinerant behavioral therapists, a counselor, adaptive physical education teachers, and physical therapists. Shull also has two classroom SPED Paraeducators and several one-on-one aides for specific IEPs. The SPED team collaborates regularly with the general education teachers to implement the accommodations and reach the learning goals for each students' IEP while providing both push-in and pull-out services for these students. This collaboration allows our teachers to foster an inclusive environment for our SPED students while still providing them with the necessary resources, services, and support to meet their individualized needs.

The SPED team is an integral part of the SST process to screen students that may need SPED support. If a student is not making progress in intervention, the SST team meets with parents to discuss SPED testing. With parent agreement, an assessment is completed and an IEP is held to discuss possible placement. If a student qualifies with a learning disability(ies), the IEP team, in collaboration with the parents, will set goals, accommodations, and appropriate services to ensure that the student's academic, behavioral, and emotional needs are being met.

The other two main SPED programs on campus are Speech and BLAST preschool. The speech therapist works on the following skills: language articulation, early intervention, and social skills. The therapist directly provides speech services for students, as well as resources and advice for parents to implement at home. Shull's BLAST preschool provides a learning opportunity for students 3-4 years old with IEPs. The curriculum is developmentally appropriate with lots of opportunities for socialization, play, and foundational skills instruction.

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

In California, English language learners (ELLs) are guaranteed designated and integrated English Language support. At Shull, in grades, K and 1, the foundational skills of the Language Arts framework and the English Development standards are addressed through designated instruction for phonemic awareness, phonics, sight word recognition, and vocabulary acquisition. English acquisition for ELL students in other grades focuses on remediating reading issues and providing large amounts of integrated ELL support through GLAD (Guided Language Acquisition Design) strategies. Additionally, all teachers at Shull have CLAD certificates (Cross-Cultural, Language, and Academic Development), which means teachers have gone through courses designed to expand their teaching skills in academic instruction in English for non-English or limited English speaking students.

CLAD and GLAD strategies are actually used across the curriculum because they increase achievement for all students. The strategies include planned peer interaction, listening exercises, content meaning supported with realia and visuals, the activation of prior knowledge, and the creation of shared knowledge on class poster boards.

ELL students are assessed yearly with the English Language Proficiency Assessment for California (ELPAC). If students score low, they are provided with a one-on-one language assistant for a designated amount of time each week. In the event that ELL students enter Shull in 3rd -5th grade not speaking any English, the school has hired support staff who speak a variety of languages. Having personnel who can communicate with students' families is essential to make the children feel welcome and supported. Intervention teachers also often work with non-English speakers making sure that they can use Imagine Learning software to help them learn the essentials of the English language as quickly as possible. With all these interventions applied regularly in Shull classrooms, the district maintains a redesignation rate between 15 and 24% of ELL students each year.

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

Bonita Unified School District has some of the highest numbers of foster youth of all the districts in California due to having four group homes within its two cities. The school and district work with the personnel at the homes to establish a consistent educational rights holder to work with concerning a student's academic growth and social-emotional well-being. Ongoing communication ensures that the interventions and strategies used in the group homes carry over into the school setting and vice versa. The district provides a foster youth liaison to provide supplies and funds to assist with facilitating the students' transition into our school.

Additionally, the McKinney-Vento program allows homeless students to enter our school. These children and youth are considered homeless because they lack a "fixed, regular, and adequate nighttime residence". They often suffer from numerous stressors in their lives; therefore Shull staff works to give them counseling support as needed. If these students do not receive their counseling services through an IEP, Shull is able to provide a social worker intern. Also, to help these families, Shull staff annually participate in the Angel Tree program. This program is designed to help underprivileged students who are selected by teachers to receive clothing and toys during the holiday season.

Lastly, through the Soroptimist International Organization, the school also participates in the Bonita's Children Project. The Soroptimist group provides a shopping experience at Target for up to eight of Shull's socioeconomically disadvantaged students. These students are able to connect with a local fireman, a police officer, or other volunteers, to shop for new shoes, a backpack, clothes, and personal necessities. Through these different initiatives, Shull is able to offer help and resources beyond academic support to its high-risk students.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Shull School staff is committed to creating a Shull family feel - a feeling of togetherness and acceptance for every person on site. Shull utilizes a weekly flag salute assembly where Student Council members lead the school in the pledge of allegiance and morning announcements. This event brings the school together to celebrate grit, accomplishments, and academic successes. The assembly includes classroom cheers for those classrooms that reach their College Bound reading goals, recognition for students achieving individual reading awards, and kick-off activities for events like Jump Rope for Heart, or local food drives.

Additionally, within classrooms, teachers employ a multitude of incentive programs to motivate students. These include classroom raffles, auctions, banking systems, and “Fun Friday” events that reward students for reaching their academic goals. Every trimester, teachers host grade-level parties for students who reach their Accelerated Reader goals. End-of-trimester awards assemblies further promote academic excellence with All-Star, Honor Roll, and Personal Success awards (extra efforts or improvements in academics or behavior/citizenship). These supportive programs, utilized even during remote instruction, create a culture of excellence at Shull where the students are highly motivated and engaged with their learning.

Shull School also promotes the social-emotional growth of students through the WE CARE FOR CHARACTER program. This program is promoted/taught to students in grades 1-3 and awards are given to students who have done an excellent job in the character area represented each month ie. Responsibility, trustworthiness, work ethic, citizenship, selflessness, fairness, caring, attitude, respect, and self-control. Students wear character colors on Thursday, and grades 4 and 5 join in to show their support. Another effective program utilized to help Shull students is the Second Step program which is researched based to improve prosocial skills, empathy, and student conduct. The school counselor teaches the curriculum to whole and small groups providing lessons designed to build supportive communities for every child through social-emotional learning.

The following data shows the effectiveness of our programs. Twice a year Shull students participate in a Panorama School Survey of Academic and Social-Emotional Learning Competency. The most recent scores place Shull in the top category of schools nationwide with survey responses to prompts such as the following, “How well do students consider the perspectives of others and empathize with them?” Compared to all schools with a medium percent of Free and Reduced Lunch students, Shull scored in the 80th percentile.

2. Engaging Families and Community:

Shull engages profusely with its families and community members in order to improve student outcomes and our campus environment. Shull's parents regularly volunteer in the classrooms in order to support our teachers with their small group instruction. This frees the teachers to work with groups of higher-needs students to implement targeted interventions. Our PTA collaborates with our staff to create a wide variety of events to enrich the academic programs at Shull and instill a sense of community. Events include movie nights, parent-child breakfasts, arts and crafts nights, athletic fundraisers, and seasonal carnivals/festivals. This year, our PTA raised over \$45,000 in donations. With this money, PTA issues monetary grants for teachers to purchase supplies and curricula to enhance their classroom instruction. Along with academic support, PTA helps fund improvements to our physical campus, like new asphalt and community gardens.

We use multiple avenues of communication to keep parents informed, as well as gain parent feedback about ways to improve campus life. Our School Site Council is made of equal parts parents and staff to discuss and approve school business. These parents are elected by the community to ensure they have a voice in school matters. Parents receive a weekly newsletter to inform them of our school schedule and campus events. Through the use of ParentSquare, text/email communications are sent directly to parents, with embedded features that allow them to respond with questions directly to our staff. In the classroom, teachers use a text-based app called Remind to communicate directly with parents. Annually we gain feedback from

our parents via a survey developed by WestEd for the California Department of Education. All these communications ensure that parents are well-involved in their child's education.

Shull partners with outside institutions to link families to mental health services. Through our connections with Tri-City Health, McKinley Children's Center, and Care Solace, we connect families to mental health services and even collaborate directly with them to allow services to be rendered on our campus. Our team of teachers, our counselor, school psychologist, ed specialists, and intern social workers all work towards providing and connecting our students to outside health services.

Local businesses also partner with Shull. These include franchises like Chipotle, Blaze Pizza, and Chik-fil-A to create fundraiser nights. We also work with community organizations that bring together business and community leaders. The local Elks lodge and San Dimas Rotary Club are the most prominent of these which regularly host enrichment contests for our students and monetary grants for our teachers.

3. Creating Professional Culture:

Shull staff has a reputation within the district for having highly professional grade levels that team cooperatively for the benefit of stronger instruction and support of students. This environment was created through years of instituting high expectations for students and staff. The environment was also created because the district and school budgets support a weekly compact day for planning, and pay for substitutes so teachers can attend training workshops, planning, and data meetings. In addition to this support, several teachers on-site are valued highly as trainers for various programs in the district; and the school as a whole is often visited by teachers in Southern California who wish to see an exemplary literacy program. In the coming months, Los Angeles County Schools will in fact videotape model lessons in structured literacy at Shull. Lastly, a past principal of Shull is the district curriculum director and she often calls on the talented professional teachers at Shull to share their knowledge with others.

Shull Elementary teachers routinely volunteer to serve on Curriculum Focus Groups and it was these Focus Group members who created the original lessons for remote instruction at the beginning of the Covid pandemic. Before school closures, ELA and Math Focus Group members met and prepared lessons, remote resources, links to online learning materials and even sample grade level messages home to families. Extra supports and resources were also set up for students who are English Language Learners and students supported with IEPs or 504s. Grade-level teams at Shull used those original resources and built upon them to deliver high-level curricula throughout remote and hybrid instruction. Feedback to the Focus Groups concerning the supports and curriculum provided was extremely positive. Teachers felt like they had the tools to address student needs.

During school closures and hybrid instruction, Shull teachers were also supported with all the technology they needed to provide instruction remotely. Students were given Chromebooks so that they could meet daily with their teachers on zoom and access all materials in a remote setting. During all the months of Covid, Shull grade-level teams continued to meet and devise supports for their students. One popular activity they devised was a Wellness day which was a virtual day focused on students' emotional wellness and overall well-being. Other activities included: yoga, music, meditation, emotional awareness activities, word plexers, sudokus, etc. Wellness ideas like these were also shared regularly by district staff to teachers and support personnel during the pandemic so that the school as a whole, both teachers and students, could weather the months of remote and hybrid instruction.

4. School Leadership:

The principal leads the school with a belief that all students can be proficient if provided the appropriate instruction, motivation, and support. The learning community has many leadership positions for teachers, parents, and other staff to collaborate in making decisions on improving student achievement. The following leadership structures have helped shape this culture of support.

Shull is supported by a Leadership Team composed of the Principal, grade-level chairpersons, and a special education teacher. The team meets monthly to work on new programs, data analysis, intervention programs,

school culture, and budget. Shull also provides stipended coordinator positions for GATE, Student Council, the Young Author's program, and Reflections (PTA sponsored fine arts competition).

Shull utilizes the Student Study Team (SST) process to support struggling students. The SST is composed of the principal, two or more teachers, one education specialist, and the school psychologist. Three teams are created which rotate; each team taking three different months of the year. SST meetings are held each Wednesday, during which two student cases are reviewed. Teachers bring student cases to collaborate on student behavior, motivation, intervention and engaging parent support. Support staff members, i.e. the health clerk, school nurse, counselor, or tutors, often provide data or documentation for the SST to help the team make appropriate intervention recommendations.

Teachers from Shull are representatives on district-level curriculum focus groups. These leaders are responsible for working on curriculum and assessment projects, providing colleagues with regular updates, and presenting staff development. Focus group leaders support district staff development days by giving presentations or hosting discussions.

Another leadership group is the School Site Council, which meets quarterly to develop, monitor, and revise the Single Plan for Student Achievement. Members include the principal, certificated and classified staff, parents, and an ELL representative. Agenda items include school safety, facilities, ELL progress, fundraising, enrichment, technology, and categorical programs.

Through this wide variety of leadership opportunities, a culture of collaboration supports students' academic achievement. Policies, programs, relationships, and resources are continually focused on obtaining school goals. With exemplary leadership at Shull comes a highly effective school. Staff, students, and families firmly believe that Shull provides an educational setting where students are safe, secure, and inspired to be their best. West Ed. parent surveys indicate that 96% of parents feel that Shull provides a safe learning environment, and 97% of parents feel the student learning environment promotes academic success for all students.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching requires teachers to foster a sense of belonging and acceptance to ensure students feel respected and understood. Shull's latest Panorama Survey results show that 85% of Shull students surveyed feel supported by adults at school, and Shull teachers are committed to increasing even this high result. Celebrations of diversity and a promotion of equity are key components of the curriculum at Shull. All programs meet the diversity requirements of the State of California for a fair representation of the cultural and racial diversity in America. Books and supplemental materials demonstrate the contribution of minority groups, males and females, and the disabled to the development of the United States. Additionally, when teaching social studies, Shull staff emphasize people in positive and contributing roles in order to constructively influence students' school experiences.

At Shull, grade level teams plan lessons to encourage kindness and equity each year. For example, kindergarteners participate in a class family journal that allows students to take home a special friend and journal for the evening. This activity creates a deeper connection and awareness of a classrooms' families and their unique cultures. Other examples include how primary grades learn about diverse holidays (i.e. Kwansa, Hanukkah and Christmas), or how second graders research ancestry reports and share with their classmates about their lineage and diverse backgrounds. And, the entire school routinely participates in World Kindness Day, Chinese New Year, Black History Month, and Young Author writing competitions with prompts such as "Kindness Matters because."

Shull Elementary uses its Student Study Team (SST) and its Leadership Team to address equity issues and the current events locally, or in the world, that may impact the well-being of Shull staff or students. Concerns are brought to these two groups and answers are brainstormed and initiated. During Covid, the principal and Leadership Team regularly shared out the wellness supports for families, staff, and students that were initiated and promoted through the BUSD website. For example, content shared with families and staff includes: Talking to Children about Covid 19 - A Parent Resource, Together We Are Strong video, and NBR 2022

Dial 211 LA (a central source for providing information and referrals for all health and human services in LA County). Lastly, Shull staff use Restorative Practices when addressing behavioral concerns. This revolves around fostering relationships and creating consequences that focus on restitution in the form of community service, counseling sessions, and open dialogue to restore and heal relationships.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Throughout the community, Shull is known as the “Reading School,” and it achieved this status by implementing the strongest foundation reading skill program in primary grades and motivating students to read more and at higher levels in upper grades than any other district school. Once students are taught to read, the Renaissance Accelerated Reading (AR) Program is utilized by staff to encourage and monitor reading to ensure students perform at or above grade level. Through the AR program, all students are given a differentiated reading level based on their current ZPD (Zone of Proximal Development), as well as individualized goals. All students are also expected to maintain an average comprehension percent of 85 or higher throughout the year, within their ZPD. Students learn the importance of goal setting, planning their time, and selecting books that meet their teachers’ requirements, (i.e. fiction or nonfiction).

Students are incentivized in multiple ways: through AR reading awards, one on one conferences with teachers, and class "college degree" awards based on cumulative words read by an entire class. College degrees range from Associates Degrees to Rhodes Scholar. At the weekly flag salute, each class dresses in their college colors and performs a quick cheer when they achieve their next degree level. Shull also implements multiple book series awards accommodating grades first through fifth in a program called Reading Masters. This reading program reinforces the idea that all students can achieve, and that with grit and determination students can personally, or as a class, achieve high levels of success.

For easy student access to books, the media center and classrooms maintain thousands of books for each grade level. Students are encouraged to regularly check out three books: two non-fiction books and one chapter book. The library is open throughout the day with only short amounts of time designated for kinder and first-grade classes to have books read by the librarian. Shull staff educate parents, students, and community members on the importance of reading. Furthermore, Shull teachers educate parents on how to engage their students in reading at home, thus making reading a natural part of the nightly routine. During Back-to-School Night, teachers begin this process of educating parents on how to support their children's literacy at home. During parent-teacher conferences, further time is invested in parents, revisiting the importance of nightly reading and how to engage their children in reading to achieve their goals. And so, with staff trained well in the Science of Reading and with support from families, Shull achieves an exemplary program.