

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

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

School Mailing Address 16949 Wedgeworth Drive
(If address is P.O. Box, also include street address.)

City Hacienda Heights State CA Zip Code+4 (9 digits total) 91745-3124

County Los Angeles County

Telephone (626) 933-8100 Fax (626) 855-3790

Web site/URL <https://wedgeworth.hlpusd.k12.ca.us> E-mail pcho@hlpusd.k12.ca.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Alfonso Jimenez E-mail ajimenez@hlpusd.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hacienda La Puente Unified Tel. (626) 933-3801

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Christine Salazar
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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):
- 22 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 5 High schools
 - 1 K-12 schools
- 32 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	0
K	96
1	114
2	112
3	110
4	98
5	90
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	620

*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
 - 73.5 % Asian
 - 0.2 % Black or African American
 - 15 % Hispanic or Latino
 - 1.6 % Native Hawaiian or Other Pacific Islander
 - 1.5 % White
 - 8.2 % 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: 6%

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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2021	619
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish, Chinese-Cantonese, Vietnamese, Korean, Filipino (Tagalog), Mandarin Chinese, Japanese, Khmer, Burmese, Farsi, Tahi, Turkish, Chaozhou, Taiwanese, and other Chinese

English Language Learners (ELL) in the school: 26 %
160 Total number ELL

7. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 344

8. Students receiving special education services with an IEP: 2 %
Total number of students served 14

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>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</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>0</u> Emotional Disturbance	<u>3</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: 0 %
Total number of students served: 1

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

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.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 24:1

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	95%	99%	98%	98%	98%
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. 2017

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

Wedgeworth Elementary School offers excellence through high expectations for academic achievement, character building, active parent and community involvement, and the maintenance of a caring learning environment. At Wedgeworth, students become innovative thinkers, problem solvers, and lifelong learners who make effective decisions and contribute to society by becoming an essential part of a global community.

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

<https://wes-hlpusd-ca.schoolloop.com/file/1500178974121/1380986817987/672320985552849360.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

Wedgeworth Elementary School is proud to be a National Blue Ribbon. The school has earned the following recognitions: Title I Academic Achievement, California Distinguished, California Gold Ribbon, and California Business for Education Excellence. It is located in Hacienda Heights, a large urban community within Los Angeles County in California. In 2022, it was recognized as one of the Best Elementary Schools in the U.S. News & World Report. This award-winning school serves a diverse student body in grades Kindergarten through fifth by providing world class education with rich instructional programs that are integrated with technology, infused with character development, and innovative practices to support all students' needs.

For many years, Wedgeworth has been a high-achieving elementary school of choice for many families both within and beyond our local community. Through the years, our school has continued to evolve and become increasingly effective in providing the best teaching and learning experiences for our students and staff. Our instructional programs are heavily focused on academic and character development. Strong, rigorous academics are reinforced and enhanced through innovative school practices and programs such as New Pedagogies for Deep Learning (NPDL) strategies and practices, Dual Immersion Mandarin and Computer Science Immersion Programs, and schoolwide Social Emotional Learning (SEL) program, or PRIDE-Perseverance, Respect, Integrity, Determination/ Dedication, and Excellence.

In recent years, Wedgeworth has been implementing NPDL, which builds global competency skills through real-world problem solving. The key strategies of NPDL consist of four elements: pedagogical practices, learning partnerships, leveraging digital, and learning environment. Through NPDL, students learn to collaborate, communicate effectively, build citizenship, think critically, and be persistent. Teachers design learning units to support students in building experiences with various learning partners both within and outside their environment. In place of direct instruction focused on the curriculum as the dominant instructional model, teachers provide opportunities for students to connect to the real world, where they are able to address global challenges and learn to make choices that benefit the community around them. Students take ownership of their own learning, collaborate and share ideas, and communicate with the intent to understand, thus make learning relevant, purposeful, and meaningful. Through our Celebration of Learning (COL) exhibitions, students showcase their culminating projects and findings to the community. This project and problem-based learning (PBL) approach is integrated with various disciplines such as technology, literacy, math, and art. Wedgeworth students learn to work collaboratively and cooperatively, to understand and value different perspectives. Most of all, students communicate and become critical thinkers as they learn to navigate through their learning process.

Two signature programs our school offers are Dual Immersion (DI) Mandarin and Computer Science Immersion (CS) Programs. Approximately 75% of students are enrolled in the 50:50 DI program where they become biliterate and bicultural in both Mandarin and English. Students acquire both languages as well as culture and traditions, and learn to value diverse perspectives. Additionally, we are proud to offer a schoolwide Computer Science (CS) immersion program within which all students learn to code through a variety of programming languages, engineer and program robots, and design program software. As students embark on their Computer Science journey, they not only learn CS language, but also how to collaborate, understand the value of persistence and perseverance, and be creative and innovative. These two robust programs provide Wedgeworth students with the skills and knowledge needed to thrive in a global society.

Perseverance, Respect, Integrity, Determination/ Dedication, and Excellence (PRIDE) are the habits of scholarship (HOS) that support character development and SEL. Our PRIDE program runs throughout the school year where students learn the schoolwide behavior expectations to implement and follow. The HOS are reinforced through daily morning announcements, weekly incentives and recognitions, and award assemblies. PRIDE tickets are distributed by staff members to students who exhibit any one of the HOS characteristics, and they are publically announced through the PA system. In addition, the school utilizes the SEL curriculum, and our counselor supports Tier II interventions through small groups or individualized sessions to provide targeted SEL instruction.

Wedgeworth Elementary School was honored with the National Blue Ribbon (NBR) Award in 2017. This recognition has not only increased a greater sense of pride within our students and staff, it has permeated throughout the entire community and beyond. To start, our school hosted several large public celebrations announcing this prestigious award to families and the community. Our banners were proudly displayed all around the campus along with having school spirit wear clothing embroidered with the NBR logo. This recognition had a direct impact on our student enrollment. From 2017, student enrollment of 419 steadily grew to our now enrollment of 620 students! Wedgeworth has been featured in many newspapers highlighting our signature programs and exceptional academic achievement. Wedgeworth continued to soar and received the CA Distinguished School award in 2021 and was recognized as one of the U.S. News Best Elementary Schools the following year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Wedgeworth promotes a well-balanced, holistic literacy approach that embeds effective research-based practices to provide high quality education to all students. Utilizing McGraw Hill Wonders, which is aligned with the California English Language Arts (ELA)/ English Language Development (ELD) Framework, lessons are designed around the five key themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. ELD lessons are aligned with the curriculum to allow access to rigorous text with support. Connect Ed is an online resource from Wonders that provides teachers and students with access to digital resources, lessons, and assessments that focus on reading comprehension strategy and skill, vocabulary, grammar, mechanics, phonics, and literary devices. Teachers use this program to reteach lessons, conduct spiral reviews, and administer formative assessments to plan and guide instruction. The lessons and assessments can be assigned based on individual needs. In addition, the district has provided Lexia Core 5, an online literacy program, to all elementary schools to provide structured and systematic literacy programs to enhance phonics, reading fluency, and comprehension. It is combined with teacher-led instruction with interactive activities to support students' personalized learning needs. Students take the placement test at the start of the school year and are placed on a specific level. From there, students are provided with various activities and lessons and as they master the skills/ concepts, they are able to level up. The scope and sequence of levels and lessons provide valuable information to teachers when planning and guiding literacy instruction.

Teachers provide and utilize various types of teaching pedagogies and practices when teaching literacy. These range from whole language instruction, guided practice, modeling, and differentiated scaffolds such as checking for understanding, activating prior knowledge, to providing language frames to support student learning. Purposeful strategic lessons on reading fluency and comprehension, writing, foundational skills, speaking and listening, and language are modeled and practiced in the classrooms. Depth of Knowledge (DOK) levels are carefully integrated to deepen understanding and provide collaborative opportunities for students to engage in high levels of verbal and written discourse with peers using Kagan's collaborative learning structures. Teachers utilize Fetzner reading and writing strategies (notes, chants, and organizers) to craft narrative and informational texts and performance tasks for students to properly and effectively implement in their writing application. Through these strategies, students conduct genre studies and learn to synthesize ideas from multiple sources, develop a holistic understanding of the writing process, and cite textual evidence for literary analysis, argumentative and informative essays. To strengthen and enhance students' writing applications across various genres and disciplines, the staff piloted the online writing program called MyAccess which provides instruction and assessment to improve students' writing proficiencies and applications. It provides immediate scores and feedback as well as personalized support to strengthen writing in all domains (Focus and Meaning; Content and Development; Organization; Language Use and Voice; Mechanics and Conventions). From this data, teachers are able to plan explicit mini-instructional lessons tailored to the needs of their students. Teachers' use of both formative and summative assessments provide domain-specific feedback and data-driven lesson plans have been valuable for teachers and students in improving teaching and learning.

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

Wedgeworth provides innovative ways to deliver math instruction and provide meaningful and purposeful lessons and projects to engage students to apply their mathematical reasoning, understanding, and skills through projects, performance tasks, and presentations. Go Math from Houghton Mifflin Harcourt is the curriculum utilized to support math instruction. ThinkCentral is Go Math's online curriculum that provides teachers and students with access to digital resources including assessments and reporting. Students can interact with Smarter Balanced Assessment Consortium (SBAC) like adaptive assignments; and, teachers are provided with both automatic reporting and intervention systems. Additionally, Math on the Spot is a collection of animated videos of chapter lessons and concepts to allow students to learn through multimedia

interaction thus increase understanding and student engagement. These videos are introduced as an anticipatory set to launch a new chapter, teach a new concept, or use as a review of the lessons.

Teachers routinely use the strategies of the 5 E's (Engage, Explore, Explain, Elaborate, and Evaluate) and layers of facilitation to motivate students to solve real-world problems. The problems develop a deeper understanding of math concepts and have opportunities for academic discourse. Math is rooted in the eight Mathematical Practices to build students' conceptual understanding, foster communication skills, and provide opportunities for productive struggle and cognitive perseverance. These skills are addressed during the lessons and made explicit to students. Students learn to identify what practices they are using when solving problems or completing performance tasks. To support the eight practices, Wedgeworth has implemented a framework called PRICE: Problem, Relevant information, Illustration/ Model, Computation, and Explanation. Students are taught to use the PRICE structure to solve problems in an effort to help students to self-assess their understanding. Students' use of PRICE help structure their thinking and help solve complex, multi-step problems. The use of PRICE that allow students to identify relevant information, model and/or illustrate, attend to precision through focusing on the computations, and provide constructive responses as they explain their reasoning. Thus, assessing math contents is done in a variety of ways from PRICE, performance tasks, curriculum assessments, group projects, as well as a summative state math assessment.

Moreover, Wedgeworth provides technology-integrated mathematical learning experiences to strengthen understanding and student engagement. Aligned with GoMath, the C-STEM curriculum is integrated during math instruction to provide students the opportunity to learn concepts through practical applications with hands-on coding and robotics activities. Students learn to code in RoboBlockly, symbol-based blocks, and multi-languages to support students who are English Language Learners (ELLs). Through both personalized and collaborative group computing and robotics activities, students learn and reinforce algebraic thinking with arithmetic operations. In short, the hands-on computing and experiments with the integration of multimedia and digital resources help students make meaningful connections between abstract math concepts and their relevance to real-life applications, as well as help develop students' critical thinking and problem-solving skills. Additionally, DreamBox Learning, a supplemental adaptive math program provided by our district to all students in grades K-8 that provides rigorous and interactive lessons that adapt to individual students' needs, provides personalized instruction, lessons, and activities. DreamBox lessons are assigned as classwork and homework. It is implemented as one of the resources during the small group, targeted instruction.

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

Science instruction at Wedgeworth utilizes Twig Science that is aligned with Next Generation Science Standards and engages students with all three strands: the disciplinary specific core ideas, science and engineering practices, and the cross-cutting concepts across math and ELA. Teachers utilize the 5E model of instruction as identified in the math section to provide hands-on simulations through the curriculum's module kits; engage students to claim evidence and reason; and, provide opportunities for academic discourse. Teachers use creative ways to assess students' content understanding. It is performance-based assessments through labs, presentations, and projects. In upper grades, student-choice assessments enable students to take ownership of their learning. They select how they want to be assessed and demonstrate their understanding through projects and presentations. These types of performance-based assessments provide more meaningful ways to assess student learning and engage student conversation while allowing students to take ownership of their learning. Scholastic's Science Spin magazine offers online components that support students' understanding of science foundational skills. Students are also continuously engaged in lessons that focus on hands-on experiments, the scientific method, and the incorporation of technology and independent research. Enrichment courses, such as Science Olympiad, STEM, and Science Club classes, are offered to students to support foundational learning. Student engagement and activities of high interest are integrated with standards-based technology integration. The activities include writing and speaking about new concepts which enable students to demonstrate mastery. This is evident through summative California Science Test data resulting in over 75% of students meeting and exceeding state standards, significantly closing the achievement gap among all student subgroups. Additionally, for the past several years,

Wedgeworth has earned the gold medal at the Los Angeles County Science Olympiad competition where students explore different science concepts and compete through both intellectual and building challenges.

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

History Social Science (HSS) is taught using Impact from McGraw Hill's curriculum which has a strong ELA integration with Wonders program. Its digital tools provide teachers the ability to assign tasks and online assessments. The tools also include the Inquiry Journal and Research Companion where students are able to learn and research various topics. NPDL's four pedagogical practices are embedded in both teaching and learning where students work in collaboration, leveraging digital resources. Students extend their learning environment beyond their classrooms through virtual field trips to local communities. Students also achieve the HSS standards through music instruction and performances. For example, for their Fall concert, the 4th and 5th graders presented the musical "America the Beautiful," which included a play about major historical figures and songs and poems, all aligned to the content standards. Students auditioned to perform for various historical figures and practiced their roles and speeches. Through this process, students gained a deeper understanding of our founding fathers as well as the beliefs and hopes behind famous speeches, such as "We the People" and "Declaration of Independence." Teachers promote questioning at all DOK levels and require students to cite text evidence for all responses. Wedgeworth believes it is important to model and promote civic learning and engagement of our students by involving them in their community in many ways. For Student Leadership, all students took part in the voting process this school year. Students campaigned for their elections and provided pre-recorded speeches for students to view prior to the election day. Through this election campaign, students learn about democracy of voting, and the process of election to voting rights. In summary, Wedgeworth's methods of experiential learning provide students the opportunity to deepen their content understanding while learning to become relevant and meaningful in their daily lives.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Wedgeworth provides well integrated learning experiences in arts, physical education, world language, technology, and computer science to its students. The visual and performing arts contribute to the development of the whole child and serve as an integral part of their education. To start, band and Conga Kids are offered to 5th graders where they learn to play wind instruments and learn dances such as Merengue and Salsa. Students perform at various events to showcase their learning. Through movement and interaction with music, students practice respect, teamwork, and understand social identities. Students also present annual musical concerts performed by grade levels that consist of recitation of poetry, songs, short play, and dances. Being a dual immersion Mandarin school, DI students present a spectacular multicultural performance during the Lunar New Year where the community comes together to help celebrate. Afterschool Choir Club has provided students opportunities to learn the nuances of stage performance and instill camaraderie and teamwork thru vocal blending and choreography. In addition to performing arts, students take art lessons to express creativity and critical thinking. Students learn about various artists, art styles, and produce works, such as animations, paintings, and graphic designs utilizing technology. This year, students painted one of their favorite paintings onto the canvas and will showcase their work at the District's NDPL and Art Showcase.

2b. Physical education/health/nutrition

Physical fitness, health, and nutrition education are important at our school. Daily Physical Education (PE) provides lessons and skills on various sports, activities, and health lessons to students to promote a lifelong healthy lifestyle. During inclement weather, classes use an online program, Adventure to Fitness and GoNoodle, to engage students in short physical activities through imagination and movement. In recent years, we implemented a schoolwide healthy eating campaign, encouraging students to eat healthy snacks during recess and lunch, removing sugary snacks from classroom celebrations, and empowering families to promote a healthy lifestyle at home. In addition to daily PE lessons, students in 5th grade participate in Conga Kids, aligned with California PE standards, providing dance lessons integrated with SEL components. Through movement and interaction with music, students learn to reduce tension and promote focus in the classroom. Students are introduced to social dance forms of the African Diaspora and learn to celebrate the cultural, historical, and musical origins of dance. At the same time, students create a shared understanding of global perspectives while promoting empathy and pride in culture within our diverse school communities. Through Conga Kids, our students learned to explore various dance styles including Merengue, Samba, Ramba, Salsa, Cumbia, Danzon, and Hip Hop.

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

Wedgeworth provides a world class education through a robust DI Mandarin program aligned to content standards with purposeful and meaningful real-world activities to its students for over ten years. Our program promotes a bilingual, multicultural learning environment by delivering 50% of instruction in English and 50% in Mandarin. DI teachers ensure that all students have peer models with whom to practice academic and conversational language; thus, building native-like proficiency in both languages. Students benefit not only academically, but also cognitively challenged in their language and literacy development. Teachers build strong Professional Learning Communities (PLCs) within and across grade levels and collaborate and share best practices to align practices and strategies with English and Mandarin programs. Collectively, teachers plan and develop a cultural curriculum that is an interdisciplinary, thematic approach integrating all subject areas. Student projects and presentations are conducted in both languages as they showcase at the COL and NPDL events. During the Lunar New Year, DI students provide a Lunar Spectacular event where they sing Chinese songs, cultural dances, short plays, and showcase Chinese traditional arts and calligraphy writings. Having a thematic, interdisciplinary Mandarin curriculum, it has supported student attendance, engagement, motivation, and excellence in academics. Through Wedgeworth's World Language program, our students are equipped with the skills necessary to become bilingual, biliterate, and bicultural citizens. In addition, we earned a CA Golden Bell for our DI program.

2d. Technology/library/media

Wedgeworth's curriculum and instructional practices rely heavily on technology and various online resources. The school provides high technology equipment, such as SMART TVs in the classrooms, to assist with facilitation and collaboration in an effort to provide interactive, engaging instruction. Canvas is our Learning Management System for teachers and students. It provides teachers the ability to post assignments and announcements, as well as provides a platform for students to post and upload videos, presentations, etc. Teachers and students utilize various interactive technology tools to learn, collaborate, and communicate. For example, during lessons, teachers use Pear Deck to engage students by allowing them multiple ways to respond using various functions such as drawing, polling, and visiting websites. Teachers use it to check for understanding, offer immediate feedback, and share student responses with each other. Another way teachers implement technology is with game-based learning. Gamification has become a powerful tool in classrooms where teachers use digital games to enhance learning experiences, increase student engagement, and make learning more fun for students. The games require students to actively participate in the learning process, which helps them retain information, develop critical thinking skills, and build resilience. Teachers use platforms such as Kahoot!, GimKit, Quizlet, and more. These programs also provide immediate feedback to students, help teachers to identify areas of need to reteach, and serve as another format of assessments. The use of web-based instructional resources supports teachers and students to provide meaningful collaboration, active engagement, and participation.

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

The school-wide CS immersion program integrates block-based coding and engineering, giving students a well-rounded understanding of technology applications. Through weekly coding sessions with a coach, students learn to develop interactive math games where they are encouraged to play each other's game, storyboard where they develop narrative stories, and learn to code the characters to be animated. Using Scratch, students develop various games, presentations, quizzes, etc. For grades 2-5, students move on to robotics where they use Scratch to code and program. Using WeDo 2.0 and EV3, students create robots and code them to navigate the path that they developed. Through CS, students develop logic and reasoning skills while learning the fundamentals of technology literacy and enhancing NPDL's global competencies such as critical thinking/problem solving, collaboration/communication, and innovation/creativity. Wedgeworth students participated in the Cal Poly Pomona Ignite Computer Science Competition. They were awarded "Project of the Year" as well as 1st and 3rd places in Programming and Robotics. Our program is tightly woven within the diverse disciplines through visual performing arts, multimedia presentations, literacy across content areas, as well as an interdisciplinary approach to curriculum design and assessment through PBL that is presented at various public events.

3. Academic Supports

3a. Students performing below grade level:

Wedgeworth employs a tiered instructional approach to address the needs of all students. In Tier I, teachers frequently check for student understanding, present multiple representations of new concepts, utilize power teaching strategies to ensure student engagement, and administer a universal screener each trimester. Data derived from local and state assessments are used to identify students' performance levels. Based on the 2022 California Assessment of Student Performance and Progress (CAASPP), only 7% of the students did not meet the state standards in ELA and 3% in math. Students who are performing below grade are provided with targeted intervention and small group instruction during the day as well as offered tutoring programs after school. During small group instruction, teachers focus on phonics instruction and guided reading. In grades 3-5 Universal Access (UA) blocks, students are provided with intervention classes focused on teaching reading or math strategies and concept development. These classes function in a game format and interactive learning to teach specific skills and strategies. Additionally, classrooms are equipped with various board games and materials to teach specific reading strategies to enhance and strengthen students' reading fluency and comprehension. Teachers use multimedia and visuals and implement interactive learning to ensure students have a better grasp of the standards and apply them in their learning. Kagan structures are utilized throughout the lesson to provide students the opportunities to process and share information. Students are assessed frequently to monitor their progress so that teachers can adjust their lessons accordingly. Afterschool tutoring is offered to students on reading and math skills. For example, teachers use the reading program to focus specifically on phonics instruction, which is explicit, systematic, and targeted to teach phonics utilizing strategies such as chanting, choral response, sing-alongs, and game format type of learning. With implementation of various strategies, modification of assignments, and promotion of positive encouragement throughout the day, students feel successful and believe in themselves and their abilities.

3b. Students performing above grade level:

With the Every Student Succeeds Act, Wedgeworth focuses on providing instruction tailored to the needs of all students. Based on CAASPP (California Assessment of Student Performance and Progress) data, about 83% of students scored met/ exceeded in ELA[and, 84% of students met/exceeded standards in mathematics. Thus, teachers provide trimester action plans and goals for students performing above grade level to engage, motivate, and challenge learning. Higher performing students receive specialized instruction during the day and are challenged to combine the DOK at a more complex level. They are actively challenged with theme-based group projects and technology-enhanced performance tasks. They work collaboratively by sharing their ideas and are encouraged to move beyond what is being taught in class. Additionally, in lieu of on-level curriculum practice books, these students are assigned "beyond" level enrichment practice books for both ELA and math. Furthermore, peer tutoring within the classroom from student to student allows students who are above level to master content standards, and students who are needing support to achieve the standard, as they enjoy working with each other. During UA, students

are able to select various enrichment classes to engage and challenge their minds. Teachers are able to assign different assignments and projects through Canvas and other web-based programs. For example, in MyAccess, students are challenged with different rubrics and performance scales. Instead of utilizing a 4-point scale, they are extended to a 6-point scale to provide more detailed, specific input to strengthen their writing. Instructions are focused on craft and design and content development. Additionally, they have learning partnerships with different grades where they support and work together to have culminating projects for NPDL and COL showcases. Moreover, various enrichment classes are offered after school to provide students with opportunities beyond academics such as art, choir, and robotics.

3c. Students with disabilities:

Approximately 2% of students participate in our Special Education program. They receive pull-out specialized instruction with a Resource Specialist Teacher (RSP) based on the needs stated in their Individualized Education Programs (IEPs). The RSP teacher develops goals, lessons, and evaluates the effectiveness of planned lessons through regular progress monitoring. Services are provided based on their IEP goals and work with other students on similar skills in a small group setting. Classroom and RSP teachers work collaboratively to ensure IEP accommodations are aligned in classroom settings and communicate regularly to ensure students are meeting IEP goals and grade-level standards. Classroom teachers provide high-quality, effective general education instruction that is focused on student outcomes. They provide lessons and activities that are comprehensible to meet the needs of all learners through differentiating tasks and utilizing various instructional strategies. Special Education teachers provide General Education educators “At-A-Glance” summaries of classroom accommodations and modifications for students with disabilities. Accommodations may include student use of adaptive materials, content presentation using modified formats, time adjustments, visual organizers, preferential seating, extended time to complete tasks and/or assessments, use of manipulatives, and other supports. These strategies and practices are implemented and monitored for fidelity through administrative observation. Students’ response to support is reviewed, at minimum, at parent conferences held in the fall and spring as well as at the Annual IEP meetings. In the case adequate progress is not demonstrated, the team revises the support plan with clear benchmarks of student progress. Transitional IEP meetings are held for students matriculating to kindergarten, and from fifth grade to middle school to ensure continuity of services and accommodations. During such meetings, IEP teams determine the extent to which goals are achieved and make the appropriate and measurable adjustments to ensure students’ continued progress and success the following year.

3d. English Language Learners:

English Language Learners (ELLs) are a student group that teachers routinely track and monitor. Based on the CA Dashboard, ELLs progressed at very high levels in both ELA and math, performing above state standards. The 2022 summative English Language Proficiency Assessments for California (ELAPC) displays 53% of students progressed at least one level. Daily designated English Language Development (ELD) blocks are scheduled for 30-minutes where students learn to develop proficiencies in four domains: Reading, Writing, Listening, and Speaking. These domains are directly aligned with ELA/ELA Wonder’s curriculum as well as ELPAC assessment. The Specially Designed Academic Instruction in English (SDAIE), Guided Language Acquisition Design (GLAD), Total Physical Response, and pictorial vocabulary development strategies are implemented during the designated ELD blocks. Teachers use reader’s theatre, skits, and plays to focus on speaking and listening skills while strengthening students’ fluency and comprehension in more engaging ways. Additionally, to support ELLs, integrated ELD strategies are implemented in all subject areas throughout the day by determining key concepts and objectives, making the lessons more visual through illustrations. Teachers modify vocabulary, link new information to prior knowledge, provide think time, have collaborative conversations prior to writing, make connections to real-life examples, and use concrete examples. ELD progress is monitored via the district’s online EL program management platform, called ELlevation, which contains all the information needed to identify, monitor, analyze, and support the needs of each English learner. ELD students take benchmark assessments in the fall and spring, and with these data, teachers create comprehensive action plans to support all levels of ELLs. Learning is hands-on through active participation. Strategies like SDAIE, GLAD, Fetzer organizers and chants, Kagan collaborative structures, providing language/ sentence frames, and adaptive online

learning programs support our ELLs to meet not only the language proficiencies but also the grade level content standards.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Wedgeworth provides various motivational and engaging programs to support students in their learning environment. They support students' academic, social, and emotional growth as well as college and career readiness. Students achieve their highest potential when their SEL needs are met. Wedgeworth implements "Second Step" for the SEL curriculum as Tier I support to all students. The school counselor provides pull-out services for Tier II students to provide more in-depth lessons and activities to support students. Additionally, she provides training to parents and staff as well as counseling services to students in need.

Wedgeworth's PRIDE matrix is the habits of scholarship (HOS) that lay the behavioral foundation for students. They are taught in both English and Mandarin and are reinforced through incentives and recognitions, which result in the development of prosocial student behavior and positive outcomes. Students who model PRIDE behavior are rewarded with tickets by staff members and are recognized on Fridays. Each month is dedicated to teaching one of the behavior expectations from PRIDE. This matrix is displayed throughout the campus, and explicitly taught, reviewed, and reiterated throughout the school year. This year, weekly self-affirmation activities were added to strengthen student belief in self-identity and confidence. Every morning, students write self-affirmation messages on post-its and share them on classroom Affirmation walls as well as on the office Affirmation bulletin boards. Schoolwide implementation of PBIS, ongoing positive recognition, and support from the SEL counselor contribute to a positive and supportive learning environment.

To motivate and engage students academically, students are recognized and awarded during the trimester and end-of-year assemblies. These achievements range from academic to character growth recognition. At Wedgeworth, experiential learning places significant importance on teachers purposefully engaging students with direct experiences and focusing on reflection to increase deeper knowledge and develop skills. They apply a variety of instructional strategies to increase student think time, student talk time, active engagement, and peer collaboration. Students learn by doing, and learning is crafted to make meaning and purpose. Through NPDL practices that are embedded in PBL units, students learn to collaborate and communicate with various learning partners, problem solve through understanding their environment, and leverage digital resources as they navigate through the learning processes. Wedgeworth's extensive integration of technology, including CS programs, not only engages students academically, but also equips students with the fundamental technology and computer science skills that make them competitive in the global marketplace where students learn to design, create, and communicate with universal computer language.

2. Engaging Families and Community:

Wedgeworth has a strong partnership with our families and community. Our parent groups and business community contribute tremendously to the success of our students. We host an array of parent workshops to strengthen the culture of collaboration between school and home. We focus on using evidence-based strategies to support academic and behavioral growth. Outside of school, parents are able to utilize the resources and strategies from the workshops to help maintain consistency between home and school. Along with parent support, Wedgeworth benefits from local business sponsors, and they are highlighted in monthly newsletters and the yearbook. They are also invited to school showcases to help celebrate student learning. Parents and communities are actively involved in providing input to enrich school programs. Parents receive learning opportunities through the monthly Café with the Principal and various Parent Advisory Council (PAC) meetings. Their contributions and partnerships extend to ongoing volunteerism in the classrooms, school events, and programs. We hold an annual volunteer appreciation event to recognize our volunteers and community partnerships. The entire student body sings "Volunteers, We Love You" developed by our student leadership. They wrote the lyrics and choreographed the movement and recorded it. This recorded video is pushed through Canvas and is accessible to all students. Classroom teachers use the video and practice for this special event. Some grade levels make banners, and some write and recite poems to honor our parent volunteers and community sponsors. Their participation and advocacy for

students and the school have shown tremendous results in moving the school forward.

Wedgeworth Parent Teacher Organization (PTO) goes above and beyond to plan and provide special events that create lifelong memories for our students. Through various fundraisers, the PTO purchased materials and prizes, trophies, and special assemblies. For example, during Lunar New Year, the PTO provided red envelopes with special treats for the entire student body. This year, the PTO partnered with local businesses and hosted a semi-formal “Special Someone Dance” sponsored at a local community center where families and students dressed up and enjoyed an elegant dinner while they mingled and danced. In addition to our PTO, we have active parent volunteers who support students inside and outside of the classrooms. Parents assist teachers by working in small groups to help students practice basic skills, assist in arts and crafts, as well as help with supervision during recess, and set up decorations for school events and performances.

3. Creating Professional Culture:

At Wedgeworth, teachers and staff feel valued and supported through various structures that are in place. As school has been steadily growing in student enrollment, more teachers have joined the work family. Grade level teams welcome and support new members as they learn to navigate school culture, curriculum, and programs. In an effort to build relationships, all staff meetings are held in teachers’ classrooms and the hosting teacher shares best practices. At the end of each meeting, the staff stands in a circle and shares their affirmation-what they appreciate, any reflections, or Aha! This practice has brought our staff closer while building meaningful relationships and modeling reflective practice. Additionally, every Friday morning before school starts, staff gets together at the staff lounge to mingle and enjoy treats as they chat. Office cabinet doors are transformed into “Shout Outs!” where staff members post positive notes, thanking certain members. Teachers hold weekly and bi-monthly professional learning community (PLC) meetings both vertically and horizontally to develop and design lessons, conduct data analysis, and share best practices. Monthly DI Mandarin PLCs focus on aligning cultural curriculum, lessons, and activities as well as creating assessments to monitor student learning.

Based on the needs assessment and Local Control and Accountability Plan (LCAP), teachers are provided with a variety of professional development (PD) opportunities. PD for best first instruction is vital to the success of improving teaching and learning. We developed an action plan and continuously work within grade-level teams to effectively incorporate best practices into lessons. Trainings are offered in these areas; and, all teachers are expected to implement them with fidelity. For example, teachers requested support in writing and wanted to have a writing program to support instruction. This year, we launched MyAccess, an online writing program for students in grades 3-5. Teachers were provided ongoing training to support implementation. Additionally, our long-term commitment to Fetzner strategies has positively impacted our continued success in reading and writing. Trainings are offered throughout the school year to grade levels based on needs, differentiated by teachers’ knowledge and implementation levels. Moreover, NPDL practices and instructional strategies have been a district initiative and focus. Teachers were provided ongoing trainings to ensure these strategies are embedded into teaching and learning. Learned skills and strategies are implemented in both English and Mandarin classes. Because of our fidelity to these strategies, we have progressively moved into a greater depth of implementation across all grade levels and have strengthened our literacy program.

4. School Leadership:

The leadership philosophy at Wedgeworth is team oriented, driven by high expectations with an open-door approach and support in accomplishing the common goals that are set forth by its stakeholders. Our team operates best within a distributive leadership model to engage, encourage, enact, and share responsibilities of tasks among the principal, teachers, staff, and parent leaders. Our entire community participates in decision-making processes through various PAC groups such as School Site Council, English Language, and DI Parent Advisory Councils to provide input in school decisions, programs, and resources. LCAP engagement opportunities empower stakeholders to provide input as to the wants and needs of the school. Parent involvement and input are sought and welcomed, as teachers and the principal have an open-door policy and open communication platform.

Wedgworth staff has a multitude of opportunities to participate in leadership roles. To build capacity, teachers take on various leadership roles. The Leadership Team (LT) is comprised of twelve teachers who work together to ensure we meet the goals of the Single Plan for Student Achievement as well as plan the master calendar and special events. They meet regularly to refine goals, monitor priorities, and guide members on the journey toward ensuring every student's success. The DI Leadership Team is comprised of six teachers from various grades. They develop course outlines, review and recommend supplemental resources, plan cultural units and projects, as well as monitor the effectiveness of the DI program. Each year, the LT decides on a thematic vision to launch the school year. This year's theme was "Explore, Engage, and Grow!" At Back to School Night, the principal held a general session with all parents to share the school's thematic vision and goals. This vision is communicated and articulated throughout the school year to ensure aligned practices from all stakeholders. From this, teachers plan units and lessons to provide various fun learning opportunities for students to explore, engage, and grow.

It is the principal's top priority to provide students with a safe and effective learning environment, full of rich experiences. She models collaborative decision-making with various stakeholders, listens attentively to all perspectives by valuing and validating their views, and seeks to achieve consensus in the decision-making process. She is highly accessible and approachable to families, staff, and students. She can be found visiting classrooms to support teaching and learning, touring guests, playing handball with students on the playground during recess, and greeting students and parents before and after school rain or shine.

5. Culturally Responsive Teaching and Learning:

At the beginning of the year, students learn about the schoolwide HOS called PRIDE and the four basic school rules, "Be Respectful, Be Responsible, Be Kind, and Be Safe." These rules emphasize the importance of practicing mutual respect and learning from each other within and outside the classroom. They are practiced throughout the school year, and students receive PRIDE tickets for applying these rules daily in the classroom and on the playground. In addition, weekly affirmation provides students with opportunities to express and share their individuality, appreciate more about themselves, build self-confidence, and learn to respect themselves and others from different cultures. Furthermore, students share these affirmations with their families for continued support at home. Kagan strategies allow for collaboration with a diverse group of students, as students work and appreciate different ideas.

To address the diverse needs and backgrounds of students, we celebrate Hispanic Heritage Month, Harvest Festival, Black History Month, Women's History Month, Asian American Month, a fall concert focused on American History, and winter concert highlighting different celebrations around the world, Lunar New Year, and Filipino Heritage Month. Each month, students focus on a certain heritage and celebrate it in a variety of ways through project-based activities. These include We Are the World showcase, performances (Lunar New Year Spectacular, fall and winter concerts), presentations, and art activities (school-wide artist focus canvas painting, Mae Jemison art and summaries, class mural of Dr. Martin Luther King, Dia de Los Muertos Calavera). Community outreach includes the Rowland Water District Art Contest and the Rodeo Art Contest. Students interview staff members to promote the diversity and knowledge of teachers and staff members. Monthly publications (Student Newsletter and Parents Newsletter) showcase learning and appreciation for the greatness happening at our school. In the classrooms, students read literary and informational texts about a specific culture, watch/analyze videos, research, answer questions, and summarize what they learned. Through these activities, students find personal connections between their culture and others. This year's showcase theme was "We Are the World" in which each grade level focused on a continent and engaged the students in various project-based learning activities. For example, 3rd grade students learned about countries in Asia by coming up with display boards on the various aspects of an Asian country's culture, 3D models of famous landmarks, essays, and art projects that paved the way for a deeper understanding and appreciation of diverse cultures. Moreover, our staff has attended district provided ongoing PD integrating Ethnic Studies across content and grade levels.

PART VI - STRATEGY FOR EXCELLENCE

One practice that has made our school become successful is that of collaboration, which begins with vertical collaboration between the principal and the leadership team and across grade levels. Horizontal collaboration occurs between teachers within grade levels. To be in continual communication, teachers hold bi-monthly PLCs across departments, and weekly grade-level meetings to plan meaningful and engaging lessons. Teachers analyze student data to address common errors within a lesson and how to reteach necessary skills, so students can master all grade-level content standards. This practice provides schoolwide instructional coherence.

Teachers and students work together with the major focus of learning grade-level content standards, but more importantly life-long learning and application. One example is data chats, which include teachers and students analyzing learning and allowing students to reflect and grow from mistakes. Another example is teachers and students work together to produce monthly student-driven publications where Student Leadership selects topics that are meaningful and relevant to the school. Students conduct interviews and writes articles. Teachers and students provide support for school events organized by students, teachers, and parents. In the classrooms, teachers and students work together to complete tasks for school and various COL showcases. In every classroom, there is a NPDL bulletin board that highlights collaboration activities (i.e. robotics and group presentations). Collaboration between teachers and students builds partnerships and bonds based on trust and communication.

Ongoing collaboration with families helps parents understand how they can help their children at home. The principal leads parent meetings including the Monthly Cafe to collaborate and communicate about school goals, plans, and events. Teachers also communicate with parents via Parent Square, and Class Dojo. Positive notes are sent home to recognize students' hard work and dedication to their education, themselves, and others. In the same manner, we have a PRIDE ticket rewards system which promotes and reinforces positive behavior in school.

Students collaborate with one another within the classroom. Explicit instruction on how to be an active listener and speaker is taught at the beginning of the year and practiced throughout the year using Kagan's strategies for collaboration. Students are given opportunities to work with a group or with a partner to plan, investigate, explore, analyze, synthesize, conclude, and reflect. Students' voices are celebrated, and choices are provided throughout the day. Overall, this practice of collaboration allows students to meet or exceed high expectations from all stakeholders for achievement. This powerful practice of schoolwide collaboration ensures continuous academic, social, and emotional achievement, as well as instructional innovation, helping to make Wedgeworth a National Blue Ribbon School!