

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 16801 Yvette Avenue
(If address is P.O. Box, also include street address.)

City Cerritos State CA Zip Code+4 (9 digits total) 90703-1245

County Los Angeles County

Telephone (562) 229-7915 Fax (562) 921-3940

Web site/URL https://www.wittmannes.us E-mail miguel.marco@abcusd.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. Toan Nguyen E-mail toan.nguyen@abcusd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name ABC Unified School District Tel. (562) 926-5566

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 29 TOTAL

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

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	27	43	70
1	28	36	64
2	37	32	69
3	39	32	71
4	38	47	85
5	45	38	83
6	45	43	88
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	259	271	530

*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
 - 42.4 % Asian
 - 8 % Black or African American
 - 23.6 % Hispanic or Latino
 - 13 % Native Hawaiian or Other Pacific Islander
 - 6 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 7%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1, 2020	575
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Spanish, Cantonese, Korean, Tagalog, Mandarin, Cambodian, Arabic, Persian, Turkish, Urdu, Gujarati, Telugu, Tamil, Swahil

English Language Learners (ELL) in the school: 13 %
68 Total number ELL

7. Students eligible for free/reduced-priced meals: 67 %

Total number students who qualify: 355

8. Students receiving special education services with an IEP or 504: 10 %
52 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>30</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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

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

Yes No

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

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

Our mission is to provide an education that challenges each child to be the best that he or she can be within a safe and nurturing environment. Our vision is to provide a world-class education for every child.

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

<https://www.wittmannes.us/> ABC Unified prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, gender, gender identity, gender expression, sex or sexual orientation.

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

PART III – SCHOOL OVERVIEW

Our mission at Wittmann Elementary School (WES) is to provide a world-class education that challenges each child to be the best that they can be within a safe and nurturing environment. During this turbulent time, Wittmann has strived and pushed our students to excellence. Wittmann continues to be a place where students gain an outstanding education both in the virtual and in-person learning environment.

Wittmann Elementary School, located in Cerritos, California, is part of the ABC Unified School District (ABCUSD). We are a culturally and ethnically diverse school with a student population of 530 with 58% of our population residing outside of our attendance area. The ethnic demographics of Wittmann vary with 42% of students identifying as Asian, 23% Hispanic/Latino, 13% Filipino, 8% African American, 7% Multiracial, and 6% White. Approximately 13% of the population are English Language (EL) learners, 35% are considered Socioeconomically Disadvantaged, and 11% are students with disabilities. Demographic academic achievement is a high priority, but at Wittmann, our focus is to create well-rounded students who are intelligent, adaptable, and thoughtful of others.

Wittmann’s diverse population includes students from various ethnic and socioeconomic backgrounds with widespread academic abilities. Our pivotal practice, “Enter to Learn, Leave to Achieve” provides engagement opportunities for every child within our community and continues throughout the pandemic. Wittmann’s goal is to produce students who are productive and responsible citizens within the classroom and beyond. The needs of all students are addressed through four important components, which include classroom instruction, academic support, enrichment opportunities, and an extended learning community. In an effort to support and engage all students, their abilities are assessed using various measures. After evaluating areas of needs and strengths, our Wittmann community has incorporated a variety of programs and practices as reflected in our School site Plan for Student Achievement/Local Control Accountability Plan (SPSA/LCAP) to meet the needs of all learners.

Our school-wide Positive Behavior Intervention Support (PBIS) program promotes peaceful interactions between staff and students. Staff members use a system of Praise Notes rewards and classroom lessons with our Mental Health Professional (MPH) to reinforce and encourage positive student behavior. The MPH also addresses the mental health needs of students in small groups and/or individually.

Wittmann is a special place where all staff, parents, and students are incorporated into our learning community. The Wittmann Education Foundation also known as Wittmann Organized Warriors (WOW) supports and encourages the involvement of all school stakeholders. WOW supports our school by funding programs such as music, technology, field trips, and student events that enhance the learning experience for all children. Every student at Wittmann has a laptop and access to the Google ecosystem as well as other important learning applications. All staff members are equipped with upgraded classroom technology, which allows them to seamlessly teach both in-person and/or remotely. WOW is a special part of our school and allows our staff to introduce new and exciting experiences to our students. Our staff and parent groups work closely together to create a unified vision for success and truly embody that together, “We are Wittmann!”

The last two years have been a challenge due to COVID and distance learning, but Wittmann has maintained a strong enrichment/career pathway program to keep students engaged. Programs such as beginning and advanced music, art, STEM/robotics rotations, and integrated classroom technology have kept students connected in-person and virtually. In addition to our enrichment during school hours, we have also incorporated after-school career pathway clubs and activities including, but not limited to robotics, ecology, medicine, coding, 3D design, and Math Olympiad Team (MOT). During the 2020-2021 school year Wittmann maintained an attendance rate of 99% and a chronic absenteeism rate of less than 1%. Every student at Wittmann is engaged in a multitude of activities that keep them stimulated and motivated to attend school.

Staff development, community connections, and parental involvement provided the essential materials, resources, and staffing needed for initiating student success. The “Enter to Learn, Leave to Achieve” components are regularly reviewed, analyzed, and discussed during staff meetings two times per month and

during weekly grade-level meetings. Additionally, personnel such as Teacher Leaders (TLs), Mental Health Professional (MPH), Response to Intervention (RtI) paraprofessional, and Teacher on Special Assignment (TOSA) intervention specialists meet with staff regularly to improve instruction and program implementation. The implementation of the programs supporting our model benefits all students and increases student engagement and school-wide achievement.

During the 2020-2021 school year, Wittmann has used the Renaissance Reading and Math (referred to as STAR) normative/summative assessments to evaluate student performance. Using the STAR English Language Arts (ELA) assessments 81% of students met/exceeded standards, which was 18 points above the District average and 25 points above the California average. The STAR Math assessments showed that 80% of students met/exceeded standards, which was 19 points above the District average and 35 points above the California average. Wittmann has consistently maintained strong academic performance, outperforming the district and State in all categories including the California Healthy Kids Survey (CHKS), California Parents Survey (CPS), and has an EL reclassification rate of 30% over the past two years.

This is Wittmann's first Nation Blue Ribbon nomination, but with an outstanding veteran teaching staff and strong community support, Wittmann was recognized as a California Distinguished School in 2012, Gold Ribbon School in 2016, and received the California Civic Learning Award in 2017 & 2018. Just this past year, Wittmann was again recognized as a 2020-2021 Scholar School, by the Campaign for Business and Educational Excellence (CBEE).

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Scholastic standards may be dictated at the state level, however, Wittmann goes beyond the standards by engaging students not as passive sponges to be lectured at, but as active co-participants in the learning process. While utilizing the district-adopted curriculum, Wittmann’s staff members implement our unique “Enter to Learn, Leave to Achieve” philosophy across all subject areas. We are committed to providing a rigorous and immersive learning environment for all students. Our teachers collaborate with not only their grade-level teams but with other grade-level teams to create engaging learning experiences for all students. By sharing fresh approaches, technologies, and best practices across all grade levels, we create a unified approach from kindergarten through 6th grade, as well as ensure that all teachers have access to the best, most modern teaching strategies.

These practices are of great benefit to students as they see their math, ELA, social science, and science learning find applications in a variety of contexts. We provide our students with opportunities to display their newly acquired knowledge from traditional schoolwork across a variety of innovative presentations, including digital arts, fine arts, and storytelling.

COVID-driven school closures caused Wittmann faculty to dramatically alter educational approaches. Teachers adapted their in-person teaching style to incorporate more tech-based strategies to accommodate distance learning. These included innovative applications and websites such as No Red Ink, IXL, Padlet, Jamboard, Pear Deck, EdPuzzle, NearPod, and FlipGrid. Most of these new technological tools have now been seamlessly merged back into the in-person classroom. Students of this generation are “digital natives,” and the use of these new digital formats has allowed them to stay connected, engaged, and motivated, despite obstacles such as social distancing and mask use.

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

Wittmann utilizes the McGraw/Hill Wonders curriculum to guide students through the California State Standards in English Language Arts (ELA). Since reading and writing skills are interlaced across all curricular areas, teachers place a heavy emphasis on these standards in their daily instruction, spending almost half of the day addressing the various ELA standards. In the lower primary grades, students learn not only how to read, but how to seek answers to basic comprehension questions. As they progress to upper grades, they learn to analyze text to find deeper meaning through making inferences. For example, third-grade students learn to write letters in the correct friendly letter format and write for a purpose through writing letters to their third-grade pen pals in Maine. During Read Across America Day, a professor from Maine teaches via Zoom about Native American legends, which is one of the third-grade standards. The presentation employs cause/effect, text evidence, and point of view which support third-grade academic standards. Students, using their school text, apply the standards learned throughout the school year to sequence their writing appropriately and create evidence-based projects.

Teachers use a variety of cutting-edge tools to supplement the pencil and paper approach, including Newsela, which covers nonfiction articles, No Red Ink for grammar lessons, and Read Theory which is a computer-adaptive web-based program for reading comprehension. While digital tools provide valuable educational opportunities, person-to-person communication is a foundational building block to our success in English language arts. Class discussions provide students the opportunity to hear the perspectives of their classmates and allows them to engage in text-supported discourse. We use small group work on multimedia projects to reinforce standards-based lessons, as well as drive engagement, teamwork, and character building. As one example, Wittmann’s sixth graders will be applying their narrative writing unit to producing a podcast series, thereby not only developing their narrative skills but also other skills to prepare them for 21st-century life, including digital media and computer literacy.

Formative and summative assessments were digital during distance learning, but when school transitioned to hybrid/in-person, teachers began using a combination of both digital and paper and pencil formative assessments. Twice a year, teachers administer a digital district benchmark assessment in ELA and math. The data from both formative and benchmark assessments are analyzed during grade-level collaboration meetings, in which teachers converse about instructional best practices.

Based on the data, teachers can hold small group instruction for those students in need of extra support while other students are working independently. This practice was and continues to be utilized during distance learning with the use of virtual breakout rooms. If a student requires additional support, they would then be provided the opportunity to join our intervention program, available both during and after school.

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

Building from the district pacing guide and SAVVAS/EnVision math curriculum to teach the California State Standards for Mathematics, our teachers create engaging lessons for their students. We provide our students with the opportunity to think critically and creatively while collaborating with their peers. From the use of hands-on manipulatives to digital platforms, students not only learn how to solve problems but can explain the reasoning behind their solutions.

SAVVAS provides an extensive digital library that includes resources for both struggling students and those who benefit from enrichment. One aspect of the SAVVAS curriculum is the Problem Solving lesson, which connects the concepts of each topic to a real-life scenario. This provides the relevancy of each topic to the students to help them understand why these lessons are important in their own lives.

Across all grade levels, teachers provide multidisciplinary activities to showcase knowledge. For example, in addition to all of the ELA standards covered in third grade when reading Charlotte's Web, students practice their understanding of graphing, area measurement, and perimeter by creating their own map of Charlotte's farm.

Teachers monitor students' progress through formative and summative assessments, such as quick checks, topic tests, and district benchmarks. Based on the results of the assessments, teachers can identify students in need of additional support and provide differentiated instruction via small group intervention. If additional support is required, students are invited to attend sessions with our Intervention Specialist during the school day and/or after school. Conversely, students who achieve success are challenged with enrichment activities in class or by participating in Wittmann's Math Olympiad Team.

During distance learning, teachers took advantage of the variety of tech-based resources, such as Jamboard, digital whiteboards, screencastify, EdPuzzle, Pear Deck, and escape rooms to engage students. Teachers also used songs and chants to help students learn concepts. The utilization of screencastify allowed teachers to record their lessons which provided students with a resource they could refer back to if needed. In addition to having the recorded video, teachers embedded them into EdPuzzle, where students were prompted periodically to check for understanding. In addition to screencastify and EdPuzzle, teachers employed Pear Deck, which is a web-based platform that allows instructors to include interactive assessment questions directly into presentations. Some of the interactive features include written response, drag and drop, and drawing. Based on responses, teachers can then provide students with immediate feedback. Pear Deck has proven to be a valuable tool for both students and teachers since it can be applied in two manners: student-paced and instructor-paced. Student-paced assignments are perfect for extra practice and independent work. Instructor-paced is beneficial for whole-class instruction. Screencastify, enhanced by EdPuzzle, and Pear Deck were especially helpful to those students who missed school during virtual learning due to illness. These applications continue to be of great assistance for those students who are required to stay home due to quarantine or isolation requirements. To supplement math classwork, Wittmann teachers use IXL Math. This web-based program can be accessed at school or home and is a valuable resource for building math fluency. Like many of our newer digital tools, IXL became a lifeline during distance learning and has continued to be used effectively for additional practice and enrichment.

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

Through the use of the McGraw/Hill Inspire curriculum for grades K-5 and StemScopes for grade 6, teachers have successfully transitioned to the Next Generation Science Standards, which provides students with more hands-on and inquiry-based learning experiences. During virtual instruction, teachers provided meaningful hands-on learning opportunities even from home by utilizing common household items or materials picked up from school for experiments. Further distance learning science tools included virtual simulations, live discussions with California State Park Rangers through the PORTS program, and Generation Genius, a website with a host of videos and activities grounded in science education. As with most of our distance learning innovations, these have made their way back into the in-person classroom as well, providing our teachers with yet more avenues to immerse our students in science with real-world applications.

We engage with community members and alumni to be part of our science instruction. Each year, a former district student who is now a local Director of Pre-Construction working in renewable energy comes to speak to our fourth-grade students about renewable energy. The speaker, a licensed Professional Engineer, shares how engineers design buildings, freeways, roads, etc. to withstand natural disasters such as earthquakes here in California. Students are highly inquisitive and ask many relevant questions. Wittmann Warriors are also given opportunities to interact with science through many avenues on campus. Students attend weekly STEM rotations in which they learn about coding via Tynker and robotics with our Dash and Dot robots. After-school courses include World Medicine, Girls Get Science, First LEGO League Robotics, and Ecology. These courses enhance students' understanding of science through hands-on experiences and real-world situations.

Unfortunately, our extremely popular annual Family Science Night has been postponed for the past two years, but we are looking forward to its return as a virtual format in April 2022. Students will get to engage in different activities including chemistry (mixing homemade ice cream) to engineering (building bridges out of marshmallows and spaghetti). This event is always well-attended and our students from all grade levels enjoy visiting each other to participate in a wide variety of experiments that are educational, fun, and messy.

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

Wittmann adopted the SAVVAS: myWorld Interactive curriculum last year, and teachers have successfully incorporated the new curriculum into their classes. Staff members are familiar with the digital platform since it is the same publishing company as the district adopted math curriculum. This program supports culturally responsive teaching and is inclusive of all members in a diverse community.

Wittmann prides itself on being a place where staff, students, parents, and other stakeholders feel welcome and included. It is a community in which people of all ethnicities and backgrounds are respected and celebrated. As an example, first-grade students learn about various Asian Lunar New Year celebrations. They decorate boxes to make a dragon and serpentine throughout the classes to the cheers of older students. Sixth-grade students, when learning about ancient India, are introduced to Bollywood-style dancing and create music videos.

Beginning in the primary grades, students learn about the importance of community members. Either in-person or virtually, community members visit classes to enhance students' understanding of their diverse backgrounds and the important roles that people play in our society. In the upper grades, students learn about California and U.S. history. A retired teacher returns each year, either in-person or virtually to share about her Japanese father's experiences in the internment camps. Students learn about California's rich, yet imperfect history. Students in upper grades also have the privilege of going to Knott's Berry Farm to learn more about the California missions as well as U.S. history through their Early American Heritage program. Wittmann students can also join the Student Council, which elects its representatives, committee members, and executive board in a democratic process that mimics that of the United States government. All students participate in assemblies that involve Wittmann community members who serve as role models for students. During our annual Constitution Day, students conduct meetings with policymakers, superior court judges,

attorneys, and law enforcement officials. All speakers are members of the Wittmann community and discuss with students how they uphold the United States Constitution.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Enrichment and career pathway programs are a vital part of preparing students for a successful future. Wittmann students are exposed to over twenty different enrichment programs, depending on their interests. During the Fall, all students are surveyed and then rank each enrichment program. This ensures that we offer students programs that meet their interest levels and keep them motivated to attend school.

Each week, students attend a two-hour elective rotation which consists of robotics/coding, library, and Generation Genius. Every student has a laptop for coding and during the two-hour rotation, students work cooperatively with each other to learn vital skills that will serve them in the future, while at the same time having fun. A kindergarten student will start by learning the basics of their laptops, typing, and watching coding/robotics demonstrations, but by the end of their time at Wittmann, they will be able to code and program their robots and even fly drones around the campus. Students also receive a minimum of one hundred minutes of physical education per week, along with health and nutrition lessons, including sixth-grade students who participate in the district adopted Sexual Health and HIV prevention program. Social-Emotional Learning (SEL) lessons have become a regular part of learning day with our Mental Health Professional (MPH) working with classes to cope with stress and express their feelings appropriately using the Second Step social-emotional curriculum.

In addition to the weekly elective classes, students also receive visual and performing arts (VAPA) instruction from Art4Kids and music classes. During art instruction, students learn about different genres of art and express their creativity. Each Spring, we hold an art gallery walk, which allows community members to view student projects. The top art projects are then displayed at the Los Angeles County Fair art competition in July. For any student who wishes to explore music, there are both beginning and advanced band classes that meet twice a week during the school day.

Learning continues long after the dismissal bell rings. Wittmann is a very busy school that offers multiple enrichment activities. There are programs such as Reading Olympics, First LEGO League/Robotics, Girls Get Science, 3D Design & Printing, World Medine, Ecology Club, and Math Olympiad Team (MOT). Each of these programs allows students to expand their knowledge and creativity. MOT is nationally recognized and consistently performs in the top 10% of schools. Our Girls Get Science course is one of a kind and empowers girls to explore fields of science that are mostly male-dominated, such as engineering and computer science. 3D Design allows students to imagine and engineer almost anything from keychains to action figures. Once their 3D projects are ready, students get to print their designs using our technology lab's 3D printer. Clubs like World Medicine and Ecology teach students about how the environment and medicine can significantly affect our lives, especially if we do not care for ourselves or the environment.

These other curriculum areas are an important part of Wittmann's culture of learning and preparing students for their future endeavors. Offering a multitude of student-led, high-interest enrichment programs is also one of the reasons for our high average daily attendance rate of 97% and low chronic absenteeism. Throughout COVID many of our enrichment programs continued virtually with over 190 students in attendance in after-school programs and an average daily attendance of 99%. All enrichment programs are free to students due to the generosity of our parent community and the support of district administrators.

3. Academic Supports

3a. Students performing below grade level:

Intervention at Wittmann is tailored to meet the unique learning needs of each student. We utilize a three-tiered Response to Intervention (RtI) approach to support our students academically. Classroom teachers regularly monitor each student's progress using STAR benchmark data and other classroom assessments. When a student is not performing at grade-level proficiency, teachers collaborate during grade-level meetings to identify additional support strategies. Students in need of more focused intervention support are referred to our Intervention Program for further assessment. After the recommended student has been assessed, the intervention team provides the teacher with feedback in regard to the student. Our Intervention Program provides students in each grade level a 35-minute pull-out time slot, five days a week for additional support focused on areas of deficiency. The goal of the intervention team is to close each students' gap of deficiency in their area or areas of weakness using district-adopted supplemental programs. The Sunday System, one of our district's adopted programs, is used as our initial assessment for all students who are recommended for intervention. Once each student is assessed using the system, the intervention team places each student at his/her appropriate level and implements the Sunday lessons. Imagine Learning (IL) is used simultaneously with Sunday as another instrument to measure growth.

Struggling students may require support during our pull-out intervention times within the school day and/or after school intervention support can be provided, based on formative data analysis. Students who are in need of math intervention have access to Imagine Math in grades K-2 or IXL in grades 3-6. Both are web-based programs that help build math fluency through engaging activities.

When there is minimal or no growth a Student Success Team (SST) meeting is convened, consisting of, but not limited to the following parties: parents/guardians, teachers, administrator, intervention specialist, and our mental health professional. Before an SST meeting can take place, the teacher must complete a pre-SST Strategies form and begin to implement strategies and collect data. The SST coordinator will schedule an SST meeting for a future date where the team will discuss the student's area(s) of needs, review the pre-SST intervention outcomes, and data/progress monitoring. Finally, the team comes up with the SST Intervention Plan and agrees to revisit the plan four to six weeks from when the plan was created.

3b. Students performing above grade level:

Wittmann students who are performing above grade level are given numerous opportunities to expand their knowledge and enrich their learning through a variety of creative projects and assignments given by our staff. Teachers allow students to complete research projects based on topics of interest. For example, sixth-grade teachers use choice boards to offer various multi-disciplinary options for students to exhibit mastery of a concept or a group of standards. Choice boards allow students to select one or more options that pique their interest and include disciplines such as research, fine art, math, writing, and music. Choice boards give students an opportunity to promote self-expression with how they choose to present what they have learned to the class.

Other ways that our staff promote the growth and development of students performing above grade level are through the strategic use of adaptive computer programs such as Freckle, Read Theory, Epic, Prodigy Math, and MyOn. Each provides personalized materials and rigorous comprehension opportunities for our advanced readers. Prodigy and Freckle are implemented to provide another source of rigorous content for students functioning above grade level in math. For advanced literary individuals, Writer's Workshop is used to provide tiered expectations and goal setting for students who wish to express themselves through writing. All of these projects are normally embedded into the curriculum and provide a higher degree of depth and complexity for students who embrace challenges.

Both during and outside of the regular school day, students who perform above grade level in science and math are invited to participate in various related activities such as Science Olympiad, Math Olympiad, Reading Olympics, and our Robotics team. Each of these activities requires a high level of skill, adaptability, and cooperative learning. Although very competitive, these team-based projects allow advanced students to expand their knowledge and interpersonal skills by working with others, while having

fun. Wittmann has had a great level of success and consistently represents ABCUSD in local/regional competitions.

3c. Special education:

There are 41 students with exceptionalities who receive services through their Individual Education Plan (IEP). These students receive individual or small group instruction led by the resource specialist as well as the speech and language pathologist to assist them in making progress towards their IEP goals. A full school-specific team of experts including a psychologist, nurse, speech and language pathologist, resource specialist, occupational therapist, and mental health professional are accessible for each student as needed. These experts contribute to evaluations and the determination of the best evidence-based practices to comprise an IEP in order to encourage each student's growth in the least restrictive environment.

The specialist, who serves as a case manager, facilitates accommodations and communications with the general education team to differentiate and foster a positive and cohesive learning environment. These accommodations allow the students with exceptionalities to access the general education curriculum that is being implemented within their classrooms. Students with IEPs and their families participate in an annual review of the student's progress toward their goals based on data collected in the general education setting as well as the small group sessions. Each plan is revised at this meeting to best meet the needs of the student's academic, vocational, and social-emotional needs. At Wittmann, parent feedback is always valued and integrated into each step of the special education process as a key component to the success of their child with exceptionalities.

The unique population of students has full participation in the Wittmann family community and the general education setting. Students participate in school-wide events such as Jump-a-Thon, Kindness week, and our annual variety show. Inclusive extra-curricular, after-school activities include clubs such as Girls Get Science, Eco Club, 3-D Programming and Design, and World Medicine. Creating an inclusive environment for all students regardless of their disability, or culture is a key aspect of the Wittmann students' academic and community experience throughout elementary school.

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

Wittmann's English Learner (EL) reclassification rate of 30% is a direct reflection of the integrated EL instruction by staff during class, as well as the use of the Imagine Learning (IL) literacy program, which is a district adopted supplemental program. IL provides students extra support in the areas of English Language Arts and reading. Wittmann EL students use this program at least 60 minutes a week or 20 minutes a day for three days each week. During the 2020-2021 school year, 33% of our EL population scored at or above grade level on the STAR Reading Fall Diagnostic which was above our district average of 21.9% and above the state average of 17.4%. By the end of the 2020-2021 school year, 60% of our EL students scored at or above the final STAR reading benchmark compared to 21.2% in our district and 12.9% in the state of California. This positive data trend has continued throughout the 2021-2022 school year as well. After administering the Fall Diagnostic, 51% of our EL students scored at or above grade level, which was above our district average of 20.9% and the state average of 11.5%. As we have moved from the Fall Diagnostic to the First Benchmark, Wittmann has continued to outperform our district and the state on the English language development of our EL population with 55% of our EL population scoring at or above grade level, where the district average was 25.5% and the state average was 14.1%.

In addition to classroom instruction, small group intervention, and online supplemental programs, parent communication and engagement has been a successful strategy to support EL students. Each year a minimum of two parent meetings are held for the parents of EL students. Support programs are discussed and reviewed with feedback from parents as to their children's needs. All information is shared with staff and the School Site Council (SSC) to help fund support programs for EL students. The overall success of Wittmann's approach for supporting EL students is validated by a high reclassification rate, which is almost double the district average and shows that students are ready to be promoted to middle school.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Wittmann fostered an environment of normalcy for students throughout school closures and the following academic year that was impacted by the continued social distancing requirements. Upon the initial school closures, office staff and the librarian diligently checked out technology for the students to use as a way to continue to access their learning from home (e.g., laptops, chargers, hotspots, etc.). Teachers worked tirelessly to communicate with their students via Google Classroom, Google Meets, Zoom, and Class Dojo. Each teacher took the initiative to establish a regular meeting time and adapt the school's curriculum.

In 2020-2021, our teachers navigated virtual learning and continued with their classroom routines with the assistance of technologies such as Google for Education Applications, EdPuzzle, Go Guardian, NoRedInk, and many others. With the use of student Chromebooks, teacher MacBooks, and wireless hotspots, Wittmann maintained a 99% attendance rate during virtual learning. Our students received engaging instruction in a never before seen environment. Our attendance rate was constantly monitored by office staff that conducted attendance checks throughout the day after recess and lunch breaks. The staff ensured that students remembered to log on after the extended screen breaks and assisted families in familiarizing themselves with the new school schedule.

Staff used their advanced technological literacy skills to hold Student Success Team meetings, Individual Education Plans, and Parent-Teacher Conferences virtually all year. Parents were still involved with their child's learning and received consistent communication from all staff. Social-emotional learning continued to be an area of importance and SEL lessons were implemented weekly within the virtual environment. During this time the Mental Health Professional discussed and assisted students in coping with the stress created by the pandemic and navigating their new world.

The flexibility of the staff members continued when hybrid learning began in the spring of 2021. Staff members adapted their classrooms to streamline teaching cohorts in-person while simultaneously delivering the same content to students online through the use of ViewSonic televisions. The ViewSonics assisted in the display of content and continuity of instruction for both cohorts. Students were able to continue to feel the normalcy that Wittmann was ready to provide in a time of uncertainty.

Extra-curricular activities continued to be an integral part of the typical student day and were offered virtually to all students on campus. After-school clubs, tutoring, and the sixth-grade science camp were adapted and offered in the online setting. The sixth-grade students were able to have weekly meetings to conduct fun activities while at home and school, similar to those that were typically experienced at a weeklong sleep-away camp.

2. Engaging Families and Community:

Having a strong learning community is a cornerstone of Wittmann's success and continued growth. Parent and staff organizations such as School Site Council (SSC) and Wittmann Organized Warriors (WOW) keep parents informed and involved in our learning community. As part of the SSC, parents and staff give important and relevant feedback regarding the Local Control Accountability Plan (LCAP), which allows them to prioritize goals in relation to implementation and monitoring school achievement and/or areas of growth. The SSC is composed of five parents and five staff members, who work as partners to focus on student achievement and ensure that students are treated equitably. SSC provides valuable funding for particular programs that affect subgroups of students who are struggling (e.g., ELs, students with disabilities, socio-economically disadvantaged students, etc.).

WOW is an organized collaboration between the Wittmann School Educational Foundation (WSEF) and parents who are not part of the WSEF Board of Directors. This important organization raises funds to provide transportation for field trips, educational assemblies, and classroom technology. Parents are also encouraged to participate in the Family Science Nights where members of the community present science

lessons that allow active participation and experimentation. Other learning community opportunities include monthly Coffee with the Principal, which is an open forum where parents can communicate directly with the principal, and our tri-annual Family Lunch Bunch, which allows parents to visit our campus and share lunch with their children and our Wittmann Community. Direct feedback is always encouraged from stakeholders and adjustments to programs are made as needed.

All of the after-school enrichment/career pathway programs are community-based and are led by staff, parents, and local high school students who serve as instructors and advisors. There are over twenty enrichment programs at Wittmann that range from robotics to ecology. Each program requires instructors from our learning community who are committed to teaching students' important life skills while maintaining student engagement. On average, half of the student population takes part in at least one of the after-school programs each year.

The pandemic has been a difficult chapter in terms of community relations around the nation, but there can also be positive by-products of the crisis. At Wittmann, we saw our highest percentage of parents joining WOW and attending virtual town hall meetings as well as Coffee with the Principal. Based on our California Parent Surveys (CPS) and California Healthy Kids Surveys (CHKS), 94% of parents felt their input was valued by Wittmann and 83% of students felt connected to school even though they were in a virtual learning environment. Our ability to connect and engage with families and the community remains equally strong today as we continue to engage virtually and in-person with parents and students.

3. Creating Professional Culture:

Creating and maintaining a professional culture is an ongoing process that requires flexibility, feedback, and analysis. Over the last several years, Wittmann has transitioned from traditional paper agendas and in-person meetings to virtual meetings, Google classroom, digital documents, and interactive data analysis. During the 2020-2021 school year, there was a particular emphasis on professional development for teachers to use new digital tools to communicate with students such as ViewSonic interactive displays, web/document cameras, and Chromebooks. Additionally, digital applications were purchased to support students at home and school such as IXL math, Imagine Learning ELA support for EL students, digital textbooks, and the Renaissance/STAR online assessments in math and ELA. All of these tools required professional development for staff, so they could be proficient in engaging and communicating with students and families. Every Wednesday, staff engage in professional development with trainers as well as administration to review how to use the different learning tools that are available.

A major emphasis for professional development during the pandemic has been to remain engaged with all members of the learning community. Each week, staff complete a digital survey, so that they can ask questions, give feedback, and rate their teaching experience for the week. This feedback helps guide professional development to address the immediate needs of staff and students. During staff meetings, our MPH as well as other staff members review how to better engage with our community and communicate effectively when parents have concerns. We believe that the consistent professional development focus for engagement resulted in positive gains during COVID, with 99% of students attending school daily, 83% of our students feeling connected to school, and 94% of families feeling their input was valued by school staff.

Along with our focus on community engagement, there was also extensive professional development in data analysis and addressing the needs of English Learners, Hispanic students, and students with disabilities. Nationally, these groups perform at a less proficient level than their peers, but that is not the case at Wittmann. During weekly staff and grade-level meetings, teachers analyze the performance of subgroups and share best practices to elicit positive gains in core curriculum assessments. Based on the 2020-2021 STAR summative assessments, we saw significant gains in student achievement validating the pedagogical approach of the Wittmann staff. For example, by the end of 2021 Hispanic students at Wittmann had an ELA proficiency rate of 72%, which was 31 points higher than the state average. EL students had an ELA proficiency rate of 60%, which was 47 points higher than the state, and students with disabilities had an ELA proficiency rate of 68%, which was 40 points higher than the state average. This success was due largely to the professional development, collaboration, and planning of staff.

4. School Leadership:

Leadership in any organization has dramatically changed over the past several years and Wittmann has undergone a significant evolution due to the pandemic. What were once in-person staff and site leadership meetings are now mostly virtual via Zoom. With the changing landscape, Wittmann has endured and grown in terms of community input and staff leadership. Site-based leadership meetings are held two times per month. The leadership team consists of the principal, union representative, Assistant to the Principal (ATP), and Intervention Specialist: Teacher on Special Assignment (TOSA). Each individual brings unique knowledge and skills to help improve school performance. The team reviews all aspects of the learning community and gives feedback on staff and student needs. The union representative relays news from both the staff and the greater union constituency. We have a very positive relationship between site administration and union leadership, which enables us to work together openly during leadership and staff meetings. The ATP is responsible for organizing the student success team (SST) to support parents and students by recommending academic and behavioral strategies both at home and at school. The TOSA is responsible for working directly with students and staff to provide academic support via small group instruction and instructional coaching. Leadership team members will present during staff meetings on a regular basis and bring their vital expertise to make Wittmann a positive and constructive learning environment for all community members.

The school site council (SSC) is another leadership avenue that consists of five parents and five staff members. The SSC meets once a month to discuss and review the school site plan, assessment data, and how funding sources are allocated to support student success.

Wittmann's education foundation (WOW), meets at least once a month. The principal along with the board of directors, find new ways to raise funds and improve programs offered to students. During distance learning, WOW made significant investments in digital tools for teachers and students (e.g., online math and ELA programs, laptops for students and staff, interactive digital displays, etc.).

All staff members are assigned some form of leadership responsibility at school through their adjunct duties (ADs). ADs can range from organizing student/staff events and advising student enrichment programs, to working with parents in leadership roles such as SSC or WOW. ADs allow staff to be ingrained in the learning community and sustain a positive school-wide culture of leadership and learning.

5. Culturally Responsive Teaching and Learning:

At Wittmann Elementary School, there is a diverse population of student backgrounds that add to the richness of our educational purpose. Educating ourselves and our students on the culture that each family brings to our community provides enrichment for students. Staple events on campus throughout the year include Black History Month, Lunar New Year, Kindness Week, and cultural language and traditions lessons. After the past two academic years endured by the students during the pandemic, creating a strong culturally diverse community on campus has been a top priority for students and staff alike. Classrooms lead discussions discuss holidays around the world during the winter season, honoring and celebrating what each student may celebrate at home. Other classrooms discuss current events using CNN 10 while implementing learned comprehension and writing strategies to create an informative and respectful discussion amongst the students. Students are enabled to share their thoughts and concerns on present-day events that influence their mental and emotional well-being.

Tolerance of differences is discussed throughout the year. The Mental Health Professional and Student Council created campus-wide events like Kindness Week. These types of events engage students in activities to increase tolerance and empathy throughout their lives even after they leave our campus. The student council allows students to practice crucial life skills such as advocacy and leadership by creating events that are enjoyed by the Wittmann community of students, faculty, and parents.

The Mental Health Professional (MPH) on campus leads engaging lessons within classrooms regarding proactive anti-bullying strategies, and social groups to increase students' social skills where needed. The research-based, teacher-informed, and classroom-tested Second Step program has been used to help

students. Second Step allows students to gain confidence through positive self-talk, setting attainable goals, making better decisions, collaborating effectively with peers in school and play settings, as well as navigating the world more effectively. Empathy and compassion are the main components of these lessons to support students in understanding how others feel and use problem-solving skills. The negative impacts of enduring a year of virtual learning have been mitigated by the resources that the MPH has shared with students, parents, and staff.

Our family-like community is developed amongst diverse backgrounds through the use of Positive Behavior Intervention Strategies (PBIS) indicated by the Wittmann Behavior Matrix's pillars of responsibility, respect, and compassion. The PBIS team meets bimonthly to discuss successes, challenges, and areas of growth. Each teacher highlights student behaviors that exemplify these concepts through Praise Notes as a school-wide strategy and further include them into their classroom expectations. With returning to in-person instruction following virtual learning, new strategies have been implemented as veteran practices have been reinforced, such as Praise Notes earners being recognized in the morning announcements for earning 10 Praise Notes. Student morale is increased through the positive reinforcement of Praise Notes, classroom reward systems, and earned school-wide activities.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Wittmann, along with most schools throughout the nation, went through what many consider to be the most challenging period in the history of modern education. Navigating school closures and virtual learning for over a year and a half, and then quickly transitioning to hybrid learning, and finally returning to in-person learning has not been easy. Each change has been a dramatic evolution, but engagement within our learning community has been the one consistent practice that has led to our success. Our Enter to Learn, Leave to Achieve model focuses on engagement and communication between students, staff, and parents with each of the stakeholders giving and receiving input from each other. We engage our students with new and exciting curriculum that challenges but also supports them through a multitude of enrichment and intervention. We engage our parents in multiple group settings such as SSC, WOW, and coffee with the principal. We engage our staff through professional development, collaboration, and adjunct duties that foster communication and leadership development opportunities.

The results of our model can be seen in our high academic achievement with 80% of students meeting proficiency in ELA and 81% of students meeting proficiency in Math as measured by the STAR assessment. Additionally, 83% of our students felt engaged/connected to the school with a 99% attendance rate throughout virtual and hybrid learning during the 2020-2021 school year. Over 94% of our parents felt their input was valued by staff and continue to participate in school events and parent meetings. All Wittmann students participate in enrichment activities during the school day such as robotics, art, and music, but it is important to note that almost half of our students participate in optional after-school enrichment/career pathway programs. The Wittmann staff pride themselves on making school a fun and engaging learning environment, which in turn stimulates students to want to attend school and perform their best. These positive experiences also build strong long-lasting relationships with families who have supported the school throughout the pandemic.

This success would not be possible without a supportive learning community that focuses and engages students from the four different aspects of our model, which include a strong enrichment program, creative classroom instruction, academic support for students, and an extended learning community that offers feedback and support to students and staff.