

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

Official School Name A. G. Cook Elementary School
(As it should appear in the official records)

School Mailing Address 9802 Woodbury Avenue
(If address is P.O. Box, also include street address.)

City Garden Grove State CA Zip Code+4 (9 digits total) 92844-2819

County Orange

Telephone (714) 663-6251 Fax (714) 663-6087

Web site/URL https://cook.ggusd.us E-mail ssanborn@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 School District 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	20
K	41
1	34
2	48
3	44
4	56
5	58
6	47
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	348

*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
 - 66 % Asian
 - 0 % Black or African American
 - 21 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 5 % 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 2021 - 2022 school year: 2%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2021	353
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bengali, Cantonese, Chaozhou, Farsi, Indonesian, Pashto, Spanish, Thai, Urdu, Vietnamese

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

7. Students eligible for free/reduced-priced meals: 70 %

Total number students who qualify: 242

8. Students receiving special education services with an IEP: 8 %
Total number of students served 29

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>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>8</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 3

10. Number of years the principal has been in the position at this school: 2

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 25:1

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	96%	98%	97%	97%	97%
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 X No

If yes, select the year in which your school received the award. 2016

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

Cook Elementary School strongly believes in creating a safe, welcoming, and inclusive school climate that provides an academically rigorous and supportive learning environment to prepare all students for college and career readiness. Our nurturing, respectful, and collaborative school environment reinforces positive behavior and promotes mental wellness for our students so they become innovative, empathetic, and productive members of society.

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

<https://ggusd.us/media/5516/parent-student-handbook-english.pdf>

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

A.G. Cook Elementary School is a safe, supportive school in the Garden Grove Unified School District (GGUSD). We serve 348 TK-6th grade students from diverse cultural and socio-economic backgrounds. With 66% Asian and 21% Latino students, 42% of our school comprises of English Learners (ELs) and 70% are socio-economically disadvantaged. Named as a 2018 and 2023 California Distinguished School and a 2016 National Blue Ribbon School, we're a vibrant and welcoming school dedicated to fostering student achievement in academics, social-emotional wellness, and behavior. Cook is committed to creating an inclusive atmosphere in which every student can reach their full potential through our multi-tiered system of supports combined with strong parent and community partnership.

One key strategy at Cook to improve student achievement is data-driven effective instruction including differentiation and engagement strategies tailored to each student's unique needs. Differentiation includes targeted small group instruction, flexible grouping, conferencing, Advancement Via Individual Determination (AVID) strategies, and technology integration to enhance instruction, increase engagement, and provide targeted support with specific feedback. We also continue to leverage our 2016 National Blue Ribbon signature practice of growth mindset, which benefitted us throughout the pandemic as we served as a model school in perseverance and grit, enabling our students to meet our high academic expectations despite challenges. Our Student Success Team (SST) collaborates with teachers to ensure students not yet meeting grade-level standards are provided appropriate scaffolds to increase academic and socio-emotional achievement.

Cook is a positive and welcoming environment that supports students' behavioral and socio-emotional growth. Cook implements Positive Behavioral Interventions and Supports (PBIS), a three-tiered framework, to support student behavior and social competence. We collaboratively created a schoolwide behavior expectation matrix and consequence system that is explicitly taught and continually reviewed with students throughout the school year. A student acknowledgement system recognizes students who demonstrate our core values of being Responsible, Organized, Accepting, and Respectful (R.O.A.R.).

Cook promotes diversity, inclusion, and belonging as essential components of a positive school culture. Certified as a No Place for Hate School from 2019-2023 by the Anti-Defamation League (ADL), we embrace diversity and inclusion through schoolwide cultural celebrations, classroom discourse, and our student-led Kindness Club. With a focus on anti-bullying and cultural appreciation, we work hard to create a culture of respect and acceptance that promotes a safe and inclusive school.

To support socio-emotional learning (SEL), our Aspire Team, consisting of our counselor and social worker, work from our Cook Student Wellness Center to support schoolwide targeted social skills groups, one-on-one counseling services, and referrals to our concierge mental health services provider, Care Solace. PBIS behavioral data drives our targeted SEL instruction both schoolwide and in classrooms. Additionally, these SEL strategies are presented to parents at our monthly Parent Teacher Organization (PTO) meetings. Alongside the principal, our Aspire Team implements restorative practices to address conflicts while strengthening relationships and promoting accountability among students. These practices foster a culture of respect, acceptance, and belonging.

Expanded learning opportunities further contribute to our students' overall academic growth, social skills, and motivation. Teacher-led before/after school interventions are established based on academic need and teacher data. English Learners attend our Imagine Learning intervention before school four days a week to receive additional support in English Language Development (ELD). In addition, enrichment opportunities, including Robotics Team, Academic Pentathlon, Yearbook Club, arts enrichment, science enrichment, and sports enrichment programs, are also offered. These expanded learning opportunities help students develop their skills in academics, English, teamwork, leadership, and growth mindset.

Finally, at Cook we are a close-knit community that often feel like extended family. With high teacher and employee retention rates, our staff has built long-standing relationships with our community, some of them having taught multi-generations of families. This familiarity allows for proactive responsiveness to our

students' and families' needs. We encourage parent engagement through parent education, volunteer opportunities, and parent leadership positions in School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Leadership Academy (PLA), and PTO. While families face language barriers and financial constraints, they remain active participants in their children's education by supporting them at home, volunteering in the classroom, attending parent conferences, and volunteering their time and resources to support PTO. Our school liaisons, interpreters, and translated school communications also keep families well-informed. Our Family Resource Center, school social worker, nurse, and community partnerships work closely with families in need to provide educational, financial, legal, and medical resources, allowing them to better engage in their child's education. This creates a stronger sense of community and belonging for our families who often donate and visit us long after their child has left us.

Our multi-tiered system of supports in academics, socio-emotional well-being, and behavior works collectively with our growth mindset and strong parent and community partnerships to create a welcoming, inclusive school community that allows our diverse student population to thrive and achieve!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Cook utilizes McGraw-Hill Wonders English Language Arts (ELA), an evidence-based, comprehensive curriculum, providing students with effective instruction aligned with state standards. Teachers incorporate multiple engagement strategies and technology for optimal student achievement. Designated instructional times for foundational skills, reading comprehension, writing, vocabulary, grammar, speaking, listening, and English Language Development are supported in whole and small-group instruction.

Students engage in whole-group ELA instruction with a weekly overview of reading, an effective writing block, and accessing complex text. The inquiry-based curriculum begins with the week's essential question and is interwoven throughout multiple texts. Close reading is a crucial strategy for analyzing text, which guides students to delve deeper and apply higher-level thinking skills to access complex text. Students respond critically to specific passages with student-based discussions and quick writes. The technology component of Wonders is an integral aspect of research and inquiry. Wonders' interactive Inquiry Space allows students to explore self-selected topics related to current events, generate driving questions, investigate through research, and present their findings. The cross-curricular and inquiry-based learning engages students to gain in-depth knowledge of core subjects and integrate writing.

Teachers support students in small group reading instruction (SGRI). The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Wonders Diagnostic Assessment are utilized to group students for SGRI and to identify at-risk students. Teachers provide data-driven instruction with leveled readers to promote critical thinking skills and analysis of textual evidence at students' instructional reading levels. Remaining students are in heterogeneous triad groups reading collaboratively, annotating essential details, and engaging in discussions. Targeted intervention or enrichment is supported during What I Need (WIN), a district-wide initiative dedicated to meeting individual student needs. WIN is a designated time for teachers to progress monitor, and address students' diverse needs. Students have the autonomy to choose their own reading resources, buddy read, refine their writing or engage in Wonders ELA online activities.

The English Language Development (ELD) component in the Wonders curriculum is embedded in our designated thirty minutes of daily ELD instruction. Students gain English language support through oral language, listening comprehension, interactive writing, and grammar. Reading comprehension skills are developed by accessing complex text, vocabulary, and analyzing text with close reads. Interactive writing includes a co-plan, co-compose, and co-construct instruction.

Cook utilizes the Wonders writing and supplemental Heinemann and Write from the Beginning curriculum. A writing matrix outlines specific mini-lessons to guide teachers. Students generate content and organize their writing through mentor texts, graphic organizers, and thinking maps. Teachers ensure students' writing proficiency with specific genre writing rubrics. Students confer with teachers and peers to reflect on their writing. Writing is celebrated and showcased throughout the writing process.

Teachers have a variety of formative and summative assessments to provide differentiated instruction and scaffolds. These assessments include DIBELS, Wonders Diagnostic Phonological Awareness, ELA benchmarks, and writing performance tasks. Third through sixth-grade teachers prepare students for the California Assessment of Student Performance and Progress (CAASPP) by giving interim assessments. Data is continually collected and analyzed to organize groups for targeted interventions and enrichment.

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

Cook's mathematics instruction focuses on the common core standards content and Mathematical Practices. UC Irvine Math Project (IMP) conceptual lessons introduce math concepts through discussion and inquiry. These conceptual lessons encourage students to explore and discover different ways to solve problems,

verbalize their thinking process, and communicate their findings. Students develop their own understanding of mathematical ideas, connect this knowledge to other math topics, and study patterns to derive procedures through hands-on exploration. Math manipulatives help students comprehend math and further enhance their conceptual understanding. Additionally, the Savvas enVision MATH program used at Cook is a rigorous, comprehensive program aligned with state standards. The program provides differentiated instruction for diverse learners, including English learners, learners receiving specialized services, below-level learners, and advanced learners. Procedural lessons often follow a gradual release instructional model. Teachers emphasize metacognition by explicitly modeling their own thinking aloud and creating questions that prompt reflective thinking. Students practice new learning by gradually taking independent responsibility for the procedure. Throughout all conceptual and procedural lessons students collaborate to develop deeper understanding and increased mastery. Academic discourse and exploration are routinely encouraged to help students improve problem solving skills, share strategies, address potential misunderstandings, and identify multiple approaches. Class discussions also provide teachers with valuable formative feedback regarding student understanding.

Anecdotal observations are made throughout each lesson which guides instruction to individuals and/or groups. While students work independently to demonstrate mastery of new learning, teachers pull small groups of students for differentiated instruction. The Task-Question-Evidence (TQE) cyclical teaching process is utilized for small group math instruction. Groups of 6 or fewer students with similar mathematical needs/learning goals are identified. Tasks are designed to address these needs. This teaching model uses productive questions to engage students in Mathematical Practices and collect evidence of their understanding. Teachers select a problem and anticipate student responses. Questions are posed to move student thinking forward based on each student's approach to the task. Student responses provide evidence that leads to additional questions and/or a new plan of action. The data gathered is utilized to inform future instruction or a new adapted task.

Students also receive daily instructional minutes focused on developing mathematical fluency. Number talks help students learn to reason with numbers, deepen their understanding of concepts, and make mathematically convincing arguments. Teachers focus on developing students' mental math and problem-solving strategies. The online math website, IXL.com, provides additional fluency practice, intervention, and enrichment activities. It incorporates an initial assessment to place students at their individual instructional level, personalized recommendations, and teacher feedback for each individual student.

Data from informal and formal assessments are routinely used to guide instruction and promote individualized support or enrichment. Math assessments include anecdotal records, EnVision topic assessments, teacher-created assessments, trimester benchmark assessments, math performance tasks, interim assessments, and California Assessment of Student Performance and Progress tests. Teachers continually review data and future programs are designed to address the diverse needs of all learners.

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

Cook utilizes the progressive Twig science curriculum that encompasses an innovative, interactive, and hands-on approach while exploring natural phenomena. The curriculum aligns with the Next Generation Science Standards (NGSS) and engages students to think critically as real-world scientists/engineers. Modules include lab materials and hands-on resources to employ students with engineering practices through investigation and experimentation. Science, technology, engineering, and mathematics (STEM) are incorporated throughout the modules to foster inquiry-based learning, critical thinking skills, and collaboration.

A team of science education leaders from the University of California Los Angeles (UCLA) trained Cook teachers on inquiry-based engineering instructional practices to supplement the Twig curriculum. Teachers utilize the curriculum's Spark, Investigate, Report, Connect, and Reflect framework to guide students to gain an interwoven understanding of engineering and scientific practices. Laboratory resources, research articles, and mentor texts connect students to the textual-based analysis of concepts with hands-on investigations. The online component enhances and reinforces concepts with interactive activities, content-rich media, and inquiry-based videos. Collaboration and academic discourse are crucial components while

students work in a laboratory environment.

Science education extends beyond the classroom with field trips and assemblies engaging Cook students in our science curriculum. First graders explore and investigate the nature of seeds' dissemination and how plants grow. A reptile zoo visits the third-grade class to reinforce the life science curriculum. Sixth graders attend outdoor science school to learn about the world around them through field-based activities.

Formative and summative assessments are embedded throughout the curriculum. Formative assessments guide teachers to differentiate and scaffold science instruction to meet individual learner needs. The key language assessment allows teachers to monitor the English language proficiency of our English Language Learners. Summative assessments are formatted as a performance task, which includes constructed written responses and presentations demonstrating an evidence-based understanding of fundamental science concepts.

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

Cook students are tomorrow's leaders. This philosophy drives the inquiry-based social studies curriculum. Using McGraw Hill's Impact California program and supplemental activities, students develop critical thinking skills and learn what it means to be Responsible, Organized, Accepting, and Respectful (R.O.A.R.). The program offers a variety of options for students to think critically through reading, writing, hands-on activities, and technology. Students are taught to ask questions, perform research, analyze sources, and consider multiple perspectives. Collaboration is a crucial component of instruction as students build an understanding of their role in the community, nation, and world. Print and digital resources actively engage students in developing civic values and democratic principles through the engage, investigate, and report model. Digital resources allow teachers to differentiate assignments and personalize assessments. Throughout the program, students are given opportunities to learn about and apply good citizenship practices. These skills are then carried over to class community and historical projects, as well as student council elected leadership roles.

Cook students take part in a Career Day and field trips which broaden their understanding of local community members' contributions and state history. Career Day gives students the opportunity to explore their interests, skills, and goals while listening to community members present what they do for a living. Field trips to the Bowers Museum, Shipley Nature Center, Bolsa Wetlands, and San Juan Capistrano Mission provide students with hands-on opportunities to learn about our past and how it impacts our future. Student assessments include formative observations, rubric-based projects, and summative chapter assessments. Students are regularly asked to self-assess their understanding and reflect on their learning goals. This further engages students and promotes intrinsic motivation.

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

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

Cook's preschool students are designated as Transitional Kindergarten and are included when the application describes the kindergarten program.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual and performing arts are embedded throughout each grade level's weekly curriculum to reinforce concepts learned in all core subjects. Kindergarten through sixth-grade are provided weekly vocal instruction from a qualified, credentialed music teacher. Grades fourth through sixth are given the opportunity to participate in chorus and instrumental music. Fourth-grade students are introduced to string

instruments with opportunities to expand their musical talents in fifth and sixth grade with wind instruments. The after-school art enrichment program, Young Rembrandts, offers creative kindergarten through sixth-grade art lessons.

Cook artists are celebrated and acknowledged throughout our community at local art exhibit showcases. Intermediate and high school students choose kindergarten art pieces and reinterpret the artwork with their unique perspectives and imagination. Teacher-submitted artwork is chosen by the Visual and Performing Arts team and the district's Board of Supervisors to be celebrated at the district's First Impressions Art Show and Imagination Celebration at South Coast Plaza Mall. Selected student artwork is also displayed in the Courtyard Center gallery and at the Reimagine Art in the Park event in partnership with the City of Garden Grove. Cook students are honored with prestigious awards, including Best in Show, Superintendent's Award, and Mayor's Award.

2b. Physical education/health/nutrition

Physical education and health are integral parts of Cook students' learning experience. Weekly standards-based P.E. instruction focuses on the benefits of regular physical activity and teamwork. All scholars take part in a yearly Turkey Trot or Bubble Run fundraiser. The event brings students, families, and teachers together to celebrate healthy practices. Students participate in after-school basketball and handball enrichment programs. The One-on-One program with professional National Basketball Association players combines fundamental skills instruction with organized team competitions. Sixth-grade students compete in a yearly volleyball tournament with a neighboring elementary school. This friendly competition helps build community among sixth-graders who will be attending the same middle school. Fifth and sixth-grade students receive Family Life instruction which provides them with the knowledge needed to develop healthy attitudes about adolescent growth and development.

Students are educated and participate in drug prevention activities about dangers of drugs and making healthy choices during Red Ribbon Week. Tobacco Use Prevention Education (TUPE) is provided by our school resource officer and teachers to sixth-graders and their parents with activities that build knowledge to prevent smoking and vaping. Cook students are encouraged to practice an active, healthy lifestyle while remaining drug and alcohol-free.

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

2d. Technology/library/media

Teachers utilize one-to-one technology to improve student achievement, increase engagement, and foster social connections. Teacher Technology Coordinators attend monthly district-based training on new tech tools. Coordinators then disseminate information learned at staff meetings and grade level collaborations.

Technology is fully integrated into all areas of our curriculum. Digital citizenship is taught at schoolwide assemblies. Each textbook has a supplemental online platform which expands student learning and supplies teachers with assessment tools. IXL.com is utilized to provide students with personalized skill practice and enrichment. Gamification sites such as Nearpod, Quizizz, Kahoot!, Blooket, and Plickers provide teachers with engaging, formative assessment. Google Suite Apps allow students to share and edit each other's work, helping to hone collaboration skills. Students research topics, verify information found, and create slideshows, videos, or written presentations. Flipping the classroom empowers students to become the teachers while improving research and communication skills. Apps such as ParentSquare, SeeSaw, Flip, and Book Creator strengthen connections between teachers and families. Digital photos, audio recordings, and video presentations enable teachers to share what students are learning with parents. Teachers and the principal provide parents with needed information and coaching, so that they can reinforce at home what is learned at school.

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

Socio-emotional learning is an integral practice implemented daily in classrooms. Students are taught interpersonal skills through activities that emphasize building empathy, labeling feelings, identifying supports, and goal-setting. Cook staff work with our Aspire Team, consisting of a social worker and counselor, to support the SEL curriculum, Second Step. Classroom lessons are created based on our PBIS data that drives our targeted skills instruction in SEL. The Aspire Team provides professional development to teachers, classroom lessons, social skills groups, one-on-one counseling services, and referrals to our concierge mental health service provider, Care Solace. Strategies are also presented to parents at monthly PTO meetings. The principal, teachers, and social workers utilize restorative practices to address conflicts while strengthening relationships and promoting accountability. These practices create a culture of respect, acceptance, and belonging.

The SEL curriculum fosters long-term relationships between students, their families, and Cook staff. Students frequently visit teachers to receive academic and college advice after they have left for middle school. Former students routinely return in their caps and gowns near high school graduation to celebrate their successes with their elementary school teachers. The connections made with students and families often last a lifetime.

3. Academic Supports

3a. Students performing below grade level:

Cook is a school which thrives on challenge and views failure not as evidence of lack of intelligence, but as an opportunity for growth. This growth mindset encourages students performing below grade level to work hard and never give up. Through data analysis and teacher observations, students who struggle are quickly identified and provided needed support. Teachers collaborate weekly to develop differentiated instruction and targeted small reading and math group lessons. Foundational skills assessments inform subsequent instruction and assist in grouping decisions. The base language arts program, Wonders, includes an intervention program called WonderWorks. Teachers and education specialists utilize this program to provide supplementary lessons with scaffolded support that build on the classroom familiar readings.

The multi-tiered system of supports at Cook ensures that students who do not show improvement with small group Tier 2 reading and math interventions are given additional support. Extended-day Tier 3 interventions are provided before and after school. These teacher-led interventions are based on academic needs, such as foundational skills, vocabulary, reading comprehension, writing, math fluency, and English Language Development. Students continuing to struggle are brought to our Student Study Team (SST). The SST routinely meets to discuss student strengths, areas for growth, results of interventions, and future steps. Education specialist staff provide push-in or pull-out support and assistance with daily progress monitoring to students who continue to struggle.

Cook students are also provided with individualized home and school support through our Accelerated Reader Program and IXL.com. These adaptive language arts and math programs provide an initial student assessment that places scholars in a practice level based on individual needs. Personalized goals are established to engage and motivate learners. Both programs provide detailed reports for teachers to track mastery of skills and insight into students' progress.

3b. Students performing above grade level:

Cook ensures that high-performing and gifted students are continuously challenged. Teachers integrate Sandra Kaplan's "depth and complexity" icons in their daily instruction to give students a deeper level of learning in core subjects. These icons engage students to higher levels of thinking, from analyzing the rules of mathematical procedures to the roles of the United States' three branches of government. Students implement the thought processes represented by the icons in core subjects, extending to our various enrichment curricula.

Teachers integrate and extend higher-thinking strategies and learning in our various enrichment curricula. Mad Science is an hourly hands-on science STEM program for kindergarten to sixth-grade students. The

eight-week program aligns with our current science curriculum and is offered as a unit of study extension. The program focuses on a particular area of science, including electricity, magnetism, optics, space, and biology. The inquiry-based program extends students' knowledge of science through real-world applications.

Spearheaded by our sixth-grade teacher and on-site technology specialist, fifth and sixth-grade students participate in the Orange County Robotics Consortium VEX IQ Competition Slapshot. The student robotics team takes part in a variety of competitions, such as The Teamwork Challenge and Robot Skills Challenge. Included are the Driving Skills Matches, which are driver-controlled, and Programming Skills Matches, which are autonomous with little human interaction. The robotics curriculum engages students in their exploration of science and technology.

Our sixth-grade students participate in the yearly Orange County Department Education Academic Pentathlon. Students of all achievement levels participate in the four-event challenge through virtual and in-person events, including scrimmage, essay, objective, and a Super Quiz. A team of sixth-grade students prepare for the competition in the subject areas of fine arts, literature, math, science, and social science. These enrichment programs engage our high-performing students to strive for academic excellence continually.

3c. Students with disabilities:

Cook takes a comprehensive and collaborative approach to meeting the diverse and individual needs of students with disabilities. One key strategy is individualized education plans (IEPs) that are tailored to each student's unique needs and provides specific accommodations, modifications, and other supports to help students access the curriculum and meet learning goals.

Another important strategy is the implementation of push-in, differentiated instruction from our Education Specialist and special education (SPED) aides within the general education classroom. Our Education Specialist and SPED aides work in tandem with our general education teachers to support students with disabilities using methods such as visual aids, modeling, chunking, hands-on activities, frequent checks for understanding, and small group instruction, to help students better comprehend and engage with the material within the general education classroom. Using universal design for learning (UDL) principles including goal setting, engagement strategies, and varied methods of response, teachers create accessible lessons so our students with disabilities receive their differentiated instruction alongside their peers and build an inclusive classroom community.

Assessments are tailored to meet the needs of our students with disabilities. Appropriate accommodations and modifications including chunking, oral administration, alternative formats (braille or large print), extra time, and assistive technology (text-to-speech, calculators) are provided to help students truly demonstrate their content understanding.

To close the achievement gap, our Education Specialist uses McGraw-Hill's California (CA) WonderWorks program to provide additional support to our students with disabilities. Correlated to our ELA Wonders program, WonderWorks provides a second dose of ELA instruction at a level tailored to their needs that reinforces ELA lessons from each day. This is offered within the instructional day once students have received their core instruction. Cook also offers interventions and free online tutoring outside of the instructional day to students with disabilities on targeted skills to support their learning.

3d. English Language Learners:

Meeting the needs of English Language Learners (ELLs) is essential to providing an equitable education. Teachers provide designated English Language Development (ELD) to our ELL students 30 minutes daily using McGraw-Hill's California Wonders ELD program. During this time, ELL students receive targeted instruction that develops critical English language skills through structured opportunities to practice reading, writing, listening, and speaking in small group settings.

Teachers also provide integrated ELD daily through differentiated ELL strategies implemented across the curriculum. Using visual aids/realia, building background, graphic organizers, sentence frames, accountable talk, and small group instruction, ELL students develop English proficiency and increase their understanding of the academic content.

Assessments are used to evaluate the language skills of our ELL students and support their English language development. The English Language Proficiency Assessment for California (ELPAC), given annually, provides valuable student data used to determine ELD levels and identify areas of need. Our “English Learning Progress Monitoring Data Sheet” captures ELL student performance data including ELPAC scores that teachers regularly review, analyze, and collaborate on to determine the best scaffolds for each ELL students’ unique needs during staff meetings and professional development.

To address our achievement gap, Cook implements an ELD intervention program four days a week for 20 minutes before school using Imagine Learning—an online, adaptive program that provides personalized language and literacy instruction to our ELL students. Using high-interest texts, games, and videos, our ELL students are motivated and engaged in language learning. In addition, we encourage our families with EL students to enroll in our free after-school Boys and Girls Club program to provide them with additional opportunities to listen and speak English daily.

Our efforts with EL students allow us to meet their diverse needs and celebrate them during awards assemblies when they are redesignated as English Language proficient!

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Cook engages, motivates, and provides students with a positive school culture that supports academic and social-emotional growth. Our foundation for engaging students is instilling a growth mindset. Students approach challenges optimistically and become resilient citizens within our schoolwide community. Teachers model and encourage students to become lifelong learners.

Cook's multi-tiered systems of support assists and engages students holistically. As a schoolwide approach to providing a positive environment for all students, Cook has actively taken steps to become a Positive Behavioral Intervention Supports school. Integrated with PBIS are our school's core values that all students are Responsible, Organized, Accepting, and Respectful (R.O.A.R.). Students exhibiting these traits are honored with Lion Loot dollars that are entered into weekly grade-level raffles and can be used to purchase experiences, including lunch with the principal or extra time in our school Wellness Center. Spirit and trimester assemblies highlight students demonstrating a growth mindset, academic achievement, and exhibiting characteristics of R.O.A.R.

College and Career readiness is exemplified through our Advancement Via Individual Determination (AVID) school focus. Teachers receive AVID training annually to implement strategies, instill critical thinking skills, and support student access to complex concepts. The research-based writing, inquiry, collaboration, organization, and reading (WICOR) model increases student engagement through classroom ownership, accountability, and rigor. Creating a learning environment of academic discourse, interactive learning structures, and inquiry allows students to engage in learning. Accountable talk gives students the skills to participate in meaningful conversations and moves scholarly discourse to higher levels of thinking. Interactive learning structures, such as Numbered Heads Together, allow students to process information and develop their thinking to Lines of Communication, encouraging students to respond by lowering their affective filter. Inquiry is supported by Costa's Levels of questions in student-led, teacher-facilitated AVID strategies, such as philosophical chairs and Socratic seminars. Cook provides students with opportunities to explore various careers with our College and Career Week.

Student engagement extends throughout our schoolwide community, with every staff member actively developing students' sense of belonging. The principal, teachers, and support staff ensure each student is seen and recognized individually for their talents and needs. Students' cultural backgrounds are acknowledged and validated through meaningful lessons. They are empowered to be intellectual risk-takers. All Cook students feel a sense of belonging which increases motivation to learn and academic success.

2. Engaging Families and Community:

We strongly believe that effective communication and collaboration with families and community groups are key. To foster strong relationships, we establish a welcoming environment that values parents and community members. We invite them to monthly schoolwide assemblies and Pastries with the Principal & PTO meetings to celebrate student achievements and collaborate with school leaders on student learning and school improvement. We encourage family members to volunteer in the classroom and participate in schoolwide events including awards assemblies, cultural celebrations, and PTO fundraisers and events.

Cook is also committed to involving and educating parents on how to support student achievement. We hold Back to School Night, parent-teacher conferences, and Open House to allow parents to communicate regularly with teachers about student progress and how to provide support. Our community liaisons interpret at events and translate school communication including weekly Parent Newsletters to ensure families stay up-to-date in their home language. Pastries with the Principal & PTO meetings include workshops on navigating the educational system and becoming effective advocates for their children. These meetings include hands-on instruction on logging into their child's online account to access curriculum, assignments, and work, internet safety, cyberbullying, and college and career readiness.

Another successful strategy is parent and community involvement in decision-making processes. Parent leaders serve in various leadership positions, including the PTO Executive Board, ELAC, Parent Leadership Academy (PLA), and SSC, to provide input. Additionally, parents provide feedback on school policies and initiatives through our annual district survey and schoolwide surveys sent out in our families' home languages to help drive instruction and set schoolwide goals on topics including EL support, PBIS, PTO events, student mental health needs, and budgetary spending.

Cultivating community partnerships has also been effective. Our Family Resource Center offers a wide range of community contacts to assist families with food security, shelter, legal issues, and more from organizations like Operation School Bell. By supporting our parents with outside stresses, we create space for them to better engage in their child's education.

Cook partners with local universities providing exemplary master teachers that support student teachers as they prepare for the teaching profession. We have also formed a strong partnership with the Garden Grove Police Department, which provides us with a School Resource Officer and therapy dog to support school safety and mental health needs. Our partnership with the ADL supports our school's growth in diversity and inclusion as a No Place for Hate School.

3. Creating Professional Culture:

Our district offers a variety of professional development (PD) opportunities. On-site and district-wide PD trainings are aligned with state standards and district goals. A multitude of mandated and optional trainings are initiated through informal and formal staff surveys. Teacher input assists in creating the beginning of the school year Super Week PDs, as well as future after-school training. Cook teachers are provided with opportunities to attend various leadership and enrichment training to enhance their instructional practices. These PDs range from analyzing units of study to further developing best teaching practices within our base programs, visual arts, socio-emotional learning, and innovative technology. Grade-level chair leaders attend district-wide PD meetings and communicate information with colleagues during weekly Wednesday collaborations and grade-level leadership meetings.

The principal and Teacher on Special Assignment (TOSA) work in tandem to provide site-based PD. Our school TOSA presents schoolwide training focused on our school data including ELL progress, effective writing practices, interactive math instructional strategies, and the implementation of Advancement Via Individual Determination (AVID) strategies. Teachers transitioning from teaching different grade levels are also supported by our TOSA through demonstration lessons and collaborative planning. Principal collaboration further drives the school's mission and vision. Schoolwide, cross-grade level collaborations with the principal and teachers build meaningful collegial discussions where all individuals feel valued and part of a respected professional community. The PD offerings allow teachers to enrich their instructional practices and positively impact the professional culture at Cook.

In addition to our designated school leadership team, every teacher is recognized as a leader. Teachers impart their skills and knowledge to colleagues at schoolwide staff and leadership meetings. Through teacher-led training and presentations during faculty meetings, teachers learn to implement new programs and strategies to uplift their instruction across the curriculum.

The socio-emotional needs of teachers are equally as crucial to instructional practices. Our district has spearheaded Seity, a whole health application focused on personal well-being, that all Cook teachers can easily access on their phone to support mental wellness. One of our teachers serves as our Seity ambassador and attends monthly wellness and mental health training to promote the significance of acknowledging and applying individual core values to address teachers' social-emotional growth holistically.

Additionally, our Faculty Advisory Committee ensures the principal and staff work together to solve and professionally address schoolwide concerns. This team approach at Cook has created a professional culture where teachers know they are valued and respected.

4. School Leadership:

Leadership plays a vital role in ensuring academic growth. The principal, teacher leaders, parent leaders, and student leaders work together to create a collaborative environment where everyone feels valued, respected, and validated. This shared sense of leadership creates a responsive school focused on student success.

The principal's leadership role goes beyond administrative duties and management. She is actively involved in instructional leadership and collaborates with all stakeholders to foster a culture of partnership. She works closely with teacher leaders to improve teaching and learning through classroom visits, data analysis, regular collaboration, and targeted professional development. Additionally, she works with parent and student leaders to ensure all voices are heard so all students achieve.

Our School Leadership Team, composed of the school principal and one grade-level chair from each grade, sets clear goals and expectations for student achievement. The team assesses student progress using data and provides input on professional development opportunities for teachers including AVID strategies to support scholarly habits and EL strategies to close EL achievement gap. Furthermore, Cook's culture of teamwork allows all teachers to take on leadership roles in support of student success, such as leading our Pentathlon team, Robotics team, Student Council, Yearbook Club, Student Study Team, and school committees. Shared leadership creates a safe environment where teachers are comfortable collaboratively problem-solving and sharing successful strategies.

Parents are leaders involved in the decision-making process through ELAC, SSC, PBIS Team, and PTO. Parent feedback and survey data provides valuable input about school policies and initiatives, enabling Cook to be responsive to student needs on topics including parent engagement, student enrollment, and EL support. PTO collaborates with the principal to ensure that school events and field trips align with standards and provide students with invaluable experiential learning opportunities including trips to The Discovery Cube, San Juan Capistrano Mission, and Pali Institute Outdoor Education Center.

Student leaders, elected by their classmates, positively impact Cook by presenting and modeling what it means to R.O.A.R. at Cook during monthly schoolwide assemblies. Working collaboratively with school leadership, Student Council shares ideas on how to improve Cook including feedback on PBIS incentives and suggestions on assemblies and field trips. This builds confidence, responsibility, and communication skills for our students.

Our culture of shared leadership created by the principal, teacher leaders, parent leaders, and student leaders at Cook allows for a safe, professional, and solution-oriented school environment focused on student success.

5. Culturally Responsive Teaching and Learning:

Cook is a small, culturally diverse school with a big heart. Staff members ensure that all students know they are valued and respected. We prioritize support to our large population of English language learners. Teachers utilize resources in all subject areas to assist students with scaffolding of concepts and vocabulary. Students are provided access to online English lessons before school or at home through the school purchased program Imagine Learning. The school's Hispanic and Vietnamese liaisons translate at school events and conferences. They help to create an inviting school climate where language learners know they are supported and welcome the moment they step into the front office.

Cook was designated a "No Place for Hate School" by the Anti-Defamation League. The program encourages teachers and students to challenge bias, discrimination, and hate, and to foster an equitable, inclusive environment. Cook's diverse cultures are celebrated throughout the school year. Students sing songs and perform dances in traditional Mexican clothing for National Hispanic Heritage Month. The Vietnamese Club performs lion/fan dances to celebrate the Lunar New Year while first graders sing songs written by Vietnamese staff members. Baba the Storyteller sings and tells ancient West African stories known as Jaliyaa during Black History Month. Families perform traditional hula dances for our Pacific Islander celebration. Students enjoy learning about their peers' cultures through songs, dances, storytelling, clothing, and traditions. Teachers encourage students to be proud of their heritage and celebrate their diversity along with their oneness.

School staff, students, and parents often refer to Cook as their second family. Everyone is eager to provide support, especially during difficult times. When our school transitioned to online learning due to COVID, staff members worked diligently to find our “lost Lions” who were not immediately online. The principal, teachers, and even custodian visited homes to ensure families had appropriate technology and the needed hotspots for Wi-Fi connection. These interventions ensured high online enrollment and less instructional loss. Families always know they are valued members of the Cook Pride.

Cook has created a strongly aligned collaborative partnership with the Boys and Girls Club of Garden Grove which hosts over 100 students on-site after school for families in need of after-school care. BGC enhances student academics, supports homework completion, improves language acquisition, and provides enrichment opportunities. This close partnership serves the students in need of additional support: academic, social-emotionally, or due to difficult family circumstances.

PART VI - STRATEGY FOR EXCELLENCE

The most instrumental strategy for success is our implementation of a multi-tiered system of supports. This system ensures that every child's academic, social-emotional, and behavioral needs are addressed. Combined with a strong growth mindset and strong community involvement ingrained within our school, Cook has established an educational setting in which every child is seen, supported, and valued. Students face challenges with grit and perseverance. The sudden shift to online learning during the pandemic amplified the importance of this system. Cook teachers, staff, students, and families worked diligently to adapt to online teaching and maintain mental wellness. A myriad of strategies and resources were implemented to ensure student achievement. As we move beyond the pandemic, Cook continues to be a resilient community of learners where students excel because individualized support, strategies, and resources are provided to ensure student success academically, socio-emotionally, and behaviorally.

Academically, our scholars come from varied backgrounds with their own unique learning styles, areas of interest, language acquisition, and ability levels. Teachers provide differentiated levels of academic support as they develop lessons to assist learners. Daily small reading and math groups help teachers focus on the individual needs of students. Classrooms offer students a nurturing learning space purposefully designed to provide the necessary stimuli to develop language levels. Targeted English language skills are taught daily. Students in need of extra academic support receive specialized small group instruction. Our Student Study Team generates effective interventions for children experiencing learning or behavior challenges. General education program modifications, resources, and progress monitoring are implemented. Targeted before or after-school intervention, as well as pull-in/out support from educational specialists is provided if a child continues to struggle. This system ensures that every individual academic need is met.

Children learn most effectively when their socio-emotional and behavioral needs are met. Teachers and school staff work hard to develop and nurture the whole child. All students take part in SEL lessons and PBIS. SEL Lessons help students increase self-awareness, manage stress, and improve relationships. PBIS increases academic gain and socio-emotional competence, while reducing problem behaviors. Cook provides site-based mental health services through Aspire. Students look forward to visiting our Student Wellness Room during recesses and extra support services. Students needing targeted mental health support receive small social group counseling or one-on-one sessions with our Aspire team.

Teachers pay close attention to individual students' progress and continually adjust teaching approaches to meet needs. Each student is appreciated, understood, and valued. Our multi-tiered system of supports in an encouraging learning environment ensures that no student falls through the cracks and their whole well-being is nurtured.