

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Sean Thomas Teer

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

Official School Name Wonderland Avenue Elementary School

(As it should appear in the official records)

School Mailing Address 8510 Wonderland Avenue

(If address is P.O. Box, also include street address.)

City Los Angeles State CA Zip Code+4 (9 digits total) 90046-1451

County Los Angeles

Telephone (323) 654-4401 Fax _____

Web site/URL http://www.wonderlandschool.org/ E-mail stt2905@lausd.net

Facebook Page

https://www.facebook.com/search/top/?q=wonderland%20ave

Twitter Handle %20elementary%20school

Google+ _____

YouTube/URL Blog _____

Other Social Media

Link _____

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*Ms. Michelle King

E-mail superintendent@lausd.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Angeles Unified School District Tel. (310) 914-2100

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Steve Zimmer

(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, write N/A in the space.*

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 507 Elementary schools (includes K-8)
 - 149 Middle/Junior high schools
 - 147 High schools
 - 202 K-12 schools
- 1005 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	34	38	72
1	30	29	59
2	25	42	67
3	55	39	94
4	69	50	119
5	53	68	121
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	266	266	532

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 19 % Asian
 - 3 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 71 % White
 - 3 % 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 2014 – 2015 school year: 15%

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, 2014 until the end of the 2014-2015 school year	72
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	82
(4) Total number of students in the school as of October 1, 2014	542
(5) Total transferred students in row (3) divided by total students in row (4)	0.151
(6) Amount in row (5) multiplied by 100	15

6. English Language Learners (ELL) in the school: 2 %
10 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Korean, Spanish, Mongolian, Russian, French, Bulgarian, Hindi

7. Students eligible for free/reduced-priced meals: 6 %
Total number students who qualify: 32

8. Students receiving special education services: 7 %
31 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>6</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

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

Wonderland's mission is to nurture critical and creative thinking in a collaborative environment, teaching children to face challenges with courage and become lifelong learners.

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

Students must meet the following criteria to be able to apply to Wonderland's Magnet: Either 1) Identified as Gifted through a District psychologist or 2) Has an OLSAT score of 95% or higher. If they do not have either of these evidences, student's teachers must complete a verification form along with student writing samples to show evidence the student meets the Gifted/High Ability Magnet criteria. The verification form asks for student grades and the opinion of the teacher that the student can work two grade levels above the current grade and is able to meet other criteria, such as having the ability to analyze data and concepts, use extensive vocabulary and creative expression and form methods in approaching new or unfamiliar mathematical problems.

PART III – SUMMARY

Established in 1927, Wonderland Ave. School is nestled in the Hollywood Hills of Los Angeles in an artistic community with a rich historical past as home to some of the most famous musicians from the 1960s/1970s. Wonderland, which draws from the small community of Laurel Canyon, opened its Gifted/High Ability Magnet Center in 1979 to expand and diversify the school's population. Wonderland's Magnet brings in students from neighborhoods throughout the Los Angeles area to participate in a highly rigorous and challenging academic program. Though Wonderland is a public school in one of the largest school districts in the country and located in a large urban part of Los Angeles, Wonderland has the feel of an exclusive private school with a second-to-none education and a connected, close-knit community. Wonderland has a total enrollment of 540 students, approximately 200 of whom are in the school's Magnet program.

Wonderland is a shining example of what a school can accomplish when teachers, parents, students and community come together to create something extraordinary. Wonderland provides its exceptional students with an education that meets their academic, as well as social/emotional needs, and ensures that they have an increased proficiency in communication, collaboration, critical problem solving and out-of-the-box thinking to be the future leaders of the 21st Century. Wonderland's goal is to provide all students with rigorous and meaningful educational experiences that nurture their creative and intellectual capacities.

Wonderland is consistently one of the top-performing schools in the Los Angeles Unified School District (LAUSD) by all measures – Academic Performance Index, California Standardized Testing, Value Added data and Smarter Balance Assessment. Wonderland ranked in the top 10% of and its 4th grade ranked first in the district on the 2014-2015 Smarter Balance Assessment. In the 2012-2013 academic school year, 93% of all Wonderland students were proficient or advanced in English Language Arts and 96% of all students were proficient or advanced in mathematics on the California Standardized Test. Wonderland's Magnet 2014-2015 API (Academic Performance Index) was 973 out of 1000. Wonderland scored 10/10 on its Index Level for Academic Performance in English Language Arts and mathematics with an overall School Quality Improve Index (SQII) ratio of 97/100, 60/60 for the Academic Domain and 37/40 in the Socio-Emotional/Culture Climate domain. In 2010, Wonderland was recognized for its achievements by receiving the California Distinguished School Award. Wonderland contributes its success to a number of student-centered curricular programs and strategies and its commitment to all educators being life-long learners. The instructional leadership team continually seeks out the best programs and methodologies that best fits the needs for its diverse learners. A recent example of this is the implementation of Cognitively Guided Instruction methodology for math. CGI was unanimously adopted by the faculty following a collaborative effort to identify a program that would support instruction toward the new Common Core Standards to a wide variety of learners. Only in its first year, the program is considered a big success with gains in math performance and enthusiasm for math learning.

In recent years, Wonderland instituted Way of Council, a social, emotional and academic community-building practice that promotes active speaking and listening through storytelling. Way of Council has become a guiding principle for Wonderland that helps the school maintain a safe and caring environment and is intertwined through all aspects of the school community from the school's governance to classroom instruction. Council creates a structure for the voices of all school stakeholders to be heard, considered and acted upon. The Way of Council program has become the center of the school through the protocol for shared-decision making, faculty meetings, classroom instruction and family council nights. Wonderland's highly active Way of Council leadership team, along with the student council, has made tremendous contributions within the Wonderland community, such as holding school assemblies to address community and Wonderland-specific concerns and fundraising for causes important within the community. Examples of that include Wonderland's "The Coyotes Who Care" Week, which promotes community involvement and giving; Wonderland's school newspaper "The Coyote Howler;" the Coyote Peace Pledge, a pledge that is stated many mornings during the morning announcements and reiterates the importance of inclusion and embracing the differences of others; Peaceful Warrior Assemblies to discuss key issues within the school community; and Peace Talks, a modified version of Councils for the schoolyard intended to mitigate stress and anxiety at school, allowing students to stay focused on academics and learning. Our mission at

Wonderland is to provide students with a world-class education that addresses the needs of the whole child through a well-balanced and fully integrated curriculum. We believe deeply that our students are capable of great achievement and that we are guiding the future leaders of the world. Wonderland students are happy, engaged, creative and successfully productive. We believe it is because all the stakeholders share a vision for our children's education and future and work together to achieve it.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Wonderland's purpose is to provide an educational environment that supports the needs of diverse learners and embeds the Common Core and California Content Standards. Wonderland's curriculum is rich in variety and provides openness, creativity and independence. Wonderland's program is designed to challenge students to work beyond the traditional grade-level California State Content Standards.

Students are at the heart of Wonderland's program and drive the curriculum. Through hand-on experiences, many opportunities for collaborative activities allow for students to gain ownership over their learning. In Wonderland's workshop model, student choice and voice are keys for increasing student participation and involvement. Since shifting to the workshop model six years ago, teachers have seen marked improvements in various measurements, including the new state assessments with which Wonderland continues to rank in the top 10% of Los Angeles Unified School District schools. Wonderland's 2014-2015 fourth grade class tied for top scores in English Language Arts and mathematics. We see this success as a result of the tireless efforts of our faculty, professional development, instructional support and dedication of our parents and students.

Mathematics

Last year, Wonderland committed to a three-year implementation plan of the Cognitively Guided Instruction methodology for math. CGI is a program that was unanimously adopted by the faculty to ensure Wonderland's diverse learners would be successful with the new Common Core Standards.

Wonderland's mathematics program focuses on building a deep conceptual knowledge of mathematics and mathematical reasoning. Instructional practices aim to balance that conceptual understanding with procedural fluency. Wonderland's CGI methodology involves presenting students with story problems that embed the standards for mathematical practice by encouraging students to solve problems collaboratively, critique the thinking of others, evaluate their own thinking and justify their answers. Teachers are the facilitators and play a pivotal role in moving students through the trajectory of strategies and mathematical thinking. Through this methodology, students are exposed to a variety of problem solving approaches from other students, helping students push their thinking, often at a faster rate; build a deep foundation in number sense; and create a strong connection to the understanding of properties, operations, story-problems, mathematical relationship and principles of mathematics.

Since using CGI, Wonderland's teachers report that students have been more engaged in partner work, group work and class discussions. In fact, most students don't want the math class to stop and that speaks to the success of the program! Student work in math notebooks and in the problem types also depicts a higher level of rigor and depth and complexity than ever previously observed at the school.

Reading/English Language Arts

The goal of Wonderland's English Language Arts program is to prepare students for any reading and writing task they will face and to inspire them to become avid life-long readers, writers and inquirers. In an effort to accomplish these goals, Wonderland's instructors and school leaders work in concert with expert trainers and coaches in the Reading and Writing Project from the Teachers College at Columbia University and Literacy Partners. For this program, Wonderland receives support in professional development, curriculum and instructional methods. Through Wonderland's Reading and Writing Workshops, the school's teachers tap into the power of literacy to educate, empower and inspire their students.

For any learner to grow stronger, that learner must be provided with informative, responsive and targeted feedback. Through Wonderland's ELA program, instructors provide that feedback modelling what students do as readers and writers; supporting students to work independently and in partnerships as readers and writers; studying and developing a discourse about texts; and planning teaching strategies to help students learn and progress toward their personal goals.

In writing, teachers begin by acquiring as much knowledge about their students as they can through a pre “On-Demand” writing assessment before the writing unit begins. This allows the teacher to analyze important data about their students’ knowledge of a particular genre and develop targeted lessons or small group instruction. After a four to six week writing unit, students write a published piece that should include all of the writing lessons within that unit. The teachers then follow up with a post “On-Demand” writing assessment without the previously provided support offered during the “published piece” creation process. These writing assessments give the teacher a true picture of what knowledge the students have learned around the genre.

Since instituting the Reading and Writing workshops six years ago, teachers have observed students moving up reading levels at a more rapid pace. The majority of Wonderland’s students are reading at or above grade level. The stamina in reading and writing has increased and the volume in which our students write has grown markedly. More importantly is the observation that more students than ever before are able to write with greater depth and complexity and discuss and share ideas about intricate text.

Science

Wonderland’s science curriculum uses FOSS, a hands-on, inquiry-based approach, which gives students the opportunity to explore concrete scientific concepts through experimentation. Wonderland’s science curriculum is designed to correlate the state standards in the areas of life science, physical science, earth science and scientific research for all grade levels. The best way for students to appreciate the scientific enterprise, learn important scientific and engineering concepts and develop the ability to think creatively, is to actively participate in scientific practices through their own investigations and analyses.

Wonderland’s science program strives to provide students with collaborative experiences and our goal is for students to see the world through a scientific lens, to make real-world connections and to be prepared to face the challenges of an ever-changing world.

In grades three through five, Wonderland’s science curriculum integrates technology and engineering activities. Students in these upper grades also go on overnight field trips to study the science in depth and within a natural setting. Wonderland’s fifth grade students visit Yosemite National Park for a week to study ecology and learn how their carbon footprint impacts our environment and resources.

Social Studies/History

The goal of Wonderland’s social studies program is to prepare students to become agents of positive change and productive members of a democratic society, as well as to understand how history impacts us in the today’s world. Beginning in kindergarten classes, students learn about the members of their family, neighborhood and the school community. In first through third grade, students continue to explore the community and city. In the third and fourth grades, the focus expands to learning about the Native Californians, the missions, the influence of the Spanish on California and the Gold Rush. In fifth grade, Wonderland students delve into U.S. history with topics, such as the westward movement, the Constitution, the explorers, the states and how they became a part of the Union and the Civil War. Students have many culminating projects and collaborative presentations where they have to demonstrate their understanding of the challenges that face the early pioneers, explorers and founders of our country.

2. Other Curriculum Areas:

Not only does Wonderland focus on students' social-emotional needs and high achieving academics, but there is also a strong emphasis on the arts and health/nutrition education, which are woven into the school’s core curricular areas and further enhance student’s understanding of their environment and community.

Arts (Music, Visual Arts): Wonderland cherishes the arts and given its community’s historical connections with artists including painters, dancers, musicians and actors, it’s no wonder the school is so serious about providing its students with a music and arts education. Wonderland has a full-time visual arts teacher, music teacher and a part time district orchestra teacher. Each week our students go to music and art classes. Throughout the year students demonstrate their progress with performances and a school-wide art exhibition of every student’s artwork. Wonderland’s visual arts and music teachers collaborate with the general

education teachers to ensure their arts programs further extend and enhance what is being taught in general education classrooms.

Wonderland maintains an extremely successful Arts Program. In 2010, the school was awarded the Distinguished School Award for its Arts program. For students, an arts education is associated with gains in math, reading, cognitive ability, critical thinking and verbal skill. Wonderland feels that a well-rounded and comprehensive Arts program is essential in developing the whole child as a life-long learner – allowing students to express themselves in multiple modalities while becoming more self-confident, happier, more courageous and more excited about learning.

Wonderland offers students a full time music teacher in chorus, recorder and string band. Each class receives a music class once a week. Students may also audition for the school's orchestra lead by an additional music teacher. All students receive a standards-based and interdisciplinary art lesson at least once a week. Wonderland designed a committee called Arts Cadre, which is composed of a parent volunteer group who helps the art teacher prepare for art lessons in the weekly art classes and with school-wide art event and school beautification projects. The Arts Cadre is led by a professional artist hired by the school to develop lesson with teachers and parents, order supplies and teach the lessons to the students

Health & Nutrition (PE and From the Ground Up Gardening Program): Wonderland values and has incorporated physical activity, nutrition and wellness as main components of its students' educational program and its employees' career development. The school has been innovative with its approach to these areas and created some unique programs that have been replicated at other schools.

Nutrition: From The Ground Up (Gardening)

The Wonderland community is in an urban area in the Hollywood Hills. Many Wonderland families live in spaces with small yards or face erosion, mud slides or other similar issues with their land spaces. For these reasons and because the community values nutrition and health awareness among their children, six years ago Wonderland adopted a garden program, From the Ground Up. From the Ground Up educates students about the origins and nutritional value of their food. The FTGU program integrates science, social studies and health standards into its curriculum with topics, such as how to eat healthy and how to grow fruits and vegetables in an urban setting. Each classroom gets an hour and a half long gardening class. Wonderland's 4th and 5th grades participate in a project-based unit culminating all of the FTGU knowledge they have learned in the previous grades. These upper grade students are given a real-life problem, seen through the lens of gardening and agriculture, and are then required to solve the problem in teams. At the end of the unit, each team gives a presentation on the outcomes of their project. Additionally, FTGU holds an annual Healthy Food contest that all students may participate in during the annual Green Week where the entire school learns something new about "being green," healthy living and how they are a part of the global agricultural picture. FTGU brought the community together in building Wonderland's first classroom kitchen, which nicely compliments the school's garden beds and chicken coop that were previously created out of FTGU.

Physical Activity/Health

For more than twenty years, Wonderland has employed a full-time P.E. Teacher that sees each classroom once a week. Established in 2010, Wonderland's annual 6k Walk-A-Thon has increased awareness of the importance of healthy lifestyles and serves as one of our largest fundraisers, raising nearly \$50,000 last year alone. The money raised from the Walk-a-Thon helps pay for the P.E. program. Wonderland's P.E. program also hosts a highly anticipated event, Sports Day, which promotes healthy living, sportsmanship and physical activity. Sports Day is akin to a school wide mini-Olympics. Each classroom represents a country of choice, wearing the country's flag or colors, which also supports our social studies program by educating students about "their" country.

3. Instructional Methods and Interventions:

Student success is a shared responsibility by our entire faculty. Wonderland uses a variety of instructional methods with its diverse learners. Teachers, coaches and administrators meet in grade level meetings to collaborate, design and correlate lessons and units of study in all the curricular areas. Teachers are provided

with ongoing professional development meetings to support their instructional needs, articulate across the grade level and to discuss and share best practices with the goal of ensuring high levels of student learning and achievement.

Wonderland teachers use a wide range of instructional strategies to support student success. Reading, writing and math instruction are delivered in workshop format. Students receive a whole class mini-lesson, focused small group instruction and explicit individualized instruction determined by the students needs. Pre- and post-tests are used as a means for identifying student misconceptions that may interfere with learning and inform how the teacher will target instruction. Teachers embed KAGAN cooperative learning strategies to optimize student engagement and support the needs of all learners. Students work in partnerships and collaborative groups to share, clarify or explain reasoning. Thinking maps and graphic organizers are an integral part of the thinking process.

Cognitively Guided Instruction is a methodology that has recently been adopted by Wonderland's entire faculty. CGI allows teachers to support student thinking by guiding them through a series of target questions and share student work that will push their thinking along a natural trajectory of conceptual understanding rather than rely on memorization of algorithms and facts. Students are taught to be mathematical thinkers and are expected to have deep conversations about strategies and approaches to solving math problems, to agree or disagree about solutions, to provide evidence for their thinking and evaluate their efficiency.

When whole class instruction isn't successful, teachers determine if a small group lesson or a one-on-one is needed. When intervention hasn't been successful, student cases are brought to a Student Success Team meeting. There, a team of the teachers, the resource specialist, the EL coordinator and the instructional specialist can meet to determine what future action or supports need to be put into place, we as well as brainstorm more possible interventions.

Throughout a day at Wonderland, you will find students actively engaged in learning centers, play, iPad technology, art, music, PE, library lessons, gardening/kitchen classes, units with song/dance/role playing, video clips, interactive games, hands-on learning, Smart Board technology to enhance lessons and manipulatives. You will find them sitting in circle sharing stories and feelings, meeting during their lunch time with teachers and parents to plan for Green Week, Coyotes Who Care Week, student led assemblies "Peaceful Warriors", charitable work for homeless and less fortunate children and Spirit Week. Here at Wonderland, we believe in collaborative, focused and reflective process where students are at the center of our decisions, curriculum and instruction.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessment Results Narrative Summary:

Before the Smarter Balance Assessment was adopted in 2014, the Los Angeles Unified Public Schools District (LAUSD) and the California Department of Education required the curriculum-based California Standards Test annually to measure schools' achievement. Now, LAUSD has switched over to Smarter Balance Assessment (SBAC), which is designed to measure students' progress toward the New Common Core Standards. Students take a customized test using a computer adaptive format: questions get harder when students answers correctly and easier when they answer incorrectly, allowing students to better demonstrate what they know. The online format with extended research, writing, and problem solving tasks measure the critical thinking and problem-solving skills students need for success. The assessment data is shared within the district and is public knowledge shared via the LAUSD website.

Assessment for Instruction and Learning and Sharing Assessment Results:

In addition to the annually required SBAC teachers can also use optional and flexible interim tests to check student progress throughout the year. Summative, or end-of-year tests, measure student achievement and growth in English and math. At Wonderland, all students are given a reading level assessment three times a year to make sure students are making progress and assist teachers in tailoring their curriculum and instruction to meet their students' needs. Wonderland has also started to adopt Words their Way to gain a more detailed picture of student progress in phonemic awareness and sound spellings.

English Learners and At-Risk students are given DIBELS to collect more information about their learning needs. In addition, English Learners take the CEDLT annually to measure their progress and ensure they are getting proper English instruction to support their academic success. Assessment data is shared with both students and parents.

Since Wonderland has adopted the Cognitively Guided Instruction in mathematics, the teachers give a weekly story problem to assess students' mathematical mastery of the standards. This information informs the instruction and helps teachers gain more knowledge about their students in addition to more formalized assessments. Data about assessments are shared with students and parents.

Wonderland's teachers analyze data from a variety of summative and formative assessments to make decisions about curriculum and instructional practices, and to evaluate student growth. This is also true for the content areas of social studies, science, health, PE and the arts. It takes a variety of data to draw conclusions and make well-informed decisions about a student's level of performance. Teachers share this information with parents at least twice a semester (middle of the semester and at the end of the semester), but often it is as needed. Wonderland takes in account the whole child when analyzing data.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Though Wonderland is a public school in one of the largest school districts in the country and located in a large urban part of Los Angeles, Wonderland has the feel of an exclusive private school with a second-to-none education and a connected, close-knit community.

Wonderland's Gifted Magnet brings students with a variety of interests, abilities and cultural differences to Wonderland's residential student population. Blending these communities has been successful and thrived in part due to Wonderland's Way of Council, a strategy for positively promoting academic, social, emotional and organizational growth. Wonderland is one of 63 LAUSD schools that uses Way of Council and proudly received the Distinguished School Award in 2010 based upon its Council practice.

Council encourages deep and honest communication among and between students and adults. Wonderland weaves Council into all aspects of its curriculum and uses it organizationally as a tool for co-visioning, community building and making decisions in a group context. By sitting in circles in classrooms, offices, or meetings, and passing a "talking piece" while speaking in response to a prompt from a facilitator, participants listen non-judgmentally and without reaction; speak spontaneously and not plan while others are speaking; and get to the heart of the matter so everyone has time with the talking piece. In this way, Council participants work towards a more peaceful and empathetic way of relating to others. Out of Council, Wonderland's Peace Pledge was developed by Wonderland's Student Council reps. This pledge is regularly expressed by the student population and is woven into the fabric of everyday student life and communication:

I am a Wonderland Coyote and this is my Peace Pledge:

To give thumbs-down to put downs because actions and words can hurt.

And teasing leads to trouble.

To say I'm sorry when I've made mistakes and to forgive others when they make mistakes.

To never say, "You can't play." And to help, not hurt, others.

To celebrate our differences and our similarities.

To listen and love with a kind heart.

And to know that I am not alone.

Don't paw me down – howl me up!

Wonderland believes that parent involvement is integral to the school's success – contributing to the welcoming, warm and nurturing environment. Wonderland prides itself as having among the highest parent volunteerism within LAUSD. Wonderland families are strongly encouraged to participate in school and classroom activities, projects and field trips. Parents volunteer their time in the classroom and support fundraising efforts. The school thrives on the symbiosis between the parent community and a strong connected teaching staff and administration.

Wonderland's teachers participate in shared decision making and leadership in developing curriculum, teaching methodologies, continuing education initiatives and even in major purchasing decisions. All school leadership positions, such as the safety, technology and testing committees, are teacher driven. Wonderland encourages its educators to be life-long learners and supports this effort in a variety of ways, including a weekend staff training during which teachers, administration and staff come together to reinvigorate and discover creative ways to approach the coming year's missions and goals.

2. Engaging Families and Community:

Wonderland prides itself and encourages a high level of involvement from its parent community, a diverse population with a myriad of talents, resources and insights that add value to the school's programs and educational environment.

The parent community has strong relationships with teachers and staff and influence school activities and curriculum via Wonderland's PTA, Friends of Wonderland, Korean Parent Organization, Way of Council Committee, School Safety Committee, From the Ground Up gardening volunteers and the Arts Committee. These committees and the Wonderland staff work fluidly together to ensure we uphold the school's vision and mission. This level of parent involvement also adds to the student experience of high achieving learning in a nurturing, caring environment.

Out of Wonderland's strong relationship within the community, several highly-anticipated, signature programs reflecting Wonderland's culture were born. Following are just a few of these activities:

- Halloween/Haunted House: The Wonderland community is comprised of a particularly creative bunch. Each Halloween, parents come together in producing a Haunted House that would be the envy of any Hollywood studio. What started off as a traditional, fun event has turned into a major fundraiser for the school that not only welcomes Wonderland families, but also friends and family from surrounding areas.

- Korean Lunar New Year: Approximately 20% of Wonderland's student body are Korean so it is important to our community that Korean traditions be reflected in school programs and activities. Korean Parent Organization provides a forum for hearing from Korean speaking parents, developing strategies to increase parent involvement, improving school to home communications and sharing Korean traditions that help make the school's community diverse and vibrant. As a gift to the Wonderland community, the Korean Parent Organization organizes the annual Lunar New Year festival, a celebration that teaches students about Korean cultural traditions including foods, games, songs and dances.

- Renaissance Festival and Art Show: Wonderland's artistic community values and appreciates all forms of art. One major event at the school spotlights the stellar visual arts program found here at Wonderland. The Art Show features a collection of student artwork from throughout the school year. The Art Show is held in conjunction with a Renaissance-themed festival complete with musical performances and delicious food. Every year, the Renaissance Festival and Art Show draws a big crowd from the community, making it one of Wonderland's most successful fundraisers.

- Green Week, Walk-a-thon and Sports Day: Wonderland's community of parents and teachers come together to provide students with memorable experiences that will shape their view of what a school should be. Together parents and teachers demonstrate the importance of a healthy lifestyle by creating week long, hands-on activities that help students take ownership of their learning and lifestyle. Green Week is a week-long event with eco-friendly activities. The Walk-a-thon has increased awareness of the importance of healthy lifestyles and serves as one of our largest fundraisers, raising about \$50,000 last year alone. The money raised from the Walk-a-Thon helps pay for the P.E. program. Wonderland's P.E. program also hosts a highly anticipated event, Sports Day, which promotes healthy living, sportsmanship and physical activity. Sports Day is akin to a school wide mini-Olympics. Each classroom represents a country of choice, wearing the country's flag or colors, which also supports our Social Studies program by educating students about "their" country.

- The Coyote Howler (Student Newspaper), Student Council, and Way of Council Student Leadership: These Wonderland student groups are led or co-chaired by Wonderland Parents to enhance student voice and leadership with the support and help of the classroom teachers and administration.

Through Wonderland's Council, the school community is invited to engage and share experiences with one another through Family Councils. These special Councils are held a few times a year and center on broad topics, such as gratitude and life milestones and memories. Family Councils are excellent opportunities for those within the community to learn about each other and connect students to their academic environment in deeper ways.

3. Professional Development:

Wonderland believes that the best schools have the best trained teachers and, therefore, makes professional development a priority. Wonderland has put a lot of resources, research, fundraising and time into its professional development to ensure that Wonderland's teachers could continually develop and refine their teaching skills, best practices, methodologies and philosophies. The school has an instructional leadership/professional development committee of eight teachers, an instructional specialist and an administrator, who meet once or twice a month depending on needs. During weekly professional

development sessions, the instructional leadership and staff discuss the latest techniques and strategies to improve elements that make Wonderland a success.

Wonderland's faculty values shared decision-making and shared-leaderships. Wonderland makes the majority of all instructional decisions through consensus. For the 2014-2015 school year, the staff unanimously adopted the Cognitively Guided Instruction methodology as a target area of PD and coaching and planned how to maintain CGI in coming years through a balanced support. Wonderland's parent booster group, Friends of Wonderland (FOW), earmarks a substantial portion of funds per year just for professional development support. Most recently, these funds went toward a CGI expert who supports teachers with coaching, planning curriculum and leads some of Wonderland's PDs. Other PDs that were developed in this way include Teachers' College or Readers' and Writers' Workshop, Kagan Strategies, Way of Council and Technology Integration.

In addition, Wonderland's teachers have elected to go to extra training and professional development. The school's teachers attend the Annual GATE Conference for gifted education, Annual Cognitively Guided Instruction Conference in Southern California and, this year, Wonderland elected to send its teachers to Summer Institute of Reading Workshop at Columbia University. This dedication to professional growth keeps the staff engaged in current trends and research within the educational profession.

Once a year, Wonderland's teaching staff and administration attend a weekend staff training during which teachers, administration and staff come together to reinvigorate and discover creative ways to approach the coming year's missions and goals. During the weekend training, teachers and staff further develop Council facilitation skills and strengthen relationships with each other. They learn to be more adaptable to a variety of environments and conditions. The commitment to professional growth is just another contributing factor to the success of Wonderland's students. Wonderland's teachers model the philosophy of being life-long learners and their passion for education is felt by the students, parents and school community.

4. School Leadership:

The leadership philosophy at Wonderland is one of constant collaboration and distributed leadership that emphasize the needs of the students. We closely adhere to Michael Fullan's Right Drivers as a guide to building the capacity of our staff, staying focused on instruction and group quality, and implementing new ideas and initiatives systemically.

The instructional leadership team or PD&C (Professional Development Committee) is comprised of a teacher from each grade level, the instructional coach, the principal and other committee members such as School Site Council members, Way of Council President, testing coordinator and special education teacher. Each of these roles functions as a communication liaison to their respective committees. As a PD&C, we believe it is important to take on new ideas that not only align with the mission and vision of our school, but to ensure that all stakeholders have an opportunity to give input into any new implementation. This philosophy guides us. For example, before we made the decision to adopt our current mathematics methodology, Cognitive Guided Instruction, we spent staff professional development time reviewing our shared values as a school community and on what knowledge and skills were considered most important for our students to be successful in middle school and beyond. We allotted about five additional sessions of professional development time to review a variety of mathematics programs and pedagogical approaches. Together we evaluated these programs based on our shared values, student need and Common Core alignment. In accordance with the collaborative leadership model, and because our planning time is structured by grade level, each grade level group of teachers was asked to present a recommendation on the program they felt met our requirements and review recommendations of other stakeholders. To jointly finalize our decision to adopt CGI, we conducted a Way of Council session to share our hopes and fears about the implementation and discuss what supports were important to be successful.

When Wonderland's administration and staff share in making these big programmatic decisions, we do so in the same vein as the collaboration process used with the CGI selection. This leadership philosophy extends not just to curriculum but also for budgetary decision. The budget process was recently opened up to the PD&C and staff to invite fresh ideas and insights, create unity and a shared vision, as well as give

these additional staff members greater depth and perspective on resource allocation within our budgetary constraints. When Wonderland's leadership institutes major changes, like with our new mathematics methodology, the staff is confident these changes will be backed with resources and support. A shared vision without resources will lead to resistance, thus the PD&C and the school community collaborate over budget choices in order to decide what supports need to be in place to achieve the goal.

By allowing all voices and concerns to be heard and opening the decision up to the staff and school committee we not only get a better decision but we create consensus and excitement for something new. We believe in the power of collaboration.

Part VI – INDICATORS OF ACADEMIC SUCCESS

In January 2014, U.S. Secretary of Education Arne Duncan called for schools to “take deliberate steps to create positive school environments that can help prevent and change inappropriate behaviors. Such steps include training staff, engaging families and community partners and deploying resources to help students develop the social, emotional and conflict resolution skills needed to avoid and de-escalate problems.” Research shows that students in supportive and trusting school environments flourish academically as conflicts and distractions in the classroom and schoolyard are reduced and academically they are more engaged and open to risk taking.

Wonderland wholehearted agrees with this important movement. It was the same thinking that drove Wonderland’s leadership to establish Way of Council nine years prior to Duncan’s study. Wonderland’s Way of Council was developed during a time of turmoil at the school. In the early 2000s, there was a division between the residential and magnet school populations that manifested in classroom and yard behaviors with a noted increase in bullying and anti-social behavior. While Wonderland maintained higher than average test scores, the school struggled to create a culture and climate that fostered mutual trust and high expectations for all students from both schools. From a holistic perspective, Wonderland believed the school fell short of helping students reach their maximum potential. To build the trust necessary for systemic change and improved instruction, school leaders and teachers explored research-based best practices of collaboration and instruction.

In 2005, Way of Council was introduced to Wonderland. Desired outcomes included learning various formats and modalities for delivering and processing standards-based lessons; and improving listening, speaking, and relational skills while building a safe, caring environment. Way of Council has since become a guiding principle for Wonderland that helps the school maintain a safe and caring environment and is intertwined through all aspects of the school community from the school’s governance to classroom instruction.

Broken down to its basic parts, the Way of Council is deceptively simple. At its heart is the ancient, universal tradition of sitting in a circle to tell our stories and to hear the collective stories of our community. Wonderland’s Council’s are held like “rituals,” therefore indicating to participants that they are entering into a special time where certain behaviors are required. In Council, everyone strives to honor the four intentions of Council – to speak from the heart, listen from the heart, be spontaneous and keep it lean.

Currently, all teachers hold classroom Councils once a week and as the need arises. Weekly faculty meetings incorporate Council for inspiring a shared vision, addressing issues of concern and team building. During weekly professional development sessions, Council is used to share expertise, survey needs, air concerns and to evaluate and debrief so that our professional development committee can plan accordingly. Study groups and grade level meetings use the protocol to look at student work, discuss the needs of a particular student, and articulate grade level and instructional needs.

Parents and family members are given many opportunities through the year to participate in Councils at PTA, ELAC (English Language Advisory Committee), School Site Council and other committee meetings. Wonderland holds four Community Councils each year. Attended by approximately 60 families at a time, these Councils are an opportunity for parent and child to hear each other’s story in a way that is not typical within family life. Prompts focus on joyous aspects of family life and help foster a sense of gratitude and belonging. Wonderland also annually hold Family Councils, where a teacher and her class parents meet in a parent’s home to engage in Councils that build community and a context for working together.

Wonderland values student, parent and teacher feedback and input. Every year we send out surveys and questionnaires to all the stakeholders (students, parents and teachers). This information is shared with the district and used for our school report card, as well as the Annual Magnet Evaluation. The data is then shared with the public and available on the Los Angeles Unified School District website.

Wonderland is a top performing school and we attribute that success to the efforts of our faculty, instructional supports, students and parents. Together we provide an education that serves the whole child. The outcomes of that can be measured by Wonderland's performance on its state and district assessments where the school has ranked in the top 10%-1% for more than a decade. However, the most important outcome for Wonderland is children who love learning and their school.

Since introducing Way of Council, Wonderland has seen a variety of positively trending indicators that point to the success of the program in helping children feel this sense of love toward learning and their school:

- Increased involvement in student governance and stronger output from these groups, such as raising money for charitable organizations for causes important to the community
- Higher degree of parent participation and fundraising efforts
- Decreased attrition rate with far fewer students leaving Wonderland for another school (private or public) within Los Angeles; most of students leave the school for independent study, often in another country, as a substantial portion of the community are dual citizens or live overseas due to work
- Wonderland's socio-emotional/culture climate score on the 2014-2015 School Quality Improve Index was 37/40 with 93% of students and 94% of parents who cited the school grounds as "safe"
- Wonderland has not had the necessity to suspend or expel any of its students