

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. James Kissinger

Official School Name: Richardson Prep Hi

School Mailing Address:
455 South K Street
San Bernardino, CA 92410-2607

County: San Bernardino State School Code Number*: 6059513

Telephone: (909) 388-6438 Fax: (909) 383-0368

Web site/URL:

<http://www.sbcusd.k12.ca.us/new/index.cfm?function=gettemplate&De=123&PID=957&TempID=3&Cat=336>

E-mail: jim.kissinger@sbcusd.k12.ca.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Arturo Delgado

District Name: San Bernardino City Unified Tel: (909) 381-1245

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Teresa Parra

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 44 | Elementary schools |
| 10 | Middle schools |
| 0 | Junior high schools |
| 8 | High schools |
| 9 | Other |
| 71 | TOTAL |

2. District Per Pupil Expenditure: 5885

Average State Per Pupil Expenditure: 8117

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. 5 Number of years the principal has been in her/his position at this school.

 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 | | | 0 | 7 | 93 | 110 | 203 |
| K | | | 0 | 8 | 96 | 107 | 203 |
| 1 | | | 0 | 9 | | | 0 |
| 2 | | | 0 | 10 | | | 0 |
| 3 | | | 0 | 11 | | | 0 |
| 4 | | | 0 | 12 | | | 0 |
| 5 | | | 0 | Other | | | 0 |
| 6 | 103 | 107 | 210 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 616 |

6. Racial/ethnic composition of the school:
- | | |
|--------------|---|
| 1 % | American Indian or Alaska Native |
| 4 % | Asian |
| 13 % | Black or African American |
| 64 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 17 % | White |
| 1 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is 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. | 58 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 0 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 58 |
| (4) | Total number of students in the school as of October 1. | 621 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.093 |
| (6) | Amount in row (5) multiplied by 100. | 9.340 |

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 37

Number of languages represented: 2

Specify languages:

Spanish, Arabic

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

Total number students who qualify: 432

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 free and reduced-price school meals 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: 2 %

Total Number of Students Served: 11

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>0</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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>2</u> | <u>0</u> |
| Classroom teachers | <u>25</u> | <u>0</u> |
| Special resource teachers/specialists | <u>1</u> | <u>1</u> |
| Paraprofessionals | <u>0</u> | <u>0</u> |
| Support staff | <u>2</u> | <u>3</u> |
| Total number | <u>30</u> | <u>4</u> |

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 98% | 97% | 98% | 97% |
| Daily teacher attendance | 97% | 98% | 97% | 97% | 97% |
| Teacher turnover rate | 0% | 0% | 3% | 11% | 7% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

Daily teacher attendance is not kept by the district. The figure for 2007-08 is the number of teaching days multiplied by the number of teachers and then divided by the number of absences. We do not keep the data for the earlier years.

Teacher turnover rate is also an estimate with no teachers leaving or retiring in the last two years. One teacher leaving in 2006, three teachers retiring in 2005, and two teachers leaving in 2004

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

| | | |
|--|-------------------|----------|
| Graduating class size | <u>0</u> | |
| Enrolled in a 4-year college or university | <u>0</u> | % |
| Enrolled in a community college | <u>0</u> | % |
| Enrolled in vocational training | <u>0</u> | % |
| Found employment | <u>0</u> | % |
| Military service | <u>0</u> | % |
| Other (travel, staying home, etc.) | <u>0</u> | % |
| Unknown | <u>0</u> | % |
| Total | <u>100</u> | % |

PART III - SUMMARY

Aristotle is credited for the quote, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” At Richardson PREP HI Middle School excellence is indeed habit. This magnet school, recognized for its academic achievement within an urban environment known for ethnic diversity, multiple languages and limited economic opportunities, has, as its basis, a mutual contractual agreement between staff, parents, and students where equal access to education is a shared philosophy and pivotal practice. The primary vision of Richardson PREP HI is to provide a positive, supportive and secure environment in which to develop responsibility and self-discipline for academic and social excellence.

The vision for the students of Richardson PREP HI has evolved over a period of time through a process that involves business partners, community members, district personnel, board members, parents, staff, and students. The original concept was the school community’s response to a court order to integrate and desegregate. The acronym, “Personalized Readiness Education Program- Highly Individualized,” reflected the programmed packet learning that was once popular in the 1970’s. Many other educational strategies have come and gone, but the core concept, meeting the unique learning modalities and the special needs of the middle school students has remained. The pervasive belief that all learners can achieve excellence has become an ingrained tradition since that time. Excellence has been a habit at Richardson for more than thirty years.

Academic excellence stems from the rigorous program that is provided for all students. Students learn in heterogeneous groups, ensuring that all students are given equal access to first-rate curriculum, programs, experienced teachers, and high expectations for achievement, regardless of ethnicity or economic status. The diverse needs of all individual learners are of paramount importance. The prescriptive use of intervention strategies such as: after school instruction, homework help and tutoring, elective classes for English language acquisition, reading support, math, and algebra support make it possible to build and maintain an environment where all students can reach the highest possible level of proficiency. Excellence is a habit for all students, regardless of circumstance.

The teachers at Richardson PREP HI have been trained in Gifted and Talented Education (GATE) and Specially Designed Academic Instruction in English (SDAIE) strategies that help provide them with the ability to meet the needs of students with differing cognitive abilities. All teachers hold Cross Cultural Language and Academic Development (CLAD) certificates, which shows proficiency using various techniques for English acquisition and communicating academic content. Excellence in training and ongoing refinement of instructional strategies continues to be a habit for the Richardson staff.

Evidence of academic excellence is revealed in test data. All middle schools in the State of California are expected to meet or exceed an Academic Performance Index (API) of 800. The API is a single number that reflects a school’s performance, based on the results of statewide testing. The purpose of the API is to measure the growth of a school, a demographic subgroup, or a school district. Richardson’s current API is 927, this places the school among the highest performing schools in the state and is particularly remarkable given the school’s diverse student population and socioeconomic circumstances. All statistically significant ethnic and disadvantaged subgroups in 2008 had API scores of 900 or better. Academic excellence is a habit for all student groups.

The tradition of excellence extends throughout award-winning fine arts classes, technology classes, physical education classes, a foreign language class, and interscholastic athletics. In addition to the performances given for the parents and students at school, the vocal and instrumental music programs give concerts for several community organizations and participate in competitions. Similarly, many students have had their works of art displayed at a busy shopping mall, in local businesses, and at the school district office. The California Physical Fitness Test results show that the students at Richardson achieve excellence in body as well as mind. Excellence is a habit in every curricular area.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

California public schools measure students in grade seven using the California Achievement Test - Sixth Edition (CAT-6) as a norm-referenced test. This test measures student achievement using a scaled-score and norm-referenced percentiles in math and reading/language arts. These scale scores are useful for reporting changes over time, and normed percentiles are used to compare all students in the State of California. Additionally, the California Standards Test (CST) is used as a criterion-referenced test to measure student proficiency levels. The CST assesses students in grades six, seven, and eight in the areas of reading and math; grades seven and eight are assessed in science and social studies; and grade seven is tested in writing. The CST has five proficiency levels: "Far Below Basic," "Below Basic," "Basic," "Proficient," and "Advanced Proficient." The Proficient and Advanced Proficient levels are the target levels for all students in California. Additional information regarding the state assessment can be found at <http://www.cde.ca.gov/ta/tg/sr/>.

Schools in California are given a numerical score ranging from 200 to 1000 based on the results of the CST and CAT-6. Each school has an annual target, and all numerically significant subgroups at a school also have targets. The goal for all middle schools in California is to achieve an API score of 800 or greater. The API is not only used in meeting state requirements under the Public Schools Accountability Act, (PSAA), but is also used as the state secondary measurement in meeting federal Annual Yearly Progress (AYP) requirements under the No Child Left Behind Act, (NCLB). Richardson's API score has been among the state's highest since the inception of this measure in 1999. An API of 927 puts Richardson in the top 3% of all middle schools in California, with all significant student subgroups scoring over 900.

The consistently high API has resulted in the state of California awarding Richardson the title of California Distinguished School on six occasions, and commending the school five times as a California Title I Distinguished School.

Students who are not at school cannot receive instruction; therefore it should not be surprising that the attendance rate at Richardson has been over 97% or higher for more than eight years. The percentage of students completing all CST and CAT-6 test batteries has been 99% or better during the same eight-year period. The students at Richardson make it to school and take testing seriously.

The rate of students who were considered "Proficient" or "Advanced Proficient" in reading/language arts for the 2007-2008 school year was 86% and 79% in math, far exceeding the state average of 46% in reading/language arts and 43% in math.

The percentage of Hispanic/Latino students meeting reading/language arts proficiency levels jumped 12 percentage points from 2005 to 2008. Students who are in the socio-economically disadvantaged subgroup grew 11 percentage points over the same time period. From 2005 to 2008, Hispanic students at Richardson gained over 15 percentage points on the math/algebra proficiency levels, while economically disadvantaged students gained 12 percentage point, thus closing the achievement gap with white/non-Latino students for both of Richardson's major subgroups over that three-year period.

The results of the 2007-2008 CST illustrate a disparity between the eighth and the seventh-grade proficiency rates. This may be due to the abstract nature of many of the algebraic concepts. Still, 77% of students at Proficient or Advanced Proficient levels exceed all secondary schools in our district, including all eight high schools. The test scores reflect Richardson's commitment to learning, continuous improvement, and fundamental belief that all students can achieve academic excellence.

2. Using Assessment Results:

Richardson uses a variety of assessment tools to plan, monitor and improve student achievement to meet the rigorous state and federal accountability standards. The staff realizes the importance of using assessment results to drive effective instruction. Teachers disaggregate data to formulate learning strategies that promote the overall success of each child. Before each school year begins, the school district's program director for testing and accountability presents the previous school year's test data for staff members. School administrators and teaching staff members analyze this data and the results are used to assess performance, determine alignment of the curriculum, diagnose specific areas for improvement, create effective lessons, make decisions about the campus goals, and design professional development opportunities. This data is also instrumental when teachers differentiate instruction, make decisions regarding appropriate student services, and formulate goals for Individualized Education Plans (IEP's) to meet the needs of every individual. The result is high achievement for every child.

Teachers use an array of assessments to develop and monitor curriculum to meet the needs of every student. All grade levels assess students at regular intervals throughout the year through the use of district benchmark tests. Teachers share ideas and strategies to remediate and enrich learning for students based on assessment information in accordance with the NCLB legislation. Other assessment tools include the computer program STAR Reading Assessment and the Accelerated Reader program, as well as teacher-created assessments.

Richardson's comprehensive academic programs and support strategies provide the avenues for academic excellence through rigor, guaranteeing that all learners achieve their fullest potential. Students do not "fall through the cracks" at Richardson due to the constant monitoring of student learning, augmented by data from district benchmark tests, teacher-developed assessments, standardized testing, data from the California English Language Development Test, (CELDT), as well as classroom grades. The use of this information plays a key role in ensuring that students receive appropriate interventions and enrichment opportunities. It also helps to identify whether adjustments are necessary to a student's course of study as they mature, grow, find success, and attain higher levels of proficiency.

3. Communicating Assessment Results:

Communication of student progress with parents is a key component of the Richardson contract system. Every four to five weeks, a classroom grade report is sent home from all academic classes for parents to peruse, sign, and return with comments. Additionally, all teachers maintain their grade books online at WebGrader.com. This allows parents and students to monitor classwork, assessments, homework, quizzes, and tests at any given time. The "webnotes" feature of WebGrader allows students and parents to communicate with teachers regarding progress. The individual results of the CST test, the CAT-6 test, the CELDT test, the PSAT test, and trimester grade reports are mailed home to parents and guardians.

Grade level assemblies and school-wide trimester assemblies are held regularly to recognize outstanding achievements, school attendance, positive attitudes, and academic improvement. Student achievements are also celebrated on the weekly Friday morning news magazine broadcast of Tiger Television, which showcases student work, extols student successes, and disseminates campus information to the staff and student body. These broadcasts are uploaded to the password-protected school website, so that parents can watch as well. "Tiger Pause," the school newsletter, is published bi-monthly and distributed to all students and can be downloaded from the school website. Both the school website <http://richardson.sbcusdschools.org> and Tiger Pause are major conduits for information as well as for recognizing student success.

Fast becoming a tradition, Richardson began to hold an annual celebratory dance in 2006 when the API topped the 900 mark for the second straight year. This year's "927 Dance" was held to celebrate the previous year's outstanding school test results. Richardson alumnus freshmen from the eight local high schools are invited back to the school to participate in a celebration with their former classmates and teachers.

4. Sharing Success:

The teachers and staff at Richardson PREP HI have been pleased to share the success of the programs and student achievement with other teachers in our school district and with teachers from other school districts as well. It has been our pleasure to demonstrate the use of technology in our classrooms with teachers from nearby schools and for teachers from the Los Angeles Unified School District. The technology being utilized by both teachers and students alike has been forward-looking in its deployment and as such has garnered district-wide recognition. Our Deputy Superintendent, Dr. Judy White, who heads a team of Southern California principals, has led the team through our school to inspect our best teaching practices as well as our innovative use of technology. We, as a staff, were excited to be able to share the success of our students with principals who were also interested in making great strides in student achievement.

We have been able to share our success through district channels as well as through the media. Our principal and several teachers have been interviewed and quoted in the local papers regarding the accomplishments of our students and how that achievement is attributed to diligent student work as well as to rigorous teaching ideologies.

Several of our teachers have participated in hosting student teachers in both the reading and language arts program as well as in the music department. This has been a regular practice here at Richardson PREP HI for a number of years and has given us a chance to share what we do and what we know. Our school has been a demonstration school for student teachers from the local universities because of student achievement and the exacting requirements of the teachers.

With success comes the responsibility to work with others who are interested in emulating various aspects of the Richardson tradition, philosophy, instructional methodology, and the expectation that all students can achieve their utmost potential.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The math curriculum begins in sixth-grade with students transitioning from basic mathematical operations to the use of variables representing unknown values. The instructional model used in sixth-grade is a highly interactive process with students using white board slates in conjunction with a personal response system, (PRS), to answer questions directed to the entire class. Students learn to conceptually understand ratios, proportions, compute percentages, and solve basic two-step equations. In seventh-grade, students use the Pythagorean theorem to solve problems, graph linear functions and understand slope. The transition to algebraic number sense accelerates as students begin using the distributive property of multiplication, find the area of figures with unknown dimensions, and become adept at using square numbers and their roots. Eighth-graders at Richardson are fully immersed in algebra. They become skillful at manipulating numbers and equations, solving systems of linear equations, developing an understanding for the symbolic language of math and science, using operations involving polynomials, and beginning to solve quadratic equations. All teachers in the math department use an Interwrite computer writing pad, which allows the teacher the freedom to circulate around the classroom and check for understanding.

The sixth-grade social studies curriculum contains material from the emergence of mankind in the Neolithic period through the fall of the Roman Empire where students study the major cultures of the world. The seventh-grade social studies curriculum picks up with the fall of the Roman Empire and studies various world cultures up to the age of exploration. Eighth-grade students examine the exploration of the Americas through the development of the United States, the Revolutionary War, the founding of the country and the creation of the constitution, including major trends through the Civil War and reconstruction period. Social studies is taught through a sequential set of standards set by the state with district supplied standard aligned texts. All social studies teachers at Richardson supplement the adopted text using the Teacher's Curriculum Institute's, *History Alive!* materials for active student participation. Learners are transported far beyond their textbooks on active-learning voyages into the past, using primary source materials, works of art, music, and other audio-visual and print materials to develop a deep understanding of history.

The core curriculum for science standards is delivered using a tiered format within the standards taught at each grade level. Earth science is taught at the sixth grade level, life science is taught at the seventh grade level, and physical science is taught to eighth graders. Students are given instruction on key science concepts through the use of technology, independent reading, lecture, discussion, and cooperative learning groups. Students use discovery learning to conduct experiments related to these science concepts using the scientific method to make predications, construct a hypothesis, test their theory, then, observe and measure the results. Using these results, students revise their original hypothesis. Laboratory observations, graphic organizers, research projects, and other written work bring a thorough understanding of the universe.

A significantly important aspect of Richardson PREP HI's culture is the multimedia offered as enrichment. Students are able to take advanced art and participate in district wide contests, display their work at the district office, and in the Inland Center Mall Gallery, and in two doctor's offices, participate in the San Bernardino Arts Council and the online Saatchi Art Gallery. Students also participate in the California Art Education Association and Youth Art Month, which is a competitive gallery show. Additional elective classes offered to students include a television production class, Tiger TV, which produces a weekly program highlighting student news and achievement. A web-design class is offered which teaches the basics of page and website design. Students in this class participate in the production and management of the Richardson website, <http://richardson.sbcusdschools.org>. Instrumental music includes orchestra and band designed for students with various levels of experience. These groups are involved in community concerts and competitions at Knott's Berry Farm, and Disneyland. This year, the Richardson Orchestra served as the opening act for the San Bernardino Symphony Orchestra with Maestro Carlo Ponti. Vocal music and drama compete locally, and

present recitals for parents and students at an annual winter assembly, a Veteran's Day assembly, three trimester assemblies, and a special assembly designed to encourage sixth graders to become involved in the performing arts. Our Spanish class encourages students to learn another language, or enhance their indigenous language. Through the use of Rosetta Stone, students have access to an on-line program of Spanish grammar, pronunciation, and vocabulary, which gradually builds language fluency. Rosetta Stone utilizes a combination of images, text, and sound, with difficulty levels increasing as the student progresses in order to teach various vocabulary terms and grammatical functions intuitively.

2b. (Secondary Schools) English:

The incorporation of both age and language appropriate thematic literature into the reading/language curriculum stimulates content-based academic learning in all classes. These works of literature form the centerpiece around which concepts and language skills are taught. The California state standards for listening and speaking, reading, conventions, and writing are steadfastly linked to literature, providing a single focal point of interest. One example found in eighth grade is the human experience in The Diary of Anne Frank, which provides higher levels of thinking, feeling, and understanding as students are prompted to write about their own experiences. The underlying theme for the second trimester is based on intolerance. From this springs the development of vocabulary, and the analysis of literature. Writing is transformed from a simple narrative description to an important craft. This approach provides lifelong understandings long after specific facts are forgotten.

This systematic approach is particularly beneficial to students whose first language is not English because it provides background knowledge and cultural information along with opportunities to hear, speak, and interact with carefully crafted language in thematic and story contexts. It also develops literacy in an engaging and playful context. Well-chosen books can provide a meaningful focus for developing reading skills such as vocabulary and comprehension, as well as an awareness of sounds and sound-letter relationships. While this careful approach to reading is important for all children, it is critical for the population of English language learners. Many of these children are interacting outside of their comfort zone, beyond the home and family, hearing extensive English, being exposed to books, and functioning as part of a learning community.

Teachers in the reading/language arts department use *Step Up to Writing* to supplement the writing curriculum. This teacher resource kit contains visuals and graphic organizers designed to help students advance sequentially through the writing process. Students progress from a formal outline, adding details, gradually forming topic sentences, supporting sentences, and paragraphs to form a multi-paragraph essay. The writing process at Richardson is bolstered by *MY Access!*, an Internet web service that combines writing prompts with interactive activities, and provides instant feedback, guiding students through the revision process. *MY Access!* allows students to check writing conventions, use of transitions, and the precise use of verbs, adjectives, and adverbs giving each student a holistic grade based on how well the student has mastered the writing standard.

3. Additional Curriculum Area:

Curriculum at Richardson PREP HI is fueled by the state-mandated standards set for the proficiency of all students. Students who do not meet proficiency goals are placed in a support elective designed to meet their individual needs. Students reading below grade level are supported through elective classes with specific purposes. Students at all three grade levels may take an English acquisition class, with the expressed purpose of transitioning students from their native language to English. A reading support elective is offered to improve reading fluency in its varied forms. These classes support developing vocabulary, increasing reasoning skills, using context clues to understand unfamiliar words, self-regulating use for comprehension strategies, and motivating students to enjoy reading.

Math and algebra support classes are offered to students who may be having difficulty in meeting the higher proficiency levels. The emphasis is placed on enhancing the student's ability to visualize and process the key concepts that form the basis of algebra and higher math. Often, teachers must labor to transform long-held

student attitudes toward math. Math support classes at Richardson are usually a lively environ of interaction. These math support classes employ technology and the use of the Internet to motivate learners, and reinforce mathematical concepts. Computer programs such as *The Hidden Treasure of Al-Jabar*, *The Algebra Class First Semester*, *The Algebra Class Second Semester*, and *How the West Was 1 + 3 x 4*, reinforce theories instructed in class.

Due to the rigor employed in the math classes, all students have attained a level of excellence that no other school in our district, or even in our county has yet realized. Our students enjoy the privilege of having achieved the highest proficiency rate thus far in the history of the San Bernardino City Unified School District. Credit for this success is attributed to the high standards each teacher maintains in his or her classroom, and to the rigor with which the California state standards are conveyed.

4. Instructional Methods:

Students arrive at Richardson PREP HI with differing needs and strengths. Our responsibility is to determine, with the aide of test results, the deficiencies that need to be immediately addressed. Each department seeks out best practices and instructional techniques, based on identified deficits, creating a nurturing learning environment for all students. The use of technology for curriculum delivery provides a multi-sensory avenue for reaching tactile, auditory, verbal and visual learning styles. Richardson teachers commonly make use of document cameras, PowerPoint presentations incorporating sound bites, video clips, Interwrite pads, and personal response systems that raise the level of instruction exponentially.

Another important facet, instrumental in meeting the needs of all individuals, is differentiating instruction so that students are placed at the center of teaching and learning. Because each learner comes to school with a different set of learning needs, differentiated instruction advocates that the educator proactively plans a variety of instruction methods so as to best facilitate effective learning experiences which are suited to the various learning needs within the classroom. Teachers strive to match the learner's abilities with appropriate material blending whole group instruction with small group and individual interactions. The Richardson teachers are constantly monitoring the student's level of understanding and prescriptively re-teach, enrich, and differentiate the concepts, as needed. The Richardson culture is one infused with a passion for excellence. This tradition includes meeting the needs of all students and providing them with extensive opportunities to develop and demonstrate their individual strengths, talents, and abilities to become successful.

Teachers differentiate instruction because they want to do what is best to enable students to be their best. Their instruction engages students as partners in learning who share the responsibility of being active participants in learning. Providing rigorous academic expectations, coupled with support strategies and differentiated instruction in a highly structured manner, is a huge reason why students of all genders, ethnicities, cultures, talents, and aptitudes thrive at Richardson year-after-year.

5. Professional Development:

High expectations drive results not just for students, but for the teachers as well. The professional development plan at Richardson PREP HI is linked to the learning goals of the school, and its success is measured by increases in student performance. Three hours of time is set aside every Thursday morning to facilitate staff development, planning, and collaboration in professional learning communities. The result is a high level of communication and improved instructional practices.

Teachers and administrators constantly review assessment data and discuss opportunities for improving instruction. Campus-wide research based programs ensure continuity in learning. All grade levels implement Grant Wiggins' and Jay McTighe's *Understanding by Design*, *Step-Up to Writing*, Ruby Paine's *Culture of Poverty*, technology, specifically the use of the Interwrite Pad, English language development training, *My Access!* writing program, Richard Stiggins' *Assessment and Reflection*, Marzano's *Classroom Instruction That*

Works, and *Data Director*. These programs provide a consistent rigorous instructional strand throughout the campus leading to teachers who effectively communicate with their students.

Attending the Gifted and Talented Education and the California Association for the Gifted conferences and district conferences keeps the staff on the cutting edge of important instructional practices. Our teachers consistently lead the district in cutting-edge professional development. In our learning community, everyone continually gains knowledge to improve their capacity to be effective teachers.

Research has proven that teachers who are credentialed and extensively trained in their subject area demonstrate higher student comprehension and performance on standardized state assessments. When students have the benefit of having teachers dedicated to their core subject their own interest rises to meet the demand of excellence.

6. School Leadership:

Mr. Kissinger, the principal and Mr. Thompson, the vice-principal, are the primary advocates for the students at Richardson. They are the primary instructional leaders providing support, inspiration, organizational management skills, and a unifying focus for the Richardson community. Both men promote teacher professionalism, facilitate communication with parents, and are always cognizant of the unique needs and developmental requirements of adolescents.

Mr. Kissinger empowers and encourages teachers to take an active role in the governance and direction of the school. The organizational structure at Richardson includes a Contract Review Committee, Leadership Team, Department Chairs, Team Leaders, and the school administration.

The Contract Review Committee is a group of teachers, working in tandem with the school counselor, principal, and vice-principal to maintain the social integrity and behavioral standards inherent in the Home and School Compact. This three-way contractual bond between students, parents, and the school specifically states standards for acceptable behavior, as well as the academic expectations. Egregious breaches of this code are discussed at committee meetings and strategies are developed to encourage students to choose alternative behaviors that will lead to positive outcomes.

The Leadership Team is comprised of representatives from each curricular department, grade-level team, the school administration, and the Title I Resource teacher. This group meets once a month to discuss important challenges and issues that the school is facing; makes decisions regarding policies and procedures and the best ways to implement them; and reviews existing practices in order to determine what changes might be necessary. The Leadership Team takes steps towards building a consensus amongst the staff before changes are implemented.

Department Chairs are selected to represent the interests of their designated curricular areas at the site and district level. These Department Chairs devise agendas for monthly meetings, ensure that all department members have the necessary resources to execute stellar instruction, and disseminate information from the district's Secondary Education Department.

Team Leaders are instrumental in carrying out the tightly constructed team design at Richardson. These Team Leaders plan and organize field trips, help the counselor to gather and compile data of at-risk students, and schedule interventions with the students and parents when needed.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: California Standards Test (CST)

Edition/Publication Year: 2003-2008

Publisher: State of California

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 72 | 74 | 69 | 67 | 72 |
| Advanced | 34 | 27 | 15 | 21 | 28 |
| Number of students tested | 202 | 191 | 197 | 198 | 206 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 69 | 65 | 63 | 65 | 53 |
| Advanced | 27 | 24 | 10 | 13 | 19 |
| Number of students tested | 137 | 132 | 128 | 136 | 100 |
| 2. Racial/Ethnic Group (specify subgroup): Hispanic/Latino | | | | | |
| Proficient plus Advanced | 74 | 71 | 67 | 64 | 49 |
| Advanced | 30 | 26 | 10 | 16 | 17 |
| Number of students tested | 129 | 122 | 105 | 126 | 88 |
| 3. (specify subgroup): White | | | | | |
| Proficient plus Advanced | 77 | 82 | 72 | 77 | 74 |
| Advanced | 51 | 32 | 26 | 35 | 28 |
| Number of students tested | 35 | 38 | 53 | 43 | 65 |
| 4. (specify subgroup): African American | | | | | |
| Proficient plus Advanced | 50 | 53 | 63 | 56 | 62 |
| Advanced | 25 | 12 | 15 | 25 | 16 |
| Number of students tested | 28 | 17 | 27 | 16 | 37 |

Notes:

Subject: Reading

Grade: 6 Test: California Standards Test (CST)

Edition/Publication Year: 2003-2008

Publisher: State of California

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 83 | 76 | 70 | 72 | 72 |
| Advanced | 31 | 28 | 27 | 30 | 28 |
| Number of students tested | 202 | 191 | 197 | 198 | 206 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 80 | 71 | 66 | 68 | 63 |
| Advanced | 20 | 21 | 20 | 25 | 19 |
| Number of students tested | 137 | 132 | 128 | 136 | 100 |
| 2. Racial/Ethnic Group (specify subgroup): Hispanic/Latino | | | | | |
| Proficient plus Advanced | 79 | 74 | 70 | 70 | 63 |
| Advanced | 23 | 25 | 20 | 26 | 21 |
| Number of students tested | 129 | 122 | 105 | 126 | 88 |
| 3. (specify subgroup): White | | | | | |
| Proficient plus Advanced | 97 | 82 | 74 | 81 | 77 |
| Advanced | 54 | 45 | 40 | 44 | 42 |
| Number of students tested | 35 | 38 | 53 | 43 | 65 |
| 4. (specify subgroup): African American | | | | | |
| Proficient plus Advanced | 79 | 79 | 59 | 63 | 81 |
| Advanced | 32 | 12 | 26 | 25 | 22 |
| Number of students tested | 28 | 17 | 27 | 16 | 37 |

Notes:

Subject: Mathematics

Grade: 7 Test: California Standards Test (CST)

Edition/Publication Year: 2003-2008

Publisher: State of California

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 88 | 88 | 91 | 84 | 70 |
| Advanced | 33 | 31 | 37 | 41 | 20 |
| Number of students tested | 203 | 204 | 199 | 218 | 215 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 85 | 86 | 90 | 76 | 64 |
| Advanced | 28 | 23 | 29 | 33 | 10 |
| Number of students tested | 138 | 126 | 131 | 99 | 137 |
| 2. Racial/Ethnic Group (specify subgroup): Hispanic/Latino | | | | | |
| Proficient plus Advanced | 88 | 86 | 90 | 79 | 63 |
| Advanced | 32 | 26 | 28 | 33 | 13 |
| Number of students tested | 130 | 115 | 120 | 98 | 139 |
| 3. (specify subgroup): White | | | | | |
| Proficient plus Advanced | 95 | 88 | 91 | 89 | 85 |
| Advanced | 46 | 40 | 59 | 53 | 38 |
| Number of students tested | 41 | 50 | 46 | 70 | 47 |
| 4. (specify subgroup): African American | | | | | |
| Proficient plus Advanced | 74 | 100 | 95 | 88 | 65 |
| Advanced | 21 | 27 | 32 | 39 | 12 |
| Number of students tested | 19 | 26 | 19 | 33 | 17 |

Notes:

Subject: Reading

Grade: 7 Test: California Standards Test (CST)

Edition/Publication Year: 2003-2008

Publisher: State of California

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 90 | 91 | 88 | 86 | 69 |
| Advanced | 44 | 31 | 40 | 34 | 22 |
| Number of students tested | 204 | 204 | 199 | 218 | 215 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 86 | 91 | 87 | 84 | 64 |
| Advanced | 36 | 22 | 37 | 23 | 14 |
| Number of students tested | 139 | 126 | 131 | 99 | 137 |
| 2. Racial/Ethnic Group (specify subgroup): Hispanic/Latino | | | | | |
| Proficient plus Advanced | 88 | 91 | 87 | 83 | 63 |
| Advanced | 37 | 23 | 38 | 27 | 17 |
| Number of students tested | 131 | 115 | 120 | 98 | 139 |
| 3. (specify subgroup): White | | | | | |
| Proficient plus Advanced | 95 | 84 | 93 | 90 | 74 |
| Advanced | 68 | 44 | 54 | 43 | 32 |
| Number of students tested | 41 | 50 | 46 | 70 | 47 |
| 4. (specify subgroup): African American | | | | | |
| Proficient plus Advanced | 89 | 96 | 89 | 91 | 76 |
| Advanced | 37 | 27 | 37 | 37 | 24 |
| Number of students tested | 19 | 26 | 19 | 33 | 17 |

Notes:

Subject: Mathematics

Grade: 8 Test: California Standards Test (CST) Algebra

Edition/Publication Year: 2003-2008 Publisher: State of California

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 77 | 71 | 73 | 53 | 56 |
| Advanced | 22 | 14 | 20 | 11 | 10 |
| Number of students tested | 202 | 184 | 202 | 195 | 196 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 74 | 67 | 70 | 51 | 46 |
| Advanced | 19 | 12 | 15 | 7 | 3 |
| Number of students tested | 124 | 109 | 94 | 118 | 107 |
| 2. Racial/Ethnic Group (specify subgroup): Hispanic/Latino | | | | | |
| Proficient plus Advanced | 74 | 71 | 63 | 50 | 50 |
| Advanced | 21 | 13 | 20 | 7 | 4 |
| Number of students tested | 117 | 111 | 94 | 122 | 112 |
| 3. (specify subgroup): White | | | | | |
| Proficient plus Advanced | 75 | 64 | 75 | 59 | 65 |
| Advanced | 23 | 18 | 15 | 20 | 15 |
| Number of students tested | 48 | 44 | 61 | 46 | 48 |
| 4. (specify subgroup): African American | | | | | |
| Proficient plus Advanced | 87 | 81 | 90 | 44 | 38 |
| Advanced | 22 | 13 | 20 | 0 | 14 |
| Number of students tested | 23 | 16 | 30 | 18 | 21 |

Notes:

Subject: Reading

Grade: 8 Test: California Standards Test (CST)

Edition/Publication Year: 2003-2008

Publisher: State of California

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 85 | 82 | 79 | 71 | 74 |
| Advanced | 44 | 41 | 36 | 34 | 30 |
| Number of students tested | 202 | 184 | 202 | 195 | 196 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 82 | 74 | 74 | 68 | 64 |
| Advanced | 39 | 31 | 26 | 28 | 16 |
| Number of students tested | 124 | 109 | 94 | 118 | 107 |
| 2. Racial/Ethnic Group (specify subgroup): Hispanic/Latino | | | | | |
| Proficient plus Advanced | 85 | 77 | 70 | 66 | 66 |
| Advanced | 35 | 35 | 29 | 28 | 17 |
| Number of students tested | 117 | 111 | 94 | 122 | 112 |
| 3. (specify subgroup): White | | | | | |
| Proficient plus Advanced | 83 | 93 | 89 | 72 | 90 |
| Advanced | 56 | 55 | 46 | 39 | 52 |
| Number of students tested | 48 | 44 | 61 | 46 | 48 |
| 4. (specify subgroup): African American | | | | | |
| Proficient plus Advanced | 78 | 75 | 87 | 89 | 67 |
| Advanced | 43 | 50 | 33 | 29 | 33 |
| Number of students tested | 23 | 16 | 30 | 18 | 21 |

Notes: