

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Thomas Paine Elementary School
(As it should appear in the official records)

School Mailing Address 15792 Ward Street
(If address is P.O. Box, also include street address.)

City Garden Grove State CA Zip Code+4 (9 digits total) 92843-5348

County Orange

Telephone (714) 663-6118 Fax (714) 663-6035

Web site/URL https://paine.ggusd.us E-mail csantana@ggusd.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Gabriela Mafi E-mail gmafi@ggusd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garden Grove Unified Tel. (714) 663-6000

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Walter Muneton
(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.

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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 44 Elementary schools (includes K-8)
10 Middle/Junior high schools
8 High schools
0 K-12 schools
- 62 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, 2022 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 Students
PreK	23
K	62
1	64
2	72
3	57
4	51
5	56
6	56
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	441

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 52 % Asian
 - 0 % Black or African American
 - 38 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 2 % White
 - 8 % 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 2021 - 2022 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, 2021 until the end of the 2021-2022 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2021	441
(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):

Vietnamese, Spanish, Arabic, Filipino, Cebuano-Visayan, Khmer-Cambodian, Chinese-Cantonese, Chinese-Mandarin, Chinese-Taiwanese, and Portuguese.

English Language Learners (ELL) in the school: 40 %

177 Total number ELL

7. Students eligible for free/reduced-priced meals: 76 %

Total number students who qualify: 335

8. Students receiving special education services with an IEP: 19 %
Total number of students served 83

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>43</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>17</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 1

11. 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.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
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.	14

12. 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 22:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	91%	95%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

We are a caring community of lifelong learners that ROARS. We are responsible, organized, always kind, respectful, and safe.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.ggusd.us/pages/non-discrimination-statement>

18. **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

Thomas Paine Elementary is one of 44 elementary schools in the Garden Grove Unified School District (GGUSD) and serves students in grades TK (transitional Kindergarten) through 6th from the cities of Garden Grove, Fountain Valley, Santa Ana, and Westminster. Thomas Paine is a culturally and ethnically diverse Title I school with 441 students. Thomas Paine has 11 language groups, with the dominant language groups being Spanish, Vietnamese, and English. Forty percent of students are English Language Learners, 77% of students are considered socioeconomically disadvantaged, and 19% are students with disabilities. The school has a Moderate/Severe (MS) Special Day Class (SDC) that serves grades TK through 2nd grade. Paine is one of nine elementary schools in the district with an MS program. There are four MS classrooms, with a total of 44 students, who have multiple opportunities for inclusion with their general education peers. Their opportunities include awards, special programs, field trips, and peer mentors. Additionally, Thomas Paine has Mild/Moderate (MM) special education students fully included and/or mainstreamed into the TK-6 classrooms.

Thomas Paine is a welcoming school to the 19% of the student body who come to the site from various impacted schools in the city of Santa Ana. Thomas Paine also has 25% of the student body coming to us as transfers from within and outside the district boundaries. Since 44% of our students come from outside our attendance area, we strive to create a community environment that brings a sense of belonging to each student. This includes inviting parents to be involved in school activities, events, and parent education programs. Our goal is to make every student and family member feel they are an important and integral part of our school. Thomas Paine has become a desirable school site for student transfers due to our tight-knit community and high academic performance. Our students from Santa Ana recently had the option to return to their neighborhood home schools, but all have chosen to stay at Thomas Paine. We are honored to educate our diverse and loyal Paine Panthers; and, we are grateful they have chosen our school as their home.

Thomas Paine has implemented a Positive Behavioral Interventions and Supports (PBIS) three-tiered framework to support students using positive reinforcement for behavioral, academic, social-emotional, and mental health concerns. Each day begins with a schoolwide announcement of our PBIS mission statement, that we are Responsible, Organized, Always Kind, Respectful, and Safe (ROARS). With PBIS, teachers, staff, and administrators can recognize positive student behavior through ROARS tickets, weekly shout-outs, and monthly and trimester awards assemblies where parents are invited to celebrate as a community. For students who have social-emotional, behavioral, or academic needs, we have Tier 2 and Tier 3 interventions in place for support.

We recognize that the pandemic has brought various levels of trauma and adversity for many families at Paine. Thus, trauma-informed practices are pivotal in creating a safe and nurturing environment to meet the needs of those students and their families. There is a daily emphasis on student resilience by making sure students are emotionally ready to meet the academic expectations of the day. For example, all teachers implement daily Social Emotional Learning (SEL) lessons to provide the platform for students to share their feelings and thoughts. A significant support on campus is ASPIRE, a system of care for GGUSD students, families, and staff that promotes, supports, and enhances the social-emotional wellbeing for all in order to promote a positive learning environment. ASPIRE has a three-tiered level of support which includes a wellness center, social skills groups, individual and group counseling, classroom presentations, and a website of resources for teachers and parents. Thomas Paine also has a Program for the Education and Enrichment of Relational Skills (PEERS®) on campus, which is an evidence-based social skills intervention for motivated students who are interested in learning ways to help them make and keep friends.

Thomas Paine implements research-based programs and strategies to educate and motivate students. Our educators and support staff create learning environments that nurture a high level of expectations and rigor. As a result, students learn to apply critical thinking skills, collaborate on group projects, and value creativity in themselves and others. To meet the needs of all learners, we offer an Extended Learning Opportunity (ELO) for students who need intervention in reading and math to bridge the achievement gap between learners and build equity. We also emphasize scholarly habits, so students attain academic growth through

perseverance, intellectual risk-taking, curiosity, academic preparation, and excellence.

Thomas Paine's main focus is for scholars to develop the academic and personal skills necessary to support lifelong learning and emotional well-being. Thomas Paine's veteran teaching staff is committed to preparing a rigorous and supportive academic experience that motivates all learners to meet high expectations. Our goal is to educate the whole child and equip them with all the tools needed to succeed on their learning journey.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Thomas Paine teachers use research-based instructional strategies to plan high quality lessons based on Common Core State Standards, using a comprehensive English Language Arts (ELA) curriculum. The used program covers reading, writing, and foundational skills. Each teacher's goal is to provide high quality instruction to all students through whole group, small group, and one-on-one learning. Formative and summative assessments are used to drive instruction and provide differentiation.

In the language arts block, students are given the opportunity to access the curriculum through the use of various engagement strategies, differentiation, independent practice, and peer collaboration. Each lesson engages students with complex text across genres and provides multiple opportunities to learn and practice reading, writing, listening, and speaking skills. Close reading is a strategy utilized throughout the week to allow students to think critically about what they are reading, have academic discourse to exchange ideas, and respond to prompts by providing textual evidence. For reading differentiation, we utilize Small Group Reading Instruction (SGRI) and What I Need (WIN) time to meet the needs of our diverse learners. SGRI is a daily block of reading where teachers work with small groups of students to meet everyone's literacy needs. WIN time allows teachers to strategically pull small groups of students based on their targeted reading needs while others are working in literature circles utilizing robust academic discourse.

Along with our core base program, we utilize Lucy Calkins' Writing Units of Study as a supplemental program to teach writing and grammar to meet the Common Core State Standards. Students are required to write multiple published pieces in each of the three genres: informational, narrative, and opinion/argumentative. Students learn to construct multi-paragraph essays using a persuasive, explanatory, or narrative voice. They write about various topics of their choice that provide opportunities to use multiple research models, including web-based resources and articles to explain a topic or craft a strong argument. Teachers provide direct, explicit instruction in each component of the writing process with ample opportunities for practice. Through checklists and standards-based rubrics, students engage in peer editing, revising, and teacher conferencing to provide corrective feedback. Thomas Paine's goal is to foster a love for writing across all disciplines.

As part of our foundational skills program, teachers explicitly teach phonemic awareness, phonics, fluency, and vocabulary. Phonemic awareness and phonics are taught through our base program on a daily basis to primary students and to upper grade students through intervention. Students have multiple opportunities to practice fluency daily through the core reading block, SGRI, and WIN time. Vocabulary and word study is embedded in daily instruction across all subject areas so that students enhance academic vocabulary and build a strong reading foundation.

Teachers use a variety of data collected from formative and summative assessments to plan for effective instruction and identify needs. Formative assessments, like metacognition and think-pair-share, allow teachers to tap into students' understanding on a daily basis. Students also demonstrate their learning through summative assessments such as unit tests, district reading and writing benchmarks, and teacher created assessments. With the data from these assessments, teachers independently and collaboratively analyze student progress and performance in order to plan for reteaching, extension, or additional interventions.

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

Mathematics instructional minutes focus on teaching content and math fluency. Teachers follow a district pacing guide that focuses on fluency, standards to be mastered, and intervention. Each content lesson follows the direct instruction and gradual release model; and, it includes rigorous lessons built on developing conceptual, procedural, and relational knowledge. Teachers also incorporate appropriate

instructional support for our English Language Learners in order to be successful in meeting grade level standards.

In an effort to further enhance the learning experiences for our students, the district has partnered with educators from the University of California Irvine Math Project. This partnership provides our teachers with professional development to build teacher background knowledge and the skills to teach meaningful hands-on conceptual lessons that can be solved with a variety of mathematical approaches. Teachers have also received training for best practices in how to engage students in academic discourse to explain their thinking, listen to peers, and challenge others' ideas in an academic manner. While students interact with the lessons and discuss their understanding of the mathematical practices, teachers take this opportunity to check for understanding and gather student data.

Daily instructional minutes are dedicated to developing mathematical fluency at all grade levels. The goal of fluency is to build number sense, have a spiral review of previously taught standards, and reinforce basic math skills. Fluency is obtained through Number Talks strategies, using technology such as IXL for math facts practice, word problems, and games for spiral review. These fluency activities allow students to verbalize their mathematical thinking and use academic vocabulary to act like a mathematician. The goal of the fluency block is for students to be proficient in basic math concepts as this proficiency is critical for students to move to more complex mathematical concepts.

Thomas Paine meets the needs of all learners through Small Group Math Instruction (SGMI). Teachers provide small group instruction to extend learning or provide support to students needing intensive instruction. Teachers create lessons using the Task-Question-Evidence (TQE) model. The TQE process involves selecting tasks to address specific learning goals. It uses productive questions to engage students in mathematical practices and collects evidence of student understanding. This process is used to meet individual student needs and to provide differentiated instruction.

Various assessments are used to show mastery and inform instructional practices. Formative assessments are embedded in students' daily instructional lessons through exit tickets and the use of personal whiteboards. These provide teachers with immediate feedback on student understanding and misconceptions to help guide their instructional decisions. Students take teacher-created tests, district benchmarks, and district math performance tasks to ensure achievement in standards taught. Teachers use reflective practice and data to adjust instruction to meet the needs of all students. Teachers meet regularly to discuss the results of assessments and determine where students need intervention, extra support, and enrichment. Our staff also collaborates monthly for vertical alignment of key math standards and continuity in teaching practices.

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

Our Twig science program is based on the California Next Generation Science Standards (CA NGSS), where students explore science through hands-on exploration using the 5E Instructional Model (engage, explore, explain, elaborate, and evaluate). Thomas Paine partners with Center X of the University of California Los Angeles Science Project for teacher training in effective instructional strategies geared to increase student achievement in science. This collaboration works to develop a rigorous program focused on high-level knowledge and skills to establish students' identities as scientists.

Each science module uses the 5E model and starts with engaging students in a discussion about the lesson. This background knowledge is then built upon through exploration with interactive lessons, where students collaboratively problem solve and use critical thinking. This information is then used to explain students' learning and is aided by the teacher's directions, questioning, and hands-on activities. Through elaboration, students use what they have learned to apply it to new concepts or to refine their knowledge on a topic. Evaluation is the last step, which is done through informal or formal assessments. Students use group projects or writing to demonstrate and share their learning, or the teacher gives an end of the unit assessment. Our teachers use these assessments to drive future instruction and evaluate student achievement.

Science learning is also integrated into our math and language arts curriculum to help students further understand the world around them. Our informational texts in ELA allows students to make connections

with science lessons and allows for cross-curricular reading and writing. Data based math lessons also bring in scientific knowledge and hands-ons exploration. Science is brought outside of the classroom through the Mobile Dairy Council visit to teach agricultural literacy. Science based field trips to Centennial Farm, Santa Ana Zoo, Aquarium of the Pacific, and the Discovery Science Center reinforce and enrich the science curriculum. Our sixth graders increase their knowledge of science through a weeklong outdoor science camp. Thomas Paine teachers provide access to science through engaging, hands-on, multi-disciplinary content and experiences.

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

Thomas Paine teachers bring social studies to life through our TCI social studies program. Thomas Paine's philosophy is grounded in the goal of creating inclusive classroom communities where students learn about the world through multiple perspectives and make connections to their own lives. Our program offers options for students to think critically through reading, writing, technology, and hands-on activities. Teachers use the program's digital slide shows along with the textbook to keep students engaged and encourage curiosity. An online current event component is used to share perspectives, discuss, and analyze what is currently happening in the world. Students learn to interact in whole groups, peer groups, or partners to access the content and find their voice through collaborative discussion. Students are actively engaged in real-world projects by conducting investigations using digital and conventional resources. Students also show what they have learned through informational and persuasive writing pieces based on topics studied plus any additional digital research needed. Students are encouraged to form their own opinions and gather information by using evidence based reasoning and research.

Teachers also plan field trips that align to social studies content, allowing students opportunities for experiences outside of the classroom. Field trips to Mission San Juan Capistrano, the Shipley Nature Center for the Tongva Walk, and the Environmental Nature Center for the Native American Experience allow outdoor hands-on education and bring social studies to life. Students in our Special Education classrooms learn about the community through visits to the annual Garden Grove Strawberry Festival and the GGUSD Special Olympics. In addition, MS classes utilize News2you articles to supplement their core curriculum. Articles introduce world news concepts in a high-interest and modified version of current events. Thomas Paine immerses students in various forms of social studies experiences enabling them to form global connections and learn about our ever-changing world.

1e. For schools that serve grades 7-12:

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

Thomas Paine offers a full-day Transitional Kindergarten (TK) program that features a modified kindergarten curriculum with lessons that are age and developmentally appropriate. Like our kindergarten-6th grade classrooms, TK provides an inclusive environment with culturally responsive instruction by a highly qualified teacher with the support of an instructional aide.

Teachers use the TK curriculum, Word of Wonders, for English language arts, math, and integrated social studies. Thinking Maps and Lucy Calkins are used to assist students in all levels of writing. Our TK program differentiates the instruction for English Language Learners and others with language-based learning needs. Everyday Math is a supplemental program used to further develop number sense and concepts. For science, TK uses TWIG which aligns with K-6th. Daily lessons include whole group and small group discussions and independent and hands-on learning.

Students are developing skills prior to entering kindergarten in order to address the Early Development Instrument testing components. Even though participation in TK is voluntary, families from the community are eager to enroll their students who meet the age eligibility so students can benefit from an additional year of learning and be ready for kindergarten.

Since Thomas Paine is also a designated MS site, we offer MS TK with a student staffing ratio of 3:1. Multisensory activities and manipulatives engage students in all learning styles and provide a hands-on approach to learning. We help students develop important school age skills through explicit multisensory, play-based instruction. This program is aligned with the other MS classrooms and uses Unique Learning Systems as the core curriculum with the support of supplemental programs that focus on ready to learn strategies, communication skills, and math skills/concepts. MS students also utilize the Handwriting without Tears program to assist with fine motor skills. Students move, touch, feel, and manipulate real objects as they learn the correct habits and skills that are essential for fluid writing. Students in this program also have the opportunity to mainstream with general education peers for academics, developmental play, physical education, and recess.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Thomas Paine students have consistent opportunities for exposure to the arts. All students are taught visual art in their classrooms which can include painting, drawing, digital art, and multimedia. Thomas Paine annually enters student visual artwork into the city of Garden Grove's First Impressions Art Exhibit where our artists win awards and have their artwork proudly displayed.

Every student receives vocal music instruction taught by a credentialed music teacher for thirty minutes weekly. The teacher provides engaging lessons to teach musical literacy, aligned with the California State Visual and Performing Arts standards. Our vocal music teacher also leads 28 students in the choral music program. Fifth and sixth grade students are welcome to join the program to enhance their vocal music education.

Our instrumental music program is offered to fourth through sixth grade students during the school day. Students have the opportunity to learn to play music on a string, wind, or percussion instrument twice a week. Thomas Paine has 70 students who participate in instrumental music; and, we have students who make the honor band yearly. Instrumental and choir students display their learning at two concerts during the school year. Students at Thomas Paine enjoy the various types of music classes offered, which leads to a life-long enjoyment of the performing arts.

2b. Physical education/health/nutrition

The teachers at Thomas Paine provide a comprehensive TK-6th grade physical education program focusing on gross motor and cooperative play skills for 100-minutes weekly. The activities follow the California State Content Standards for Physical Education. During recess, students have the opportunity to learn and play organized soccer or basketball taught by athletes from Pure Game. Incorporated within this structured setting, students practice and learn sportsmanship, and the rules of games for dodgeball, kickball, basketball, and handball. Pure Game has gained a large following of both primary and upper-grade students.

Thomas Paine has the unique opportunity to offer inclusive physical education co-taught by a general education teacher and an adaptive physical education teacher for students in transitional kindergarten through second grade. In these co-taught classes, general education students provide peer modeling to our students with moderate to severe disabilities. All students actively participate in 30-minute lessons bi-weekly. Students in this co-taught model engage in locomotor movements and object control skills through the use of music, scarves, balls, bats, and a variety of other equipment.

Students receive nutrition and health education from the Kids Heart Challenge sponsored by the American Heart Association. Students learn how to live a heart healthy lifestyle that includes nutrition and exercise, as well as enjoy an active day of jumping rope, walking, and dancing to celebrate the Kids Heart Challenge.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

In recent years, Thomas Paine has acquired devices for students to use as a learning tool and for teachers to enhance instruction. We currently have a 1:1 technology initiative with iPads and Chromebooks in each classroom. Throughout the pandemic while on asynchronous learning, students and teachers quickly improved their digital literacy skills in order to communicate, create, evaluate, and further develop critical thinking skills. We have also taken the initiative to educate students about the importance of internet safety by hosting a Cyber Safety Cop assembly and follow-up lessons so students can maintain safe online practices.

Teachers continue to engage students across curricular areas by using a variety of digital platforms such as Google Classroom, Kahoot!, Accelerated Reader, Epic!, IXL Reading and Math, Go Noodle, Nearpod, and Boom Cards. Students are able to create, respond to, and share work, as well as practice and reinforce skills through the various applications.

The library at Thomas Paine is a cozy and welcoming place for students to check-out a book daily in order to develop a love for reading or conduct research. The librarian keeps it well maintained with up-to-date and diverse literature that includes both fiction and nonfiction selections. The primary level books are organized by Accelerated Reader levels, which aligns to the online program. Students also enjoy the hand-picked read-aloud the librarian brings to life during their library visits.

2e. Any other interesting or innovative curriculum programs you would like to share

Our upper grade students engage in exciting coding programs, such as Sphero or Dash and Dot, during school hours. Sphero introduces students to robotics with a fun, comprehensive approach to STEAM and computer science. Thomas Paine teachers create an environment where students excel through experimentation, critical problem solving, and play-based learning. Teaching applied robotics through Dash and Dot gives teachers the opportunity to establish a student-centered culture that fosters collaboration, design thinking, growth mindset, and project-based learning. Students at Thomas Paine also participate in the Hour of Code where students use logical thinking, problem solving, and collaboration skills to learn critical computer programming skills.

Learning to identify and manage emotions and build healthy relationships is a key part of a child's early education and can impact their ability to develop academic skills. We have created a Panther Wellness Center to ensure students have a safe space on campus to focus on their mental health and well-being. Our center provides one-on-one or group counseling, offers students a quiet space to process emotions, and equips students with skills to help them overcome current struggles. Families and students are encouraged to reach out to a teacher, counselor, or school administrator for help connecting to the right school-based mental health support for each individual need.

3. Academic Supports

3a. Students performing below grade level:

Despite strong instructional and social-emotional practices that Thomas Paine provides, some students still require intensive instructional and/or behavioral support to bridge the academic achievement gap. We focus on closing the achievement gap of two subgroups: students identified as special education and students of low socio-economic status. Thomas Paine tailors instruction through data driven practices to provide intervention to students performing below grade level. Through multi-tiered systems of support embedded within the instructional day, students have access to universal supports, targeted supports, or intensive supports based on their individual needs. Teachers develop plans to enable students to be successful through Student Success Team (SST) meetings and working with education specialists to meet the needs of our special education students.

Embedded within the instructional English language arts practices, students participate in WIN time and SGRI that incorporate differentiated instruction using leveled readers to practice phonics or reading comprehension at a scaffolded level to support students' growth in their academic abilities. Scaffolded instruction focuses on foundational skills that spiral core instruction and comprehension support. Small group math instruction includes the use of SAAVAS math intervention kits in order to provide scaffolded math lessons to bridge learning gaps. Students are provided access to IXL reading and math to practice and retain essential skills taught at their own pace through fun and interactive online lessons.

Students who display behavioral challenges that impact educational performance are identified through Paine's multi-tiered PBIS system of supports. Students who require tier two behavioral intervention support are on a Check-In/Check-Out system (CICO). They are instructed in appropriate social skills and are taught self-regulation strategies. Paine Panthers have the opportunity to attend ASPIRE social groups, counseling, and are often on positive reinforcement plans with increased supervision. More intensive tier three supports may include individual counseling, Behavior Intervention Plans (BIP), referrals to outside agencies, and a structured day. Country Crisis Response Teams referrals are given to those students who require additional interventions.

3b. Students performing above grade level:

Advanced students at Thomas Paine are provided opportunities throughout the school day to challenge their thinking skills. Students performing above grade level are encouraged to use scholarly habits to enhance the depth and complexity of lessons. Teachers provide differentiated instruction to emphasize the Habits of a Scholar; and, they honor students who demonstrate these scholarly habits. Students are provided challenging reading material during WIN time which allows them access to higher level text. They meet in literature groups to promote critical thinking skills and engage in academic discourse. During SGRI and WIN time, students work in homogenous groups to support the increased rigor of the content. Throughout the school day, heterogeneous groups are utilized to allow students the opportunity to learn from one another and to challenge each others' thinking. Students have access to IXL for reading and math that is adaptive to up-leveling and provides challenging content tailored to the unique needs of the student.

Teachers across all grade levels take into consideration the academic levels of students when challenging students' thinking. Teachers differentiate levels of questioning with Bloom's Taxonomy framework in mind. Students that are able to be challenged to analyze and evaluate text at a higher level are strongly encouraged to expand their critical thinking skills. Teachers assign open ended projects that encourage students to research and evaluate different texts and write informative pieces to demonstrate their higher level of knowledge.

Teachers utilize formative and summative assessment data to identify students who are able to access a deeper understanding of the subject matter taught. Teachers use engagement strategies to encourage academic discourse and socratic seminars to reinforce subject knowledge. The staff at Thomas Paine uses technology to enhance instruction and student learning. Teachers participate in professional development opportunities in order to strengthen their depth and breadth of knowledge in how to support students who are performing above grade level.

3c. Students with disabilities:

Nineteen percent of Thomas Paine's student population has been identified with an educational eligibility that qualifies them for special education services. This includes students who receive related services such as speech and language and specialized academic instructional services in both the Mild/Moderate and Moderate/Severe programs. Thomas Paine has a dedicated team of Speech Language Pathologists (SLP) who support students with speech and/or language impairments. They also provide augmentative and alternative communication (AAC) support to students who require technology as a means to communicate. Other related services provided are Occupational Therapy (OT) and Adaptive Physical Education (APE) which targets motor deficits and provides individual and small group instruction. Paraprofessionals trained in instructional practices and intensive behavior interventions provide schoolwide student support.

Students within our Mild/Moderate program receive instructional services in their least restrictive environment that includes both push in and pull out specialized academic instruction. Students receive differentiated instruction based on their IEP (Individualized Education Programs) goals in order to close the achievement gap. This is done by small group instruction based on core curricular assessment data, IEP data, and district benchmarks. Thomas Paine is proud of being able to provide specialized academic instruction in an inclusive environment.

Students in the Moderate/Severe program receive a modified curriculum, Unique Learning Systems (ULS), based on their learning profile through benchmark assessments, unit checkpoints, and student summary reports. ULS offers a comprehensive differentiated instructional program in the areas of English language arts, math, social science, science, art, and functional skills that aligns to the California State Standards. Our students have access to the Handwriting Without Tears program and Touch Math in order to further develop their functional academic skills. Students in our MS program have access to general education peers during recess, lunch, physical education, assemblies, and field trips. Some of our students in the MS setting are able to be mainstreamed for portions of their academic day to provide enrichment opportunities with general education peers. Thomas Paine provides an enriching, inclusive environment that supports the needs of the diverse student population.

3d. English Language Learners:

Forty percent of Thomas Paine's student population are English Language Learners (ELL). Each year, our ELL students take the English Language Proficiency Assessment for California (ELPAC) to measure their English language proficiency, since their primary language upon enrollment is not English. Teachers delve into the ELPAC assessment data at the beginning of each year and collaborate to determine the best grouping of students by language proficiency in order to provide targeted English Language Development (ELD) instruction. Teachers strategically place students who require language models next to students who are proficient in English to provide additional support. ELL students participate in a daily 30-minute block of English language development instruction based on their language proficiency level. During this instructional time, teachers incorporate strategies to engage students with multiple opportunities to practice using language structures and develop vocabulary.

The Wonders English Language Arts program also has an ELD component that includes ways teachers can differentiate language integration in reading, writing, listening, and speaking. Teachers receive regular training to effectively implement appropriate and effective strategies so ELL students can also access grade level content in math, science, and social studies. Content objectives are clearly displayed in all classrooms, so students have access to learning objectives across all curricular areas. Throughout all content areas, teachers strategically plan engagement strategies such as choral reading, lines of communication, and think-pair-share to give students the opportunity to practice speaking and listening skills with peers. Teachers also use effective instructional, such as comprehensible input, visuals paired with key vocabulary, sentence frames and starters, linking new information to prior knowledge, and modifying vocabulary, in order to access curricular content areas. Hands-on activities and the use of technology enhance instructional practices to reach all levels of ELL students. Thomas Paine provides multiple differentiated opportunities for students to grow their English language development skills daily across all content areas.

3e. Other populations, if a special program or intervention is offered:

Thomas Paine offers a variety of after school opportunities to support students and address the unique needs of our community. Thomas Paine has 108 students, from transitional kindergarten through sixth grade, who participate in the after school Boys and Girls Club of Garden Grove program (BGCGG). BGCGG offers a variety of activities to our students daily after school. Some of the activities include STEM, power hour for homework help, physical education, art, and music programs. BGCGG offers community support in the form of mental health services, family services, and health resources.

Thomas Paine offers Extended Learning Opportunities (ELO) after school to 54 students who have been identified as having achievement gaps. ELO offers in-person instruction in small groups targeting academic content, tutoring, and focused instruction in the areas of reading and math. Students engage in lessons that

target reading fluency, comprehension, math facts fluency, and problem solving. Students participate in the ELO program two to four times a week with either trained tutors or credentialed teachers.

Another after school program Thomas Paine offers is the Program for the Education and Enrichment of Relational Skills (PEERS®). This program is provided by a trained team of intensive behavior interventionists that utilize this evidence based social skills program for a targeted group of students who require more intensive practice with social skills. The PEERS® program teaches students social skills through role play demonstrations, social coaching, and targets friendship skills. Some of the topics covered in the PEERS® program include good sportsmanship, handling social conflict, handling arguments, and practice of two-way conversations. Thomas Paine provides a variety of social emotional and academic based extended learning opportunities throughout the school year to support the needs of our school community.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Thomas Paine provides a rigorous and engaging academic experience that focuses on the whole child with a goal to make every child a lifelong learner. A student-focused learning environment among our classrooms has improved the quality of engagement and academic success. This is evident in classrooms where students practice academic discourse across all grade levels to be active participants in their learning environments. Students work collaboratively in small groups to discuss text, talk about how to solve word problems, share written work, and pose questions to gain deeper understanding of content. Students practice asking and answering questions in a safe environment to deepen their knowledge and learn to be risk-takers. Thomas Paine has worked diligently to support students' passion for reading by increasing their access to a variety of texts to choose from during independent reading time. Our writing program is structured to be engaging by allowing students to choose their writing topic in an assigned genre. Our philosophy is when students are given choices in their education, they are more apt to be engaged and extend their learning to other areas.

Thomas Paine's mission statement is that we are a caring community of lifelong learners that ROARS. We are Responsible, Organized, Always Kind, Respectful and Safe. We have instituted a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework. This framework allows us to focus on creating a positive and supportive school culture for all. Students receive specific positive praise and corrective feedback throughout the day which is connected to a schoolwide behavior expectation matrix. Maintaining high expectations for positive behaviors and creating a productive learning environment for all students is vital to our PBIS approach. The implementation of PBIS has motivated and engaged students through daily rewards and praise and weekly and monthly awards.

Our school activities and celebrations are an avenue for actively engaging our students socially and emotionally. Thomas Paine celebrates college and career Wednesdays where staff and students are encouraged to wear college and career shirts to foster a college readiness belief in our students. Every Friday we have Paine Pride Day where students and staff wear school themed shirts to show how loud we can ROAR. In the fall, Red Ribbon Week is celebrated through poster contests and spirit dress up days. Our annual Halloween Parade and pumpkin carving contest brings out our students' creative side. Our sixth graders culminate their elementary school experience with an annual week at science camp, something students look forward to as a time of learning and bonding.

2. Engaging Families and Community:

Thomas Paine staff has developed strong partnerships with our families and community in order to promote student success and school improvement. Thomas Paine's Parent Teacher Organization (PTO) plays an active role in fundraising and planning meaningful and exciting school events for our community. The PTO is composed of dedicated parents and staff who work in conjunction with community leaders to host events throughout the year which promote home-school-community involvement. Every year, the PTO sponsors many events that allow our students and their families to have fun and connect. These events include our annual Lunar New Year Festival to celebrate the Asian New Year, movie nights, Turkey Trot, Book Fair, and annual Spring Fling Fair. Students from the local high school volunteer for many of these events to provide support and help out their former elementary school. The PTO also works with establishments such as Chiptole, Islands, and Panda Express to support various student activities. The PTO works in collaboration with staff to strike a healthy balance between academics and social relationships.

Thomas Paine has a variety of community partnerships to promote student success and well-being. Each year, the Garden Grove Police Department supports our K-2nd grade students with literacy events such as Read for the Record and Read Across America where officers read to our students in their classrooms. The Orange County Fire Authority visits our campus to educate kindergarten and 1st grade students on the importance of fire safety. Since the majority of our families are from socioeconomically disadvantaged neighborhoods, Healthy Smiles and the University of California Irvine Eye Mobile provide vision and dental care and screenings as well as low cost eye care to our students who qualify.

Thomas Paine utilizes a two way communication platform called ParentSquare. Administrators and teachers provide parents with information about school events, communicate about their child, and share photos of school and classroom events. A weekly newsletter is sent out via ParentSquare along with important and time-sensitive announcements throughout the week.

We promote lifelong learning and school connections with the community by involving students from the local high school in our activities and events. At the end of the year, the graduating high school seniors walk through our campus in their caps and gowns, often stopping to acknowledge their previous elementary teachers. They give students high fives and fist bumps, showing our students that hard work and dedication, obtaining a high school diploma is possible.

3. Creating Professional Culture:

Thomas Paine teachers feel valued and supported by the administration. This starts with our weekly collaboration on Wednesdays with grade level teams, vertical teams, or the whole staff. Teachers are given an hour for instructional planning, data analysis, and collaboration. It allows teachers to have healthy dialogue regarding effective teaching practices with the intent to increase student learning. This weekly time together allows for networking, creating a culture of peer-led coaching, reflection, and improvement of instructional practices.

Teachers and paraprofessionals are also supported through professional development (PD) guided by district goals and state standards. The school year begins with a week of PD called Super Week. During Super Week, GGUSD offers teachers and paraprofessionals training in curriculum, technology, mental health, and cultural diversity. Throughout the year, GGUSD offers additional PD combined with on-site training presented by our Teachers on Special Assignment (TOSA). These trainings give teachers and paraprofessionals opportunities for co-planning and co-teaching and refining current teaching practices. The professional learning opportunities are not just events, but a process where all educators can learn, implement, reflect, and revise together.

Thomas Paine's staff also includes many coordinator positions held by our teachers who return to the site with information and strategies to train staff. There is a Special Education Coordinator for our MS teachers, all grades have a Grade Level Chair (GLC), and our school has a Technology Coordinator to assist staff with technological needs. Our teachers work with the coordinators to discuss essential content, review and analyze data, and find ways to meet the needs of our diverse learning community.

Our administration gives our staff a voice through our Faculty Advisory Committee (FAC). The FAC meets monthly with administration to discuss schoolwide concerns in a professional and collaborative manner. Steps are taken by the administration to solve the concerns in a respectful and timely manner. Our FAC has fostered an environment of mutual respect and understanding.

Our staff possesses a growth mindset and an eagerness to continue learning to become better equipped to meet student needs. Our staff builds personal relationships to support each other through high stress times. Thomas Paine educators are a special group of teachers that refuse to remain status quo and strive for continued growth, innovation, and success together.

4. School Leadership:

Thomas Paine believes in collaborative leadership among four main stakeholders: site administration, teachers, students, and parents. These groups work together to make our school and students successful, and our families feel connected. Our administration is hands-on and consists of a principal and assistant principal. Our principal always starts the year with a theme which brings a focus to our year and fosters a sense of community. This year's theme being, "The road to success is not a path you find, but a trail you blaze." Our principal begins each day with a classroom announcement which sets the tone for learning and provides an emotional connection. She is ever-present on campus greeting students and parents in the morning and afternoon, as well as connecting with students during recess, lunch, and classroom visits. Both

administrators strive to ensure that every person in the school community feels valued.

Our teachers are another facet of leadership. Most of Thomas Paine's teachers have been teaching for over 20 years; and, their experience fosters an ease of collaboration with administration and paraprofessionals. The teachers use data to drive their instruction, collaborate weekly to review data, and work with the principals to meet the needs of all learners. All teachers participate in professional development classes, attend SST meetings with administration, and work with our site TOSA to improve instruction and identify student intervention needs. The teaching staff works together to successfully meet our district mission of ensuring all students will be successful and responsible citizens who contribute and thrive in a diverse society.

Our school effectively integrates leadership roles and opportunities for our students and parents. This makes a positive impact on the success of our school. Students in upper grades are elected by their classmates to run our Student Council. Our Student Council works with the teachers and principals to foster a positive school atmosphere through spirit activities, events, and fundraisers. Our PTO works with our principal through a shared mission to improve the school and provide meaningful experiences for our students and families. Throughout the year parents participate in School Site Council meetings to develop, review, maintain, and approve our School Plan for Student Achievement (SPSA) and to make decisions on how funds will be used to meet our school goals. Parents and other community members are part of the English Language Advisory Committee. They help to develop a site plan for English learners that is included in the SPSA.

5. Culturally Responsive Teaching and Learning:

The Thomas Paine staff recognizes the diverse needs of our students and families who have different backgrounds and experiences. Our practices are aligned to the personal skills goal in the GGUSD's Strategic Plan which states, "By respecting differences and embracing diversity, we all benefit." We work to ensure equity, respect, and cultural awareness in the classroom and on campus to make sure our students and families feel valued and accepted. Our office employs two community liaisons who speak Spanish and Vietnamese who are available to interpret and provide written translations for all of our communication. Our parents know they will be greeted and spoken to in their home language, and we seek to provide this personal connection. Thomas Paine also provides a team of translators for parent-teacher conferences and our parent education classes.

The population at Thomas Paine includes four MS special education classrooms. Our school fosters inclusivity in all aspects of the school day. Our MS students have the same schedule, are included in general education classrooms, and attend all campus events. This is due in part to our disability awareness program headed by a group of general and special education teachers. Throughout the year, our students attend assemblies to learn about disabilities. In the spring, we have a disability awareness week. During this week-long event, students learn about multiple disabilities through activities promoting empathy and understanding towards people with autism, hearing or vision loss, and physical and emotional disabilities. The culminating event showcases what the school has learned over the week by hosting stations where students are put in the shoes of people with disabilities.

Culturally responsive practices at our school are reflected in several other ways. Our district's English language arts and social studies programs provide culturally relevant and diverse curriculum. Our students are able to see themselves represented in the stories and history. Thomas Paine's teachers participate in professional development focused on implicit bias, meeting the needs of second language learners, and ways to strengthen the school-to-home connection. Thomas Paine has an anti-bullying campaign which starts with an assembly at the beginning of the year. As the year progresses, follow up activities are completed in the classrooms to deter bullying on campus and online. Our disability awareness program, ongoing inclusive practices, and anti-bullying campaign have allowed us to qualify as a No Place for Hate School as recognized by the Anti-Defamation League. We utilize this framework to develop an inclusive school climate to unite our community.

PART VI - STRATEGY FOR EXCELLENCE

The most instrumental practice to our school's success is using a student-centered approach to meet the academic and social-emotional needs of our students. Our student-centered approach drives every decision we make as we look at the whole child to meet individual needs. We want to make sure every student has a chance to ROAR loudly and successfully. This is achieved through student social-emotional support and teacher collaboration.

Our Panther family recognizes that in order to effectively teach our students, their social-emotional needs must first be met. We understand that our students may come to school with experiences outside of the school day that can affect their learning and social development. We utilize social-emotional lessons to make sure our students feel safe, valued, and supported. When additional support is needed, we rely on our team resources to meet the student's needs and make sure they know there is always an adult who cares about them. When students know there are adults who believe in them, then there are no limits to their potential.

Student success is a combination of social-emotional support and teacher collaboration. Our teachers meet daily to discuss our students' academic and social-emotional needs. Our dedicated staff does not wait for collaboration days to discuss students; collaborative conversations are held in the halls, classrooms, break room, and after school hours. Regular collaboration also allows teachers to delve into student data as a catalyst to pinpoint academic needs of at-risk and high achieving students. Special education and general education teachers have a symbiotic relationship allowing collaboration to make all students feel they are a part of our community. As a vertical team, we analyze our data and determine our areas of success and areas of challenge and use this information to drive the instructional needs of our diverse student population.

Thomas Paine teachers strive to instill a desire to learn, to achieve, and to grow. We create a learning environment where expectations are high, yet the individualized supports are in place to help students reach their goals. We are dedicated to closing the achievement gap and leveling the playing field for all of our students, regardless of ethnicity, background, and/or socio-economic status. Through educating our students' hearts and minds, our students become resilient learners who are able to ROAR proudly.