

U.S. Department of Education

2003-2004 *No Child Left Behind*—*Blue Ribbon Schools Program* Cover Sheet

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

Official School Name Jack L. Weaver Elementary School
(As it should appear in the official records)

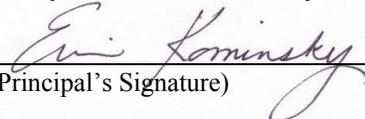
School Mailing Address 11872 Wembley Rd. (If address is P.O. Box, also include street address)

Los Alamitos CA 90720-4589
City State Zip Code+4 (9 digits total)

Tel. (562) 799-4580 Fax (562) 799-4589

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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.

 Date: February 2, 2004
(Principal's Signature)

Name of Superintendent* Mrs. Carol A. Hart
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Alamitos Unified School District Telephone (562) 799-4700

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.

 Date: January 30, 2004
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Lorraine Navarro
(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.

 Date: January 30, 2004
(School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 of 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 2003-2004 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 1998.
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

All data are the most recent year available.

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

1. Number of schools in the district: 6 Elementary schools
2 Middle schools
1 Junior high schools
1 High schools
1 Other (Briefly explain)
 Los Alamitos has one continuation High School
- 10 TOTAL
2. District Per Pupil Expenditure: \$7,188
 Average State Per Pupil Expenditure: \$6,767

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. 8 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	49	51	100	7			
1	39	40	79	8			
2	45	53	98	9			
3	41	39	80	10			
4	34	39	73	11			
5	25	50	75	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							505

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>65.6</u> | % White |
| <u>1.2</u> | % Black or African American |
| <u>15.6</u> | % Hispanic or Latino |
| <u>17.6</u> | % Asian/Pacific Islander |
| <u>-0-</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 5.8%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(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.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	481
(5)	Subtotal in row (3) divided by total in row (4)	.005
(6)	Amount in row (5) multiplied by 100	5.8

8. Limited English Proficient students in the school: .9%
5 Total Number Limited English Proficient

Number of languages represented: 4
 Specify languages: Cambodian, Japanese, Korean, Spanish

9. Students eligible for free/reduced-priced meals: 12%

63 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 8.95%
47 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>18</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 1</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>26</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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> 22</u>	<u> 4</u>
Special resource teachers/specialists	<u> 2</u>	<u> 4</u>
Paraprofessionals	<u> </u>	<u> 19</u>
Support staff	<u> 3</u>	<u> 1</u>
Total number	<u> 28</u>	<u> 28</u>

12. Average school student-“classroom teacher” ratio: K/3 20:1 4/5 30:1

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	98.02%	96.6%	97.5%		
Daily teacher attendance	96%	95%	94%		
Teacher turnover rate	6%	6%	21%		
Student dropout rate	n/a	n/a	n/a		
Student drop-off rate	n/a	n/a	n/a		

Part III - Summary

Weaver School “A Great Place To Learn”

August 6, 2003 is the first day of school at Jack L. Weaver Elementary, and the campus is buzzing. By the flagpole, the PTA president is coordinating her team of parents to take commemorative first-day-of-school photos. Each of Weaver's 505 students will go home with his or her own photo memory in their backpacks. Another team of parent volunteers sets up coffee and cinnamon rolls for Kindergarten parents who may need a bit of comforting after sending their child off to school for the very first time. Mr. Danny, our custodian, is busy placing the finishing touches on the campus. With a warm smile, Rae Ann, our school office coordinator, is answering questions and checking forms. Teachers arrived at the crack of dawn to prepare for the day, and the principal has left personal notes in each classroom applauding the teachers for their efforts. It is easy to see that the caring and pride so apparent here on the first day will be equally present throughout the year.

With the highest test scores in Orange County, Weaver's reputation, has made it a highly sought after public school of choice. Tucked in the suburban neighborhood of Rossmoor in the City of Los Alamitos, California, Weaver is surrounded by single-family homes, tree-lined streets, and nearby parks. A member of the Los Alamitos Unified School District, Weaver originally closed in 1983 due to declining enrollment, but then reopened in 1996 with a new twist. It is the district's smallest and newest school, but it is also its most unique. Weaver is the only school that is year-round, providing continuous learning through a modified calendar, August through June. Weaver has no attendance boundaries; therefore, every family has chosen this school for their children. In our first year, 115 students enrolled. Today, there are 23 regular education classes with 505 students and a waiting list. Also unique to Weaver was the original assignment of staff. Teachers with similar philosophies interested in new professional experiences, leadership opportunities, and collaborative team planning, joined together to formulate the initial vision. Classified and certificated staff and parents all worked together to define Weaver's direction.

The heart of the school's mission centers on rigorous curriculum, high expectations, skillful staff members, character development, social responsibility, and family/community partnerships. Weaver is also a hub for a specialized program for children with autism, with two certificated teachers and 12 special education instructional aides coordinating the program of 15 students. Kids Korner, an on-site before and after school childcare facility, provides nurturing care for over 263 students. Weaver also shares its campus with the district's Child Development Center. This program services children ages 3-5 in a pre-school program.

Support staff at Weaver includes a school office coordinator, a part time psychologist, a speech and language specialist, a part-time Media Center Specialist along with a part time instructional assistant, a part-time health clerk, a part-time credentialed music teacher, and a full-time credentialed Learning Specialist. Two cafeteria workers serve hot lunches, and five playground supervisors provide both structured play activities and informal supervision during lunch.

Pride evolves from Weaver's outstanding traditions, achievements and accomplishments. Weaver is a model school in Orange County for Cognitively Guided Instruction in math, one of 35 schools nationwide participating in the Music Intelligence Neural Development (M.I.N.D.) Institute, a "Class Act" school affiliated with the Orange County Pacific Symphony, and participates in the Young Author Program sponsored by Barnes and Noble Bookstore. Weaver is a standards-based school and has maintained both the highest test scores in the Los Alamitos Unified School District and in Orange County.

As dedicated child advocates, staff, parents, grandparents, and community volunteers all take pride in Weaver's fine reputation and help fulfill our school motto: "A Great Place To Learn."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. DESCRIPTION OF THE MEANING OF THE SCHOOL'S ASSESSMENT RESULTS

Six years ago, the State of California instituted mandated yearly student assessments as part of the State Testing and Reporting System (STAR). Under the umbrella of the STAR program, both norm-referenced and standards-based state criterion referenced assessments are administered to all 2-11th grade students each spring. The norm-referenced test originally selected for administration was the Stanford Achievement Test, ninth version (SAT 9), while the criterion referenced test used is the California Standards Test (CST). Long-range plans for the STAR included a gradual phase-in of a larger proportion of the CST. Plans also called for changing the norm-referenced assessment every five years. Last year, students were assessed on the California Achievement Test, sixth version (CAT 6) instead of the SAT 9. A year after the STAR program was instituted, an Academic Performance Index (API) was initiated. Every school in California is given a yearly API based on student performance scores on the mandated assessments. The score, which can range from 200 to 1000, is derived through a mathematical formula. Student performance is calculated on two required measures: the number of students performing in each quintile from the 1st to the 99th percentile, and the number of students performing in each quintile from Far Below Basic to Advanced. The state set the goal of achieving at least an 800 API score for every school. Weaver's API scores continue to improve each year. We began with an API score of **846** (1998-99) and continue to show growth with current scores at **939** (2002-03). Weaver's high assessment scores are the result of a professional learning community and the belief in a continuous improvement model.

At Weaver, assessment is no longer the test that culminates the school year; instead, it gives us the starting point for school planning, staff development and identifying students who need extra help. The goals of our comprehensive school-wide assessment program are to meet and exceed state and grade level standards and to measure program effectiveness. We begin by asking three questions of ourselves: "What do we want students to know? How will we know that they've learned it?" and what will we do if they haven't learned it?" Weaver teachers use multiple measures to assess student learning, including STAR testing, required district standards-based benchmark assessments, and teacher-designed informal assessments.

At the beginning of each year, the Weaver staff spends many hours analyzing the test data. A specific item analysis is conducted by each grade level team in order to monitor immediate as well as long-term patterns in student performance. Ongoing analysis throughout the year yields information on how instruction should improve student learning. The staff is committed to on-going efforts to rethink current practices, reflect on current research, examine school structures, and challenge long-standing traditions to ensure maximal learning.

Standards apply to all students, even those who may have a history of low performance. Weaver teachers differentiate their instruction in order to move students toward competency. When data from student work is compared to grade level expectations, state standards and performance standards, we can readily determine if a child is making expected growth in all areas or if modification of instruction is needed. In our analysis of data, we focus on those students performing in the bottom quintile. Our goal is to differentiate the instruction in order to move these low performing students out of the "far below basic," "below basic," and "basic" quintile of achievement. As indicated in the included tables (see addendum), all students at Weaver have moved out of the bottom performing quintile. We continue to focus our efforts for students performing in the "below basic" and "basic" categories. Teachers make instructional decisions based on their knowledge of assessment results and effective instructional practices.

Socio-economically disadvantaged groups do not comprise sufficient numbers to be part of Weaver School's assessment results. The "White (Not of Hispanic Origin)" ethnic/racial group comprises sufficient numbers to be statistically significant.

2. HOW THE SCHOOL USES ASSESSMENT DATA TO UNDERSTAND AND IMPROVE SCORES

Beginning in August, assessment results are compiled annually by Dataworks educational service. Data is divided by multiple measures (school), individual assessments, API summary reports, students meeting grade level standards, students meeting only one grade level standard, students not meeting grade level standards, STAR results, and prior year comparisons. The principal first completes a thorough analysis of both individual and grade level achievement. Time is set aside during the first month of school for the staff to discuss and analyze total school assessment trends and to identify specific skill areas of relative strength and weakness. The staff develops an action plan for improvement. The plan is incorporated into our school plan as well as grade level goals. Grade level teams plan their yearly curriculum calendar around the identified areas of focus to ensure that pacing will allow for instruction of standards, re-teaching and extension activities. Throughout the year, grade level teams meet weekly to plan and discuss student work and progress. Professional dialogue includes brainstorming ideas to address difficult concepts and offer strategies to increase student achievement.

Each teacher reviews individual results for his/her students, and plans, teaches and assesses according to students' needs. Assessments are frequent, on-going, and drive the curriculum at Weaver. All teachers are required to share class records of achievement and progress as part of individual Fall Planning and Spring Review with the principal and Learning Specialist. Teachers use entry-level disaggregated assessment data to establish goals to meet the needs of all students including the limited English, at risk, and high achieving students. Achievement goals are set for each student. We monitor progress on an on-going basis. Intervention plans for students identified as being at risk of not meeting grade level standards are developed by the teacher, principal, specialists and parents. The principal keeps a record book of student achievement and works closely with the classroom teachers to monitor students' growth throughout the year. Summative assessment measures whether or not students have achieved the goals defined by the standards. The assessment cycle continues into the next school year.

3. HOW THE SCHOOL COMMUNICATES STUDENT PERFORMANCE TO PARENTS, STUDENTS AND THE COMMUNITY.

Each year, Weaver parent surveys reflect that communication is a strength. One hundred percent of our parents attend parent-teacher conferences. There are numerous avenues for sharing information, all of which enhance parent-teacher-student communication and awareness of curriculum and assessment. These communication methods include monthly school newsletters from the principal and weekly updates from the PTA and individual teachers. Along with these are Kindergarten welcome conferences, parent-teacher conferences, Back to School Night, Open House, School Site Council, PTA and Friends of Weaver meetings. Teachers have daily communication logs that go from school to home. Take Home Thursday packets provide parents with up to date information. The principal shares overall student performance results through parent information nights, newspaper interviews, televised school program presentations to the Board of Education, and school tours. During the summer, the district mails home individual state assessment reports and also provides a series of pamphlets on how to interpret these results.

Students are made aware of how they are progressing through comments and grades on daily papers, teacher conferences, progress reports and report cards. Students learn to evaluate their own work and that of their peers through rubrics and editing models. Superior effort and performance is recognized throughout the school with such programs as Good Citizens, Random Act of Kindness, Most Improved Student, and our Barnes and Noble Young Author Awards.

The school community is kept abreast of student performance, and a detailed annual School Report Card is made available to all parents and community members. The principal responds to every e-mail inquiring about Weaver's academic success. The school website has information regarding our student achievement and has attracted many families nationwide.

4. HOW THE SCHOOL WILL SHARE ITS SUCCESSES WITH OTHER SCHOOLS

For the last two years, Weaver School has had the highest academic scores for all schools in Orange County. The publication of our scores has created a tremendous interest from surrounding schools and districts. Many district office superintendents, school site principals, and classroom teachers have visited Weaver. The Weaver staff is delighted to share their best practices with these visitors. To date, we have hosted well over 100 visitors from twelve different districts. Each visitation is led by the school principal and Learning Specialist. In order to best meet the needs for their professional development, specific curricular areas and instructional strategies for observation are pre-selected by visiting school personnel. Following each visit, guests are invited to participate in a professional dialogue with the principal.

As part of the district staff development sessions, Weaver teachers are often asked to share their expertise in helping students to meet or exceed the state standards. Weaver teacher representatives give valuable input to the district Curriculum Steering Committee, as well as textbook adoption and assessment committees. Teachers serve as consultants for the Orange County Department of Education and have presented “best practices” at national conferences. Weaver School currently serves as a model site for Cognitively Guided Instruction in math and for our special education program for children with autism. Weaver kindergarten teachers have been asked to share examples of effective kindergarten instruction with district pre-school teachers in order to assure coordination of skills. The Weaver principal has been a presenter for the district and local community groups, and hosts “Principal walk-throughs” with visiting administrators seeking new ideas for improving achievement.

PART V - CURRICULUM AND INSTRUCTION

1. DESCRIPTION OF THE SCHOOL'S CURRICULUM

Every student at Weaver Elementary School has access to a rigorous, comprehensive curriculum which meets state standards, district goals, and school-wide expectations. Staff members, families, and community members use discussion and surveys to reach consensus on the school's vision about what students are expected to learn. Carefully crafted instruction in the core subjects of reading, writing, mathematics, science and social studies is balanced with fine arts, physical education, technology and character education. Daily schedules at every grade build in long instructional blocks of time, with maximum emphasis on bell-to-bell instruction. Unnecessary interruptions are minimized.

Weaver uses both the State and District Board-adopted Houghton Mifflin Language Arts and Mathematics programs, and the Harcourt Brace Science program. All of these materials were selected by district teacher committees after careful review of state-approved programs and were chosen because of their balanced approach and strict adherence to state standards. The programs provide an abundance of materials for teachers, allowing them to meet diverse learner needs. The district provides explicit training on the use of the programs, which spirals learning from year to year, incorporates review that reinforces concepts, and provides multiple extension activities. Weaver teachers use knowledge of current research and best teaching practices as they design instructional lessons in the core subject areas. The District Curriculum Steering Committee provides further guidance by creating a forum for professional consensus on state standards, the core curriculum, and analysis of student results. Teachers also utilize curriculum which augments and enriches the standards. A few examples include Cognitively Guided Instruction (CGI) and Music Intelligence Neural Development (M.I.N.D.) for math, Junior Great Books in reading, fifth grade outdoor science school week which supports and extends the students' science experiences, and a partnership with Barnes and Noble Bookstore which connects our writing program with a celebration of Young Authors.

Beyond the core standards-based curriculum, there are numerous programs available to students. Specialists in computer technology, music, GATE, Reading Recovery, and special education provide every student with a well-rounded, comprehensive program. The Media Specialist works with classroom teachers to instruct students in all areas of information retrieval and computer literacy. Students in grades 2-5 participate in M.I.N.D. Institute lessons each week. "Meet the Masters," an art appreciation program, enables students to study five artists each year, while creating their own pieces in the style of the designated artist. The school music specialist provides weekly experiences in singing, playing instruments, and music theory. Students in grades 2-5 attend piano keyboard classes each week. Weaver is one of thirty schools participating in the Pacific Symphony Class Act Program. Each year, a resident musician is assigned to our campus to work with students K-5. Students learn about the musician's instrument, his/her place in the orchestra, and the music of a highlighted composer for the year. The culminating experience for Class Act is a trip to the symphony for all Weaver students. Throughout the year, students also have the opportunity to attend classes after school in Spanish, Science, Instrumental Music and Chess. These classes are parent paid, with scholarships available to those in need.

2. DESCRIPTION OF THE SCHOOL'S READING PROGRAM

Weaver teachers believe that students learn to read through systematic, explicit phonics instruction balanced with consistent daily guided-reading opportunities. By working in print-rich classrooms with an abundance of literature available to them, students become motivated readers, writers, listeners and speakers. Weaver uses the district-adopted Houghton Mifflin Language Arts series. The program aligns with the State Content and Performance Standards and is researched based. Teachers frequently use read-alouds, shared reading, guided instruction and independent self-selected reading. "Accelerated Reader," a computer-based comprehension program, is used in conjunction with self-selected reading books. There is a gradual shift from "learning to read" to "reading to learn" along with an emphasis on increasing fluency and comprehension skills. All students participate in extended critical analysis of literature. Instructional groups are flexible and focus on comprehension, vocabulary, decoding skills and reciprocal teaching strategies.

Writing is part of the daily school experience. All staff has received training in the "Step Up To Writing" model. Students have formal and informal speaking opportunities including in-class sharing, school-wide flag ceremonies, performances, oral presentations, and Open Mic night at a Barnes and Noble Bookstore. A school-wide reading incentive program has students reading well over two million minutes each year. Money from the California Governor's Reading Award in 2002 was used to construct a butterfly reading garden on the campus which is used regularly by students, staff and parents.

Student progress in reading is continually monitored. At risk readers receive additional support through small group clinics, Reading Recovery, cross-age buddies, Lindamood-Bell strategies, and Summer Academy attendance. Students who are proficient readers are provided with numerous opportunities to extend their skills. The staff is proud of its reading program and the measurable successes we have observed. Based on current assessment data (Spring 2003), 89% of Weaver's K-5 students meet or exceed grade level standards in language arts, 10% perform at the basic, and 1% perform below basic.

3. DESCRIPTION OF HOW THE SCHOOL MATH PROGRAM RELATES TO ESSENTIAL SKILLS AND KNOWLEDGE

The math program at Weaver clearly supports the school's mission of providing a comprehensive instructional experience which meets every child's needs. The mathematics curriculum is directly aligned with the California Standards and framework. The foundation of the classroom program is the Houghton Mifflin Math Series, and state and local textbook funds have provided each teacher with a complete set of grade level materials. Extensive training has been given to the teachers, and professional dialogue is on going. Weaver's math program exemplifies our commitment to content improvements. Input from our site's assessment analysis outlined concerns in problem solving and spatial relations. The Weaver staff volunteered to receive training in Cognitively Guided Instruction (CGI). CGI is a standards-based educational philosophy built on over twenty years of research (Fennehna, Carpenter) and is applied to the content area of mathematics. It focuses on problem solving through a variety of problem types and solution strategies. Teachers observe students as they problem solve and make instructional decisions based on their knowledge of individual students' thinking. An intensive five-day workshop followed by several years of one-on-one peer coaching and continual professional contact is provided for every teacher at Weaver. Weaver is the model site for CGI training in Orange County.

To address the need for increased instruction in spatial relations, the Music Intelligence Neural Development (M.I.N.D.) Institute program, developed for grades 2-5 has been implemented at Weaver. It focuses on developing high-level math skills through software and music training. M.I.N.D. enhances five basic math concepts: proportional math, fractions, symmetry, graphs and pre-algebra. Students participate each week in two 45-minute sessions in the piano lab and two 45-minute sessions on the computer. Individual student performance is sent via Internet to the Institute. Data is analyzed and returned in reports for teachers to help guide instruction and individual achievement. Weaver is one of 37 schools in the nation participating in this program. We continue to show growth in math achievement with recent data (Spring 2003) indicating that 91% of students scored at the advanced or proficient levels, while 7% performed at the basic level and only 2% scored below basic.

4. DESCRIPTION OF THE INSTRUCTIONAL METHODS USED TO IMPROVE STUDENT LEARNING

Weaver operates a multi-layered support program based on the beliefs that academic success is dependent upon reading proficiency and that early intervention is far more effective than later remediation. Recommendation No. 2 of the California Reading Task Force states, “teachers must have a repertoire of diagnostic tools to monitor and modify instruction continuously to ensure every child’s optimal development.”

To promote student learning at Weaver, the standards-based core curriculum is taught using explicit, systematic teacher-directed lessons. Assessment is continual. Learning groups may be large or small, heterogeneous or homogeneous. Teachers use multiple modalities to meet the needs of all learning styles. Class size is limited to 20 students in K-3. In fourth and fifth grades, class size is reduced at least twice each week through the use of physical education instructors who take half the class so that the teacher may work more intensively with the remaining students.

Children who experience obstacles to their success are first referred to our Student Study Team. We evaluate students referred to the team and form action plans. Our discussions include topics of academic, social and emotional concerns, as well as attendance, health, organizational and study skills. Recommendations for action may include small group instruction, Reading Recovery, peer tutoring, after school clinics, occupational therapy, English Language development, counseling, behavioral contracts, modified instructional strategies and increased home to school communication.

Weaver teachers are masters at differentiated instruction. Lessons in math and reading include strategies to meet the needs of both high achievers and struggling learners. Strategies such as CGI, non-verbal portions of M.I.N.D., and small group directed lessons enable every child to succeed.

5. DESCRIBE THE SCHOOL’S PROFESSIONAL DEVELOPMENT PROGRAM AND IMPACT ON STUDENT ACHIEVEMENT

“It was exciting to visit every classroom at Weaver. There I saw incredible planning on the part of the teachers, articulation from one grade level to the next, and student achievement beyond expectation. If we could clone your staff and have them teach at other schools throughout the state, California would have the best scores in the nation.”-William M. Habermehl, Orange County Superintendent of Schools

The main goal of the professional development program at Weaver is to prepare teachers to help students achieve standards. Specific comprehensive, long-range staff development plans are designed through the analysis of student assessment data. Professional development begins with the District Curriculum Steering Committee, where assessment for the entire district is analyzed and various topics for staff development are generated. Topics are designed to improve student achievement, engage and support student learning, provide content skills and pedagogy, and utilize assessment data to guide instruction.

Weaver’s teachers have 2 1/2 hours weekly of release time for common grade level planning. It is used to collaboratively discuss standards-based lessons, score assessments, analyze results, and plan for the next steps to ensure that students meet grade level standards. District-wide grade level meetings allow for the sharing of effective strategies, as well as discussion of practices to improve student learning.

Most impressive, Weaver has a fully implemented peer coaching program, which helps ensure that new strategies are integrated into the classroom (Joyce, Showers). A roving substitute is hired twice each month to allow teachers to observe their colleagues and 100% of the staff participates. Peer observation has been one of the most successful ongoing professional development activities because time is organized for follow-up discussions and feedback. Weaver staff participates in frequent peer coaching and professional dialogue for CGI development. Professional dialogue meetings are held after school and teachers are invited to bring work samples to share. These activities continue to provide teachers with the chance to grow professionally as they collaborate and participate in in-depth discussions about teaching strategies, lesson design, and differentiation of instruction that has a clear and direct impact on student achievement.

PART VII ASSESSMENT RESULTS

STATE CRITERION-REFERENCED STUDENT TEST DATA English Language Arts Test Administered: California Standards Test (CST)

Grades: 2-5 **Subject:** English and Language Arts **Test:** California Standards Test (CST)

Publisher: Educational Testing Service

What groups were excluded from testing? Why, and how were they assessed?

No group of students is excluded from assessment. Special needs students excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have the right to opt their student out from state testing. In this circumstance they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make up missed tests.

Explain the standards for basic, proficient, and advanced: Students who score at the proficient level achieve a score within 60% - 70% correct range.

GRADE 2

General Data	2002-03	2001-02	2000-01	
Testing Month	April/May	April	May	
No. of Students Tested	79	60	73	
% of Enrollment Tested	99%	82%	96%	
No. of Students Not Tested	1	13	3	
Percent of Enrollment Not Tested	1%	8%	4%	
School Scores				
Mean Scaled Score	402.7	390.0	*	
% At Advanced	54%	40%	47%	State Benchmark
% At or Above Proficient	87%	82%	83%	
% At or Above Basic	97%	95%	95%	
% Below Basic	3%	5%	3%	
% Far Below Basic	0%	0%	3%	
Sub Group - White (Non-Hispanic)				
No. of Students Tested	55	*	*	
% of Enrollment	69%	*	*	
Mean Scaled Score	407.4	*	*	
% At or Above Proficient	93%			
STATE COMPARATIVE SCORES				
Mean Scaled Score	332.2	324.1	*	
% At Advanced	12%	9%	10%	Benchmark
% At or Above Proficient	36%	32%	32%	
% At or Above Basic	68%	63%	61%	

* - Data not available from the State as of 2/4/04

STATE CRITERION-REFERENCED STUDENT TEST DATA
English Language Arts
Test Administered: California Standards Test (CST)

GRADE 3

General Data	2002-03	2001-02	2000-01	
Testing Month	April/May	April	May	
No. of Students Tested	72	80	71	
% of Enrollment Tested	100%	100%	96%	
No. of Students Not Tested	0	0	3	
Percent of Enrollment Not Tested	0%	0%	96%	
School Scores				
Mean Scaled Score	392.4	402.4	*	
% At Advanced	43%	49%	32%	State Benchmark
% At or Above Proficient	78%	89%	78%	
% At or Above Basic	97%	97%	98%	
% Below Basic	3%	3%	1%	
% Far Below Basic	0%	1%	0%	
Sub Group - White (Non-Hispanic)				
No. of Students Tested	51	*	*	
% of Enrollment	71%	*	*	
Mean Scaled Score	396.3	*	*	
% At or Above Proficient	82%			
STATE COMPARATIVE SCORES				
Mean Scaled Score	323.9	323.5	*	
% At Advanced	10%	11%	9%	Benchmark
% At or Above Proficient	33%	34%	30%	
% At or Above Basic	63%	62%	59%	

* - Data not available from the state as of 2/4/04

STATE CRITERION-REFERENCED STUDENT TEST DATA
English Language Arts
Test Administered: California Standards Test (CST)

GRADE 4

General Data	2002-03	2001-02	2000-01	
Testing Month	April/May	April	May	
No. of Students Tested	73	66	56	
% of Enrollment Tested	100%	97%	100%	
No. of Students Not Tested	0	2	0	
Percent of Enrollment Not Tested	0%	3%	0%	
School Scores				
Mean Scaled Score	411.1	392.2	*	
% At Advanced	66%	50%	38%	State Benchmark
% At or Above Proficient	96%	91%	76%	
% At or Above Basic	100%	100%	100%	
% Below Basic	0%	0%	0%	
% Far Below Basic	0%	0%	0%	
Sub Group - White (Non-Hispanic)				
No. of Students Tested	46	*	*	
% of Enrollment	63%	*	*	
Mean Scaled Score	419.3	*	*	
% At or Above Proficient	100%			
STATE COMPARATIVE SCORES				
Mean Scaled Score	339	332.9	*	
% At Advanced	15%	14%	11%	Benchmark
% At or Above Proficient	39%	36%	33%	
% At or Above Basic	74%	71%	66%	

* - Data not available from the state as of 2/4/04

STATE CRITERION-REFERENCED STUDENT TEST DATA
English Language Arts
Test Administered: California Standards Test (CST)

GRADE 5

General Data	2002-03	2001-02	2000-01	
Testing Month	April/May	April	May	
No. of Students Tested	66	54	18	
% of Enrollment Tested	100%	98%	100%	
No. of Students Not Tested	0	1	0	
Percent of Enrollment Not Tested	0%	2%	0%	
School Scores				
Mean Scaled Score	389.5	380.2	*	
% At Advanced	42%	35%	11%	State Benchmark
% At or Above Proficient	92%	76%	50%	
% At or Above Basic	100%	98%	100%	
% Below Basic	0%	2%	0%	
% Far Below Basic	0%	0%	0%	
Sub Group - White (Non-Hispanic)				
No. of Students Tested	50	*	*	
% of Enrollment	76%	*	*	
Mean Scaled Score	388.0	*	*	
% At or Above Proficient	92%			
STATE COMPARATIVE SCORES				
Mean Scaled Score	332.0	327.7	*	
% At Advanced	10%	9%	7%	
% At or Above Proficient	36%	31%	28%	Benchmark
% At or Above Basic	72%	71%	66%	

* - Data not available from the State as of 2/4/04

STATE CRITERION-REFERENCED STUDENT TEST DATA
Mathematics
Test Administered: California Standards Test (CST)

GRADE 2

General Data	2002-03	2001-02	
Testing Month	April/May	April	
No. of Students Tested	79	73	
% of Enrollment Tested	99%	100%	
No. of Students Not Tested	1	0	
Percent of Enrollment Not Tested	1%	0%	
School Scores			
Mean Scaled Score	449.6	434.8	
% At Advanced	68%	56%	State Benchmark
% At or Above Proficient	96%	32%	
% At or Above Basic	99%	99%	
% Below Basic	1%	1%	
% Far Below Basic	0%	0%	
Sub Group: White (Non-Hispanic)			
Students Tested	55	*	
% of Enrollment	69%	*	
Mean Scaled Score	545.1	*	
% At or Above Proficient	96%	*	
STATE COMPARATIVE SCORES			
Mean Scaled Score	356.7	342.7	
% At Advanced	24%	16%	
% At or Above Proficient	53%	43%	Benchmark
% At or Above Basic	76%	68%	

* - Data not available from the State as of 2/4/04

STATE CRITERION-REFERENCED STUDENT TEST DATA
Mathematics
Test Administered: California Standards Test (CST)

GRADE 3

General Data	2002-03	2001-02	
Testing Month	April/May	April	
No. of Students Tested	72	79	
% of Enrollment Tested	100%	99%	
No. of Students Not Tested	0	1	
Percent of Enrollment Not Tested	0%	99%	
School Scores			
Mean Scaled Score	422.7	411.9	
% At Advanced	54%	49%	State Benchmark
% At or Above Proficient	86%	87%	
% At or Above Basic	96%	97%	
% Below Basic	4%	3%	
% Far Below Basic	0%	0%	
Sub Group: White (Non-Hispanic)			
Students Tested	51	*	
% of Enrollment	71%	*	
Mean Scaled Score	430.8	*	
% At or Above Proficient	92%		
STATE COMPARATIVE SCORES			
Mean Scaled Score	344.3	331.6	
% At Advanced	19%	12%	
% At or Above Proficient	46%	38%	Benchmark
% At or Above Basic	71%	65%	

* - Data not available from the State as of 2/4/04

STATE CRITERION-REFERENCED STUDENT TEST DATA
Mathematics
Test Administered: California Standards Test (CST)

GRADE 4

General Data	2002-03	2001-02	
Testing Month	April/May	April	
No. of Students Tested	73	68	
% of Enrollment Tested	100%	100%	
No. of Students Not Tested	0	0	
Percent of Enrollment Not Tested	0%	0%	
School Scores			
Mean Scaled Score	416.6	396.2	
% At Advanced	62%	35%	State Benchmark
% At or Above Proficient	96%	88%	
% At or Above Basic	99%	100%	
% Below Basic	1%	0%	
% Far Below Basic	0%	0%	
Sub Group: White (Non-Hispanic)			
Students Tested	46	*	
% of Enrollment	63%	*	
Mean Scaled Score	418.2	*	
% At or Above Proficient	100%	*	
STATE COMPARATIVE SCORES			
Mean Scaled Score	343.6	332.4	
% At Advanced	18%	13%	
% At or Above Proficient	45%	37%	Benchmark
% At or Above Basic	72%	67%	

* - Data not available from the State as of 2/4/04

STATE CRITERION-REFERENCED STUDENT TEST DATA
Mathematics
Test Administered: California Standards Test (CST)

GRADE 5

General Data	2002-03	2001-02	
Testing Month	April/May	April	
No. of Students Tested	66	54	
% of Enrollment Tested	100%	98%	
No. of Students Not Tested	0	1	
Percent of Enrollment Not Tested	0%	2%	
School Scores			
Mean Scaled Score	400.7	386.4	
% At Advanced	26%	26%	State Benchmark
% At or Above Proficient	85%	43%	
% At or Above Basic	99%	95%	
% Below Basic	2%	6%	
% Far Below Basic	0%	0%	
Sub Group: White (Non-Hispanic)			
Students Tested	50	*	
% of Enrollment	76%	*	
Mean Scaled Score	394.2	*	
% At or Above Proficient	84%	*	
STATE COMPARATIVE SCORES			
Mean Scaled Score	332.1	322.5	
% At Advanced	10%	7%	Benchmark
% At or Above Proficient	35%	29%	
% At or Above Basic	61%	59%	

* - Data not available from the State as of 2/4/04

NATIONAL NORM-REFERENCED STUDENT TEST DATA

Mathematics

**Test Administered: Stanford Achievement Test, Ninth Edition (SAT9), Harcourt, Inc, publisher
Reporting Percentile Scores**

What groups were excluded from testing? Why, and how were they assessed?

No group of students is excluded from assessment. Any special needs students excluded have this stated in their IEP (Individualized Educational Plan) and are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have the right to opt their student out of state testing by providing the school with written notification. Students who are absent during the state testing period are given opportunities to make up missed tests.

GRADE 2

General Data	2000-01	1999-00	1998-99	
Testing Month	May	April	April	
No. of Students Tested	73	77	66	
% of Enrollment Tested	96%	96%	99%	
No. of Students Not Tested	3	3	1	
% of Enrollment Not Tested	4%	4%	1%	
School Scores				
NPR for "Avg." Student Score	85	88	76	
% Scoring Above 75th NPR	63%	77%	45%	
% Scoring At or Above 50th NPR	88%	92%	79%	Benchmark
% Scoring Above 25th NPR	93%	99%	94%	
Mean Scaled Score	614.4	621.2	599.9	
Sub Group – White (Non-Hispanic)				
No. of Students Tested	*	*	*	
% Scoring Above 75 th NPR	*	*	*	
% Scoring At or Above 50 th NPR	*	*	*	Benchmark
% Scoring Above 25 th NPR	*	*	*	
Mean Scaled Score	*	*	*	
STATE COMPARATIVE SCORES				
NPR for "Avg." Student Score	59	57	*	
% Scoring Above 75th NPR	34%	33%	*	
% Scoring At or Above 50th NPR	58%	57%	*	Benchmark
% Scoring Above 25th NPR	79%	77%	*	
Mean Scaled Score	582.0	579.2	*	

* Data not available from the State as of 2/4/04

NATIONAL NORM-REFERENCED STUDENT TEST DATA

Mathematics

**Test Administered: Stanford Achievement Test, Ninth Edition (SAT9), Harcourt, Inc, publisher
Reporting Percentile Scores**

GRADE 3

General Data	2000-01	1999-00	1998-99	
Testing Month	May	April	April	
No. of Students Tested	72	60	17	
% of Enrollment Tested	97%	92%	94%	
No. of Students Not Tested	2	5	1	
% of Enrollment Not Tested	3%	8%	6%	
School Scores				
NPR for "Avg." Student Score	88	88	78	
% Scoring Above 75 th NPR	71%	65%	59%	
% Scoring At or Above 50 th NPR	93%	100%	88%	Benchmark
% Scoring Above 25 th NPR	99%	100%	100%	
Mean Scaled Score	649.9	650.1	631.8	
Sub Group – White (Non-Hispanic)				
No. of Students Tested	*	*	*	
% Scoring Above 75 th NPR	*	*	*	
% Scoring At or Above 50 th NPR	*	*	*	Benchmark
% Scoring Above 25 th NPR	*	*	*	
Mean Scaled Score	*	*	*	
STATE COMPARATIVE SCORES				
NPR for "Avg." Student Score	61	57	*	
% Scoring Above 75 th NPR	34%	31%	*	
% Scoring At or Above 50 th NPR	59%	56%	*	Benchmark
% Scoring Above 25 th NPR	80%	77%	*	
Mean Scaled Score	611.3	606.5	*	

* - Data not available from the State as of 2/4/04

NATIONAL NORM-REFERENCED STUDENT TEST DATA

Mathematics

**Test Administered: Stanford Achievement Test, Ninth Edition (SAT9), Harcourt, Inc, publisher
Reporting Percentile Scores**

GRADE 4

General Data	2000-01	1999-00	1998-99	
Testing Month	May	April	April	
No. of Students Tested	56	17	11	
% of Enrollment Tested	100%	100%	100%	
No. of Students Not Tested	0	0	0	
% of Enrollment Not Tested	0%	0%	0%	
School Scores				
NPR for "Avg." Student Score	87	80	87	
% Scoring Above 75th NPR	75%	71%	82%	
% Scoring At or Above 50th NPR	91%	88%	100%	Benchmark
% Scoring Above 25th NPR	96%	94%	100%	
Mean Scaled Score	671.9	659.6	670.3	
Sub Group – White (Non-Hispanic)				
No. of Students Tested	*	*	*	
% Scoring Above 75 th NPR	*	*	*	
% Scoring At or Above 50 th NPR	*	*	*	Benchmark
% Scoring Above 25 th NPR	*	*	*	
Mean Scaled Score	*	*	*	
STATE COMPARATIVE SCORES				
NPR for "Avg." Student Score	54	51	*	
% Scoring Above 75th NPR	32%	29%	*	
% Scoring At or Above 50th NPR	54%	51%	*	Benchmark
% Scoring Above 25th NPR	75%	73%	*	
Mean Scaled Score	629.9	625.7	*	

* - Data not available from the State as of 2/4/04

NATIONAL NORM-REFERENCED STUDENT TEST DATA

Mathematics

**Test Administered: Stanford Achievement Test, Ninth Edition (SAT9), Harcourt, Inc, publisher
Reporting Percentile Scores**

GRADE 5*

General Data	2000-01	1999-00	1998-99	
Testing Month	May	April	April	
No. of Students Tested	18	15	0*	
% of Enrollment Tested	100%	100%		
No. of Students Not Tested	0	0		
% of Enrollment Not Tested	0%	0%		
School Scores				
NPR for "Avg." Student Score	74	92		
% Scoring Above 75th NPR	44%	93%		
% Scoring At or Above 50th NPR	83%	100%		Benchmark
% Scoring Above 25th NPR	94%	100%		
Mean Scaled Score	673.4	699.9		
Sub Group – White (Non-Hispanic)				
No. of Students Tested	*	*		
% Scoring Above 75 th NPR	*	*		
% Scoring At or Above 50 th NPR	*	*		Benchmark
% Scoring Above 25 th NPR	*	*		
Mean Scaled Score	*	*		
STATE COMPARATIVE SCORES				
NPR for "Avg." Student Score	55	51		
% Scoring Above 75th NPR	30%	27%		
% Scoring At or Above 50th NPR	54%	50%		Benchmark
% Scoring Above 25th NPR	73%	70%		
Mean Scaled Score	652.1	647.8		

* - Data not available from the State as of 2/4/04

*In 1998-99, Weaver School was a K-4 school and did not have a fifth grade. Our first fifth grade class opened in 1999-2000. See the following for additional 5th grade SAT9 data (including 2002, 2001, 2000)

GRADE 5 ADDITIONAL SAT9 DATA

General Data	2001-02	2000-01	1999-00 - First Year for Gr. 5	
Testing Month	May	May	April	
No. of Students Tested	54	18	15	
% of Enrollment Tested	98%	100%	100%	
No. of Students Not Tested	1	0	0	
% of Enrollment Not Tested	2%	0%	0%	
School Scores				
NPR for "Avg." Student Score	91	74	92	
% Scoring Above 75th NPR	74%	44%	93%	
% Scoring At or Above 50th NPR	96%	83%	100%	Benchmark
% Scoring Above 25th NPR	98%	94%	100%	
Mean Scaled Score	699.4	673.4	699.9	