

Revised: March 6, 2006

## 2005-2006 No Child Left Behind - Blue Ribbon Schools Program

### U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply) \_\_\_ Elementary  Middle \_\_\_ High \_\_\_ K-12  Charter

Name of Principal Dr. Ziggy Robeson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Westside Preparatory Charter School  
(As it should appear in the official records)

School Mailing Address 6537 West 2nd Street  
(If address is P.O. Box, also include street address)

Rio Linda CA 95673-3231  
City State Zip Code+4 (9 digits total)

County Sacramento State School Code Number\* 34 67405 6112643

Telephone ( 916 ) 566-1600 Fax ( 916 ) 991 - 5842

Website/URL www.rlusd.org E-mail ziggy.robeson@rlusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Frank S. Porter  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rio Linda Union School District Tel. ( 916 ) 566-1600

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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**

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       22   Elementary schools  
    1   Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_\_\_\_\_ High schools  
    1   Other (K-8 Charter School)
- 24   TOTAL
2. District Per Pupil Expenditure:       \$6,500
- Average State Per Pupil Expenditure:       \$6,800

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
4.   2   Number of years the principal has been in her/his position at this school.
- 3   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade  | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK   |            |              |             | 7     | 111        | 113          | 224         |
| K  |            |              |             | 8     | 89         | 87           | 176         |
| 1  |            |              |             | 9     |            |              |             |
| 2  |            |              |             | 10    |            |              |             |
| 3  |            |              |             | 11    |            |              |             |
| 4  |            |              |             | 12    |            |              |             |
| 5  |            |              |             | Other |            |              |             |
| 6  |            |              |             |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |       |            |              | <b>400</b>  |

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- 70 % White
  - 6 % Black or African American
  - 20 % Hispanic or Latino
  - 3 % Asian/Pacific Islander
  - 1 % American Indian/Alaskan Native
  - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 11 %

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

|     |  |      |
|-----|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | 12   |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 30   |
| (3) | Total of all transferred students [sum of rows (1) and (2)]  | 42   |
| (4) | Total number of students in the school as of October 1   | 396  |
| (5) | Total transferred students in row (3) divided by total students in row (4)                           | 0.11 |
| (6) | Amount in row (5) multiplied by 100  | 11   |

8. Limited English Proficient students in the school: 28 %  
112 Total Number Limited English Proficient  
 Number of languages represented: 7  
 Specify languages: Chinese, French, Hmong, Spanish, Romanian, Russian, Ukranian

9. Students eligible for free/reduced-priced meals: 43 %  
 Total number students who qualify: 172

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:   1   %  
  4   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 categories.

|                                 |   |
|---------------------------------|---|
| <u>  </u> Autism                | <u>  </u> Orthopedic Impairment                 |
| <u>  </u> Deafness              | <u>  </u> Other Health Impaired                 |
| <u>  </u> Deaf-Blindness        | <u>  4  </u> Specific Learning Disability       |
| <u>  </u> Emotional Disturbance | <u>  </u> Speech or Language Impairment         |
| <u>  </u> Hearing Impairment    | <u>  </u> Traumatic Brain Injury                |
| <u>  </u> Mental Retardation    | <u>  </u> Visual Impairment Including Blindness |
| <u>  </u> Multiple Disabilities |   |

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

|                                       | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s)                      | <u>  1  </u>     | <u>  </u>        |
| Classroom teachers                    | <u> 13  </u>     | <u>  </u>        |
| Special resource teachers/specialists | <u>  1  </u>     | <u>  1  </u>     |
| Paraprofessionals                     | <u>  4  </u>     | <u>  </u>        |
| Support staff                         | <u>  7  </u>     | <u>  </u>        |
| Total number                          | <u> 26  </u>     | <u>  1  </u>     |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers:   31:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

|                                     | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance            | 96%       | 96%       | 96%       | 96%       | 96%       |
| Daily teacher attendance            | 96%       | 96%       | 96%       | 97%       | 96%       |
| Teacher turnover rate               | 21%       | 10%       | 12%       | 50%       | 12%       |
| Student dropout rate (middle/high)  | 0%        | 0%        | 0%        | 0%        | 0%        |
| Student drop-off rate (high school) | na%       | na%       | na%       | na%       | na%       |

*NOTE: Referring to the table above, during the 2004-2005, we show a higher teacher turnover rate due to a relocation of two existing classes merged to another campus. We also lost a new teacher who preferred elementary school teaching. The relatively small number of teachers in this program can skew the statistics through very few changes. In the 2001-2002 year we had four teacher changes out of a staff of 8: two were promotions, one a family relocation and one retired.*

### **PART III - SUMMARY**

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#### **Westside Preparatory Charter School**

Westside Preparatory Charter School (WPCS) is committed to achieving the high standards of the No Child Left Behind Act as well as the California State adopted standards in an effort to prepare our students to be successful high school and college students. Currently serving 400 students across three different communities: Rio Linda, North Highlands, and Foothill Farms, our (charter) school is the result of a community searching for an alternative that would provide a rigorous, accelerated program for 7<sup>th</sup> and 8<sup>th</sup> grade students. As part of the Rio Linda Union School District (RLUSD), primarily (a K-6 district) Rio Linda Union District has been committed to creating a learning environment that sets the highest expectations for academic learning, character building, and social emotional growth. Westside Preparatory Charter and RLUSD have established learning benchmarks and provided access to rich core curriculum. Every student is functioning with respect to state aligned standards, district benchmarks, and the high expectations set forth by Westside Preparatory Charter. As a result of this, WPCS has an enviable record for attracting excellent staff. We are proud that we have fourteen 100% fully credentialed staff with CLAD, including three BTSA providers and ten master teachers.

Members of the school community are involved in all aspects of the growth and development of our students. Our school mission “working in partnership with students and families to encourage personal responsibility to provide a challenging curriculum with the goal of empowering students to meet the many and varied challenges of the future” reflects our view of working with families to build student self-confidence and success by offering a wide range of programs and opportunities that respond to their diverse needs. It is this school community that, ten years ago, formed a small committee to develop a program that would prepare our students to be critical thinkers, problem-solvers, productive citizens and leaders. Our school began with 120 students at two campuses: the Westside and Eastside locations in 1994. As a result of our small personal learning environment and excellent academic achievement, our API scores have steadily improved to reach their new high of 845. Last year the Westside Preparatory Charter School expanded to one more campus. This year we service an additional 68, 7<sup>th</sup> grade students and 60, 8<sup>th</sup> grade students. Together, we will continue to provide a curriculum that fosters a high level of academic, social, physical and emotional well-being. It is the positive, caring, and safe learning environment we provide which helps to instill responsible behavior, a strong sense of self-worth, and pride in the accomplishments of our school and students.

### **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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#### **Assessment Results:**

The Westside Preparatory Charter School student is held to a high standard of academic success and personal behavior/ethics, with academic outcomes based on the adopted state standards and accountability (state testing). We believe a strong spirit, healthy support from an involved family, and a meaningful, personal goal-setting process, establishes a character that is well-prepared to meet challenges of high school and beyond.

Each spring, the students at Westside Preparatory Charter School take the STAR (the State Standardized Testing Accountability Report). The yearly results from the STAR exam are also reported and utilized to guide and improve instruction. For the CSTs (California State Standards Tests) the standards-based performance level (Advanced, Proficient, Basic, Below Basic, or Far Below Basic) for each student tested is used. The school, the district and all numerically significant subgroups are required

to show performance at or above the state annual measurable objectives in English-language arts and math (Adequate Yearly Progress-AYP). Students achieving at the proficient and advanced levels are counted as proficient or above for the purpose of the AYP. More information regarding the California state testing program can be found at <http://www.cde.ca.gov/>. These results are also posted on the Internet and are included in Measures, a new reporting program within our district. The Measures program provides in-depth disaggregated information as to the progress of students towards state standards on district multiple measure assessments such as chapter tests, unit tests and quizzes throughout the students' kindergarten through eighth grade years.

In English Language Arts, our scores have increased on a regular basis with 100% of the students taking the test. The numbers of 7<sup>th</sup> and 8<sup>th</sup> grade students meeting and exceeding the State Standards in ELA has increased yearly. Additionally, all subgroups have increased in enrollment every year. ELA scores for the 7<sup>th</sup> grade have made marked improvement in all subgroups. 8<sup>th</sup> grade scores show growth in all sub-groups with the exception of the Hispanic subgroup. It should be noted that this population has increased and contributed to our larger English Language Learner population. Our 8<sup>th</sup> grade Math scores have roughly improved 20 % per year the past three years. We continue to work on improving our subgroups in Math testing, especially at the 7<sup>th</sup> grade level. Increasing student population coming into the 7<sup>th</sup> grade have been lacking strong computational Math skills. This has resulted in a minor decrease in 7<sup>th</sup> grade math scores for the current year, especially within the Hispanic population, which have comprised the majority of our new enrollment. Even with these changes our Math scores in the 7<sup>th</sup> grade have improved from 37% to 52 % with a 15% gain and our 8<sup>th</sup> grade Math scores from 19% to 39% at or meeting standards, a 20% increase gain. This increase has been a result of utilization of targeted standards instruction, a variety of interventions and one-one tutoring programs within the classroom setting.

#### **1. Using Assessment Results:**

The Westside Preparatory Charter School is currently using standards-based curriculum. The assessments we utilize are aligned with the state standards. The information generated from these assessments enables the staff to clearly see the progress of each individual student towards state standards. The results of assessments are reviewed during grade level meetings, faculty meetings, as well as parent conferences to assess the progress of all students towards meeting state standards. A variety of measures are used to assess student progress, modify curriculum, target instruction, and improve student performance. Westside Preparatory Charter School's strategies include the use of standardized test scores, portfolios of student work, rubric-scored writing samples, teacher observations, progress in group and individual projects, student self-assessment, and other applications of learning. Teachers collaborate weekly within and across grade level and content areas. Teachers analyze student work, collaborate on instructional techniques and discuss "next steps" for each student on an ongoing basis. Assessments are used to monitor student progress, develop peer learning opportunities and access the core curriculum. Students who are Below Basic or Basic are enrolled in a before or after-school tutoring program or a study skills class to provide remediation in core subject areas. Methods of reporting student progress include progress reports, online grade book, parent conferences, parent phone calls, and tri-annual report cards.

In all WPCS classes we utilize project based assignments as another means of assessment. Major projects are also used by teachers to enrich regular classroom instruction, extend the curriculum and reinforce student learning. Students create three dimensional cells and cars made of rubber bands and CD's for science classes; they complete Cultural Universal culminating writing projects and medieval coat of arms shields for history classes; they publish books of original poetry and write research papers for English classes. Projects such as the Cultural Universals involve students' families and connect them to the learning environment.

#### **2. Communicating Assessment Results:**

A key to the success of our students is good communication between home and school. Progress reports for all students are sent home at least once every four weeks and available online anytime.

Parent/teacher/student conferences are required at the end of the first grading period for WPCS students receiving any grade below a “B” and available upon request for all students. Our relatively small size and proactive approach to our students’ learning combine to assure that no students fall between the cracks.

Students are provided with a planner and trained on how to use this planner to organize, set goals, monitor homework and schedule extracurricular activities. The Student Planner is used as an accountability piece for students and as a means for parents and teachers to communicate about the student’s work. Our grading system is based on student mastery of the content standards. Teachers provide regular, computer-generated grades for parents and students, which helps students stay focused on their learning plans and goals.

Standards for grade level expectations are provided to all parents at Back-to-School Night. Teachers communicate individual assessment results to families through parent/student conferences, and report significant changes in student performance to families throughout the year by telephone, formal and informal conferences, Email or through written notices. Standardized tests are administered each spring, and results of student achievement are mailed to families. English Learner students receive standardized testing results printed in their home language.

The school district uses technology to support student achievement through the use of Measures, a new program which provides in-depth information as to the progress of students toward state standards. Electronic networking infrastructure is in place throughout the district. Teachers have access to school share drives and individual share drives which allows for privacy and security of files. The share drive provides a secure place for staff to communicate and post data and information from which all may benefit. District personnel are able to communicate important and timely information via email and share drive. Each member of the WPCS staff has email and access to the Internet in their classrooms.

Technology is also a key in maintaining student records and in communicating information to parents. WPCS teachers use Easy Grade Pro to compute and analyze students’ grades. The statistical data generated by the program is used to help monitor student progress and note trends in overall student performance which may lead to modifications of the instructional program. Additionally, with the use of protected passwords, parents can access their students’ grades online at any time. Our new Voice over IP System provides parents a direct line of communication with the teacher in the classroom.

**4. Sharing Success:** WPCS teachers, staff and students are learners and leaders. Staff members constantly reflect and review their teaching materials and instructional methods. The staff is polled regularly to make certain we meet the needs of our teachers, students and community. These surveys help determine topics and training to assure that staff development is meaningful and informative to us and our communities.

Last year our staff assisted in the development of a new charter program within our district. Working together with a committee comprised of parents, students and staff we shared our best strategies to help the committee develop a successful plan. This committee was able to learn and write practical policies for the new program based on the experiences from our Westside Prep Charter Staff. Recently we aided the California Schools Board Association in sharing our own secrets to success to better serve charter schools across California.

Our student body is actively involved in donating time to many other schools and organizations in the form of assisting teachers, tutoring students and giving back to the community. Currently, we are visiting other local schools to share student accomplishments and fulfill community service hours. Our school journalism class works in collaboration with the local North Highlands newspaper to spread important information about our program as well as other pertinent news.

Sharing the expertise of our outstanding teachers is key to the mentoring process at other schools. There are ample opportunities for peer coaching, teacher led workshops, book groups, monitoring assessment of student progress through dialogue, teacher observation, and team teaching activities. Learning from excellent role models and mentors is how we learn best. Rio Linda Union School District supplies endless assistance in maintaining and improving programs through funding, expertise, and staff development. Providing powerful, engaging learning opportunities for students is our primary goal.



## PART V – CURRICULUM AND INSTRUCTION

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**I. Curriculum:** Westside Preparatory Charter School (WPCS) has a commitment to academic excellence based upon rigorous curriculum which is aligned to state standards, a focus on the individual needs of its diverse student population, scheduling which reflects the developmental needs of middle school students, the use of technology to facilitate learning and the personal commitment of teachers, support staff, administrators and families working for the success of all of its students.

Westside Preparatory Charter School began aligning its curriculum to the state standards the year they were published. During staff development time, grade level English/language arts teachers and grade level math teachers met to assess how then current curriculum addressed the new standards. Standards were addressed case by case and a comprehensive plan was developed to augment curriculum as necessary. With district support, English/language arts teachers and parent representatives met with text book publishers and later adopted the State Board approved Holt Rinehart Winston Literature and Language Arts series. Math teachers updated their curriculum with the adoption of the Prentice Hall Math series. As standards for history, science, physical education, and technology became available, teachers again met to devise implementation plans to ensure that curriculum was aligned with state standards. Collaboration between both grade level partners and subject matter partners is on-going to ensure all curriculum remains standards- based and that it articulates across grade levels.

In line with WPCS's goal to prepare students for success in college preparatory course work in their chosen high schools, high expectations for student achievement and student responsibility are part of the by-laws of our charter. All seventh grade students take pre-algebra, and all eighth grade students take algebra. Math classes focus on conceptual understanding rather than rote memorization of algorithms with the goal of enabling students to become problem solvers. There is an emphasis on making math accessible for all students by incorporating a variety of creative problem solving strategies. Spiraling of big ideas promotes long term retention and articulation to higher level math courses. Historically, nearly 90% of WPCS students attain the proficiency necessary to go directly into geometry in high school preparing them for success on the California High School Exit Exam. In previous years 77% of our eighth grade algebra students passed the Golden State Algebra Exam while the pass rate statewide is 25%.

In addition to providing a rigorous core curriculum, Westside Charter provides students with the opportunity to expand their learning through elective, exploratory classes, and Field Study Days. During the course of a year, students participate in a variety of classes including drama, fine arts, speech, debate, folk dancing, guitar, horticulture, study skills, and computer skills. Most classes are one trimester in length enabling students the opportunity to explore a variety of enrichment opportunities during the course of their seventh and eighth grade years. Two notable exceptions to the trimester rotations include band and EAST lab, a performance-based learning environment utilizing project-based service learning integrated with advanced technological applications in an interdisciplinary laboratory. Both band and EAST lab are full year commitments by students to allow for in depth learning. WPCS students participate in seven Field Study Days each year. Instead of attending school, students participate in a variety of activities such as job shadowing adults, visiting museums, science centers, and other educational and cultural venues, volunteering in classrooms, libraries, and convalescent hospitals, and touring local colleges and universities. Students must submit a plan which has been signed by their parents for approval by homeroom teachers. After completing their field study activities, students reflect on their experiences in written reports due the following school day. Participating in community service is another requirement of students which extends their learning in a meaningful way beyond the classroom. Every trimester, students must complete a minimum of five hours of service, learning both the importance and satisfaction of giving back to their communities. WPCS students volunteer at the local SPCA , food closets, plan and participate in canned food drives, distribute coats in conjunction with the local Coats for Kids drive, participate in fundraising for charities, and knit and distribute baby blankets for needy families. For the past seven years WPCS has organized an annual Career Day for students, yet another way in which students' learning is extended and enhanced beyond the regular classroom setting.

WPCS's local community recently passed a bond measure which provided schools with funds to

update library/media centers throughout the district. Our new center is complete with 24 Internet accessible laptop computers which may be checked out for use in classrooms or used within the center itself. An additional six desktop computers are wired and available for student use. The library/media center is staffed by a library clerk and a technology clerk and is overseen by a credentialed library media teacher (LMT). There are over 10,000 titles including fiction, non-fiction, and reference. The library supports the STAR/Accelerated Reader program used by ELA teachers with over 2,800 titles for which we have quizzes. The Accelerated Reader program is individualized according to students' reading levels, and our selection of books supports reading levels from below basic to advanced. Additionally, there are numerous bilingual titles which support our diverse student population. Accelerated reader also helps support our foreign language program offered to 7<sup>th</sup> and 8<sup>th</sup> grade students. We offer the students Spanish throughout both the 7<sup>th</sup> and 8<sup>th</sup> grade years. Our teacher is a native speaker and provides students a full cultural language learning experience.

## 2b. English

Westside Preparatory Charter School's English/language arts curriculum focuses on reading, writing, listening, and speaking. Curriculum is aligned with the California Language Arts Standards and state adopted materials are used for core instruction. Holt, Rinehart, Winston's *Literature & Language Arts* is the primary text. Support materials, including *Step Up to Writing*, Accelerated Reader, SRA Reading Laboratory, Ah-Ha Greek and Latin Vocabulary, as well as core novels, enrich the curriculum. There is a strong focus on integrating language arts across other curriculums: History, Math and Science.

Reading instruction at WPCS promotes analysis and understanding of a broad range of genres including short stories, novels, novellas, and essays, as well as expository text such as textbooks, newspapers, instructional manuals, and signs. Students differentiate the purpose and structure of these varied types and analyze them in terms of point-of-view, theme, evidence, plot, and character. Students are taught SQ3R and Cornell Notes strategies. Through use of Accelerated Reader, students have individual goals based on their reading levels. Differentiated instruction through Universal Access Materials, and Holt, helps readers access important ideas they may otherwise miss. Students identified as below grade level receive individualized instruction from after school tutoring utilizing the SRA Reading Laboratory. Using the Step Up to Writing program, students learn to write well organized paragraphs and practice writing summaries, responses to literature, persuasive essays, research reports, as well as fictional and autobiographical narratives to improve their writing and mastery of the conventions of language.

Listening and speaking strategies are integral to WPCS's curriculum. Students participate in class discussions where they listen, question, and communicate their ideas. Students make oral presentations, ask and respond to questions, listen to others presentations and provide feedback. Students also participate in speech contests where they use strategies such as voice inflection and modulation, tempo, and eye contact to effectively communicate with their audience. The English/language arts curriculum at WPCS has been designed to ensure our students are prepared for successful futures.

## 3. Science

WPCS science classes are planned with the understanding of where students have come from and where they are heading. By providing a balance between hands-on experiential activities (most common to elementary science programs) and textbook driven direct instruction (a major component of secondary education), WPCS science teachers seek to bridge the gap between the two programs. The Prentice Hall series used in both seventh grade life science classes and eighth grade physical science classes is aligned to state standards and provides for comprehensive and sequential instruction. Teachers train students on strategies to access the high level expository text including SQ3R, reciprocal teaching, and the use of Cornell Notes. Hands-on lab activities reinforce text book instruction; seventh graders rotate through stations identifying and sketching various organisms while eighth graders create electric circuits and measure voltages and currents to calculate resistance and power. There is also a balance between independent and collaborative work. Students work with partners or small groups to complete labs and prepare poster presentations. Peer teaching helps students become active participants in their education.

Additionally, teachers are allowed the flexibility to make time frame decisions which better accommodate student learning and a project-based learning environment. An example of this is a seventh grade life science unit on the Earth's history. To more actively engage students, a lab was developed in which they created "fossil" imprints using clay. The teacher created a timetable allowing students to discuss ideas with their teammates, create and implement plans, and present finished projects to the class. Due to the flexibility offered by our extended time period, we maintain continuity and make important connections in the curriculum. Our science instruction also extends into our electives courses where we offer classes such as anatomy, environmental science, and forensics.

### **3. Instructional Methods**

WPCS's instructional programs are designed to meet the wide range of developmental needs of its students. Unlike larger schools, students are not ability grouped in classes. Instead, all teachers provide differentiated instruction within heterogeneous classroom settings. Language arts teachers use Universal Access materials provided with their literature/language arts series to provide alternative instruction for English-language learners, learners having difficulty mastering content, and advanced students (GATE). History and science teachers have collaborated to develop and implement strategies to aid students in the acquisition of skills to increase their comprehension of expository text including SQ3R, Reciprocal Teaching, and Cornell Notes. Math students use web-based tutorials and video tape tutorials to reinforce classroom instruction. Additionally, parental guide books are available to bridge the connection between home and school. In science classes, cooperative grouping of students allows stronger students to help struggling students to the benefit of both. In all classes, teachers use strategies to make learning accessible for all students. All WPCS teachers either have their CLAD certification or equivalent. Classroom practices which address the various learning modalities such as mixed ability grouping, visual and kinesthetic reinforcement of concepts through video presentations and student reenactments aid not only EL students but all students.

For students who need extra help beyond the classroom, WPCS provides after school tutoring four days a week. Upon teacher recommendation, students receive instructional assistance in small group settings in reading, language arts and math. Below grade level readers use the SRA Reading Laboratory which provides systematic, individualized reading instruction; mini lessons focusing on skill building precede writer's workshops for students who need extra help writing; and struggling math students get extra practice with the concepts taught in class that day so they do not fall behind. In addition to scheduled tutoring, WPCS teachers are available before and after school and during breaks to help students.

Beyond the areas directly related to curriculum, WPCS has identified other areas that promote success for all students. Based upon observation, teachers noted that students with the highest level of organizational skills were often the most successful in school. Written into our school plan is the purchase of student planners which are distributed to all students at the beginning of each school year. Homeroom teachers teach students how to use them, and all teachers write assignments on the board and provide time for students to copy them into their agendas. Students who fail to complete all of their homework are often put on "agenda checks" where teachers and parents initial entries in the agendas. Helping students keep their materials organized is also a focus for teachers. The use of interactive notebooks in history and science classes keeps notes and other assignments organized and available for students. Regular notebook and binder checks assure they are kept up-to-date.

### **5. Professional Development**

WPCS teachers view themselves as lifelong learners who believe that professional development is crucial to students' success in achieving standards. District and school administrators have a comprehensive plan providing teachers and support staff with opportunities for learning experiences that align with the content and performance based standards. This plan includes twelve flexible staff development paid hours which can be used by attending on-site and district in-services, taking courses for credit, attending seminars and conferences. Standardized test results, performance-based assessments, and results from our goals as outlined in the school plan which is regularly evaluated and revised when

necessary, are approved by the school board twice during a school year.

The commitment by WPCS staff to facilitate student learning through the use of technology is evidenced by their participation in Intel's Teach to the Future training. Over the course of the past three years, WPCS teachers completed a 40 hour course in the practical applications of computer software. Based on this training, teachers are engaging students in a variety of projects which enhance their learning across the curriculum. Eighth grade students begin the year with cross-country projects which are designed to familiarize them with internet searches, copying and saving information in a file on a school share drive, and creating their own folders for use throughout the year. Students also compete in the Constitutional Rights Foundation's History Day. This comprehensive term project requires extensive online research, website design, and electronic networking with other students and schools across California. Students gather and analyze information, develop content reading skills, and draw conclusions based upon the process. All WPCS students participate in a district speech contest and many create PowerPoint demonstrations to serve as visual aids. PowerPoint demonstrations are also used by students to support presentations in history and science as well as by teachers to enhance lessons. For students with special needs or circumstances, we provide computers to be checked out for home and or classroom use. Other technological accommodations for these students include the use of specialized software such as Jumpstart, Study Works, and Kid Pix.

Teachers annually set goals toward achieving mastery level in two specific elements of the California Standards for the Teaching Profession (CSTP). The principal formally and informally meets with each teacher to discuss the progress toward professional goals. The school staff takes advantage of the District funded in-service opportunities and workshops such as academy classes and core curriculum training. Professional growth occurs on and off campus in a myriad of ways. Many teachers have pursued higher education degrees. Others are continually searching for growth through attending workshops and book groups, reading such books as *Meet Me in the Middle*, and *Framework For Understanding Poverty*, and *Engaging All Families* .

Subject: Language Arts Grade: 8th Test: STAR

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| % At or Above Meets State Standards        | 69        | 65        | 44        | 64        | 58        |
| % At Exceeds State Standards               | 26        | 43        | 30        | 19        | 13        |
| Number of students tested                  | 136       | 94        | 97        | 73        | 88        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 0         | 0         | 0         | 0         | 4         |
| Percent of students alternatively assessed | 0         | 0         | 0         | 0         | 4         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. Economically Disadvantaged              |           |           |           |           |           |
| % At or Above Meets State Standards        | 57        | 51        | 42        | 70        | 65        |
| % At Exceeds State Standards               | 35        | 42        | 0         | 20        | 9         |
| Number of Students Tested                  | 62        | 71        | 12        | 20        | 23        |
| 2. Black                                   |           |           |           |           |           |
| % At or Above Meets State Standards        | *         | *         | *         | *         | *         |
| % At Exceeds State Standards               | *         | *         | *         | *         | *         |
| Number of Students Tested                  | *         | *         | *         | *         | *         |
| 3. White                                   |           |           |           |           |           |
| % At or Above Meets State Standards        | 75        | 68        | 41        | 63        | 58        |
| % At Exceeds State Standards               | 28        | 20        | 20        | 20        | 15        |
| Number of Students Tested                  | 99        | 66        | 76        | 58        | 73        |
| 4. Hispanic                                |           |           |           |           |           |
| % At or Above Meets State Standards        | 48        | 53        | 91        | *         | *         |
| % At Exceeds State Standards               | 20        | 12        | 9         | *         | *         |
| Number of Students Tested                  | 25        | 15        | 15        | *         | *         |

\* Scores not reported when student total, in subgroup, is less than 10

CAT/6

National Grade Percentile Rank

2003 64%  
 2004 65%  
 2005 69%

|                                    | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 370       | 364       | 351       |
| <b>NATIONAL STANDARD DEVIATION</b> | 39        | 40        | 38        |

Subject: **Language Arts** Grade: **7th** Test: **STAR**

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| % At or Above Meets State Standards        | 74        | 71        | 65        | 54        | 39        |
| % At Exceeds State Standards               | 19        | 49        | 43        | 12        | 5         |
| bb   |           |           |           |           |           |
| Number of students tested                  | 204       | 155       | 113       | 113       | 99        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 99        |
| Number of students alternatively assessed  | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. Economically Disadvantaged              |           |           |           |           |           |
| % At or Above Meets State Standards        | 67        | 64        | 65        | 60        | 29        |
| % At Exceeds State Standards               | 7         | 47        | 40        | 21        | 4         |
| Number of Students Tested                  | 84        | 58        | 20        | 28        | 27        |
| 2. Black                                   |           |           |           |           |           |
| % At or Above Meets State Standards        | 74        | *         | *         | *         | *         |
| % At Exceeds State Standards               | 17        | *         | *         | *         | *         |
| Number of Students Tested                  | 23        | *         | *         | *         | *         |
| 3. White                                   |           |           |           |           |           |
| % At or Above Meets State Standards        | 79        | 73        | 71        | 48        | 39        |
| % At Exceeds State Standards               | 19        | 15        | 10        | 11        | 5         |
| Number of Students Tested                  | 118       | 111       | 78        | 90        | 74        |
| 4. Hispanic                                |           |           |           |           |           |
| % At or Above Meets State Standards        | 61        | 53        | 48        | 83        | 18        |
| % At Exceeds State Standards               | 11        | 10        | 10        | 25        | 0         |
| Number of Students Tested                  | 44        | 32        | 23        | 12        | 11        |

\* Scores not reported when student total, in subgroup, is less than 10

|                                    | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 368       | 372       | 364       |
| <b>NATIONAL STANDARD DEVIATION</b> | 38        | 41        | 43        |

CAT/6

National Grade Percentile Rank

2003 69%

2004 71%

2005 66%

Subject: **Math/Algebra** Grade: **8<sup>th</sup>** Test: **STAR**

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| % At or Above Meets State Standards        | 39        | 32        | 28        | 38        | 19        |
| % At Exceeds State Standards               | 2         | 7         | 4         | 2         | 1         |
| Number of students tested                  | 135       | 94        | 97        | 73        | 88        |
| Percent of total students tested           | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 0         | 0         | 0         | 0         | 4         |
| Percent of students alternatively assessed | 0         | 0         | 0         | 0         | 4         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. Economically Disadvantaged              |           |           |           |           |           |
| % At or Above Meets State Standards        | 34        | 24        | 21        | 45        | 17        |
| % At Exceeds State Standards               | 8         | 6         | 0         | 10        | 4         |
| Number of Students Tested                  | 51        | 17        | 17        | 20        | 23        |
| 2. Black                                   |           |           |           |           |           |
| % At or Above Meets State Standards        | *         | *         | *         | *         | *         |
| % At Exceeds State Standards               | *         | *         | *         | *         | *         |
| Number of Students Tested                  | *         | *         | *         | *         | *         |
| 3. White                                   |           |           |           |           |           |
| % At or Above Meets State Standards        | 44        | 36        | 28        | 39        | 20        |
| % At Exceeds State Standards               | 3         | 3         | 2         | 3         | 1         |
| Number of Students Tested                  | 98        | 66        | 76        | 58        | 73        |
| 4. Hispanic                                |           |           |           |           |           |
| % At or Above Meets State Standards        | 22        | 18        | *         | *         | 12        |
| % At Exceeds State Standards               | 0         | 0         | *         | *         | *         |
| Number of Students Tested                  | 25        | 15        | 11        | *         | *         |

\* Scores not reported when student total, in subgroup, is less than 10

|                                    | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 343       | 333       | 333       |
| <b>NATIONAL STANDARD DEVIATION</b> | 42        | 40        | 40        |

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National Grade Percentile Rank

2003 65%

2004 64%

2005 64%

Subject: **Math** Grade: **7th** Test: **STAR**

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| % At or Above Meets State Standards        | 52        | 56        | 51        | 48        | 37        |
| % At Exceeds State Standards               | 8         | 10        | 11        | 4         | 6         |
| Number of students tested                  | 204       | 155       | 113       | 118       | 99        |
| Percent of total students tested           | 100       | 100       | 100       | 99        | 99        |
| Number of students alternatively assessed  | 0         | 0         | 0         | 1         | 3         |
| Percent of students alternatively assessed | 0         | 0         | 0         | 1         | 3         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. Economically Disadvantaged              |           |           |           |           |           |
| % At or Above Meets State Standards        | 43        | 55        | 65        | 57        | 37        |
| % At Exceeds State Standards               | 4         | 31        | 40        | 7         | 11        |
| Number of Students Tested                  | 84        | 58        | 20        | 30        | 27        |
| 2. Black                                   |           |           |           |           |           |
| % At or Above Meets State Standards        | 17        | *         | *         | *         | *         |
| % At Exceeds State Standards               | 17        | *         | *         | *         | *         |
| Number of Students Tested                  | 23        | *         | *         | *         | *         |
| 3. White                                   |           |           |           |           |           |
| % At or Above Meets State Standards        | 62        | 56        | 55        | 48        | 43        |
| % At Exceeds State Standards               | 8         | 5         | 5         | 3         | 5         |
| Number of Students Tested                  | 118       | 111       | 78        | 95        | 74        |
| 4. Hispanic                                |           |           |           |           |           |
| % At or Above Meets State Standards        | 41        | 56        | 39        | 50        | 18        |
| % At Exceeds State Standards               | 9         | 10        | 12        | 16        | 9         |
| Number of Students Tested                  | 44        | 32        | 23        | 12        | 11        |

\* Scores not reported when student total, in subgroup, is less than 10

|                                    | 2004-2005 | 2003-2004 | 2002-2003 |
|------------------------------------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 352       | 358       | 350       |
| <b>NATIONAL STANDARD DEVIATION</b> | 48        | 47        | 45        |

CAT/6

National Grade Percentile Rank

2003 62%

2004 63%

2005 60%