

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Wilder's Preparatory Academy Charter Middle
(As it should appear in the official records)

School Mailing Address 830 North La Brea Avenue
(If address is P.O. Box, also include street address.)

City Inglewood State CA Zip Code+4 (9 digits total) 90302-2206

County Los Angeles

Telephone (310) 671-5578 Fax (310) 671-2424

Web site/URL http://www.wpacs.com E-mail ramonawilder@wpacs.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Ramona Wilder E-mail RamonaWilder@wpacs.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Inglewood USD Tel. (310) 419-2700

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	34	40	74
7	33	39	72
8	24	40	64
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	91	119	210

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 86 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 0 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 7%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2018	199
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

Total number students who qualify: 147

8. Students receiving special education services: 5 %

11 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	97%	99%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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

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

Yes No

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

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

Wilder's Preparatory Academy Charter School is dedicated to developing life-long learners; providing excellence in education for all students; and promoting the growth and development of productive citizens toward building and sustaining a humane, just, and global society. Our academic focus embraces a rigorous research-based college preparatory curriculum that supports effective teaching by the faculty and promotes strong economic, intellectual and pragmatic leadership in our students.

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

Enrollment applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. Should Wilder's Preparatory Academy Charter Middle School (WPACMS) receive a number of student applications from potential students exceeding the number of spaces available within the Charter School, WPACMS will conduct a random public lottery to determine admission for the impacted grade level, with the exception of existing students, who have admission preference in the following year.

Preferences in the case of a public random lottery will be extended in the following order:

1. Siblings of existing students
2. Children of employees
3. Residents of the District
4. All other applicants

PART III - SUMMARY

In the 2003-04 fiscal year the Wilder's Foundation established its first charter school, Wilder's Preparatory Academy Charter School (WPACS) with the primary focus to provide minorities an education that fosters the whole child, while developing and supporting the intellectual success of every learner. With the principles of the Foundation based on this belief, the Wilder's Preparatory Academy Charter School (WPACS) was approved by the Inglewood Unified School District as the first independent K-8 charter school in July 2003. Recognizing the need to expand the vision, in 2009 the school was separated into two schools: Wilder's Preparatory Academy Charter School (WPACS) and the Wilder's Preparatory Academy Charter Middle School (WPACMS). Today, Ramona R. Wilder, daughter of the Founders, the late Mr. Raymond D. Wilder and Dr. Carolyn R. Wilder continues the family's legacy.

The Wilder's education model encompasses: (a) the belief that every child can learn, if given the proper tools and opportunities; (b) a commitment to the academic achievement of each student; (c) the hiring of qualified staff, holding them accountable to meeting the learning needs of students; and (d) the enrollment of students with below standard scores, consistently striving to improve student performance through the hard work and motivation of the teaching staff, administrators, and parents. Further, the Wilder's educational environment fosters rigor intended for students to meet high expectations, involvement of parents in their child's learning environment, enjoyment of teaching staff in the workplace, as well as community partnerships with staff and parents to create a safe and nurturing, high quality space, wherein everyone values self-worth, compassion, respect, service, and responsibility.

Located in the heart of the city of Inglewood, California, the two school facilities serve 401 elementary students (grades K through 5) and 210 middle school students (grades 6 through 8). This unique arrangement enables teachers to work collaboratively to build a sound educational foundation for the students and to facilitate a smooth transition from elementary to middle school. Serving a high percentage of African-American and Latino children, who typically do not have access to a college-bound educational program, a commitment to instill academic achievement and the acquisition of critical life skills necessary for secondary and post-secondary success prevails. Hence, the school's performance provides parents a choice of excellence as an alternative to the traditional public schools in the area. The schools are a thriving educational institution that stand on the foundation of safety, pride, and academic success. Standards of instruction are accelerated, providing our students with an enriched college preparatory curriculum. The founders built their inner-city charter school with these students in mind. They believe that all children can learn, therefore, the highly qualified staff challenges students to accept responsibility for their education, becoming independent learners and thinkers in a multicultural environment.

The WPACMS recognizes the important role of education, motivating students through a wide variety of learning experiences, encouraging continuous academic growth and development. Students' natural instinct to learn is enhanced through exploration and application. Rigorous, standards-based curriculum aids in developing the proper study skills needed, enabling students to successfully matriculate to a higher level of education. Students and staff are committed to education and possess the desire to do their very best.

The WPACMS model program directly stems from a collaborative educational approach, which is informed by the collective analysis of student improvement of standardized test scores that compare favorably with schools that have similar student populations. The measurable outcome of our students is based on reading, writing, verbal and math skills that meet or exceed those expected of California public school students. Thus, WPACMS has been ranked as one of the top performing charter schools in California, consistently outperforming districts around Inglewood and the state average on standardized testing. During the 2018-19 school year, 54% of all students met or exceeded state standards on the Summative Math Smarter Balanced Assessment Consortium (SBAC) and a significant 83% of all students met or exceeded state standards on the Summative ELA SBAC.

Annually, the USC Rossier School of Education publishes their Top Los Angeles County Public Schools for Underserved Students report. The USC report highlights those schools closing the achievement gap for low-income African-American and Latino students in Los Angeles County. To qualify, schools must exceed the

statewide average in one or more factors including math and reading scores, and college eligibility rates, and suspension data. In the 2019 report, WPACMS ranked as one of the top three schools to close the achievement gap for low-income African-American and Latino students in ELA and top two in math. Our school has the highest percentage of low income African-Americans compared to other schools from this report. Closing the achievement gap is not sufficient; the school staff challenges itself daily to eliminate the gap altogether.

WPACMS has celebrated great achievements, recognizing numerous successes in students' academic and social development. We are proud to highlight significant accomplishments that have contributed to the growth of WPACMS. In addition to being featured in the USC Rossier School of Education published report, Top Los Angeles County Public Schools for Underserved Students in 2019, other honors include being bestowed the 2017 Hart Vision Charter School of the Year Award for Southern California, 2017 California Gold Ribbon Schools recognition, 2016 California Honor Roll as well as a featured charter school in both volumes, published respectively in 2012 and 2018, in the book, Bridging the Achievement Gap: What Successful Educators and Parents Do.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The academic focus of WPACMS is a strong research-based basic skills program emphasizing language arts, computation and mathematical reasoning, a rigorous science and history/social studies program, and an emphasis on technology. Textbooks are state-approved and an enriched curriculum supported through the arts and supplemental resources enhances, meets, and exceeds the California State/Common Core Standards for learning. WPACMS utilizes a variety of data sources, including standardized assessment data, interim assessments and progress monitoring tools, classroom walkthroughs and observations, and internal instructional reviews (lesson plans) to monitor the success of the educational program.

WPACMS follows an interdisciplinary model with the goal to educate students to integrate partnerships with other academic disciplines by empowering them to use their minds more creatively and inspiring them to be life-long participants of the arts. This model includes the curriculum standards and frameworks in the areas of English Language Arts, mathematics, science, history, computers, visual and performing arts. These standards guide the curriculum planning per grade level. Realizing that visual and performing arts is a key element in the development of the whole child, it is not treated as a separate course, but integrated within each subject on a daily basis. Students are able to conceptualize reading comprehension, analytical problem-solving, create project-based assessments, and hone their physical strengths through the implementation of the arts. Making the connection of social studies and the arts, students are able to make a personal connection through depicting great leadership qualities within the frameworks of art expression. This is further implemented through music, dance, and theater. This alliance provides students with an alternative approach to excelling socially, emotionally, physically, and cognitively. For this reason, the arts are continually nurtured, revealing the visual and performing arts as a concrete and tangible form of evidence for understanding each core subject.

1b. Reading/English language arts

WPACMS Reading/English Language Arts (ELA) curriculum is designed to provide rigorous content and application of knowledge through higher-order thinking and critical analysis. Using novel-based learning, incorporating the EL Curriculum, students engage the development of their skill-sets in reading, writing, speaking and listening in alignment with learning targets set forth by the Common Core Standards. Through a synthesis of understanding, gathered through an analysis of complex texts including, novel, poetry, dramatic readings as well as multimedia content, students take part in a depth of knowledge, increasing their cognitive complexity and ability to think deeply.

With the use of both literary and informational texts, students annotate and respond to text-dependent questions, using a formulaic brief written format, displaying a standard of academic writing across the curriculum, incorporating supporting evidence and citation elements. Literary and informational texts studied include interdisciplinary content, consistent with science and social studies subject matter and themes. Further, students coalesce their understanding through an ongoing analysis of essential questions and overarching themes, drawing conclusions, making inferences, examining implicit concepts as well as incorporating figurative language elements and literary devices presented within texts through performance-based, extended written and research projects. Moreover, assessment of student learning is both formal and informal, as well as formative and summative. Using data gathered from the ongoing use of the IO Assessments/EADMS (Educator's Assessment Data Management System) as well as ELA Interim Assessment Blocks (IAB) through the California Assessment of Student Performance and Progress (CAASPP), an informed decision-making process is employed to identify student strengths and deficiencies, which impacts the scaffolding of learning for filling decoding, fluency, and comprehension gaps, differentiating instruction as well as providing intervention for individualized plans and small group instruction.

Additionally, these components are coupled with consistently engaging instruction that incorporates culturally responsive content. This critical element of the instructional model allows students to glean the relevance of texts studied, making correlative comparison to their community, identity and scope of their cultural framework. Through this culturally relevant instruction, students draw upon significant historical context and gather understanding of concepts such as, social justice, inclusion, and diversity. The instruction is also inclusive of an in-depth study of vocabulary and domain-specific language, using independent word-learning strategies and word-play activities. Within this study is a strategic approach to examining word forms, origins (etymology) and meaning, as noted in context as well as nonlinguistic representations. Students display understanding of vocabulary through incorporating terms into brief and extended written responses.

Concurrent with word analysis and usage within written responses is emphasis upon sentence structure, with the development of focused paragraphs, reflective of adherence to rules for grammar, usage and mechanics as outlined within rubric scoring guides, aligned with exemplars for writing tasks. This includes formulaic approaches provided to students for construction of a coherent thesis statement with supporting details, incorporating original ideas and analysis of empirical evidence. The ELA program allows students to evolve as scholars and effective communicators through engaging activities, collaborative exercises, informative discussions, project-based learning, standards-based assessments, active reading and in-depth research.

1c. Mathematics

WPACMS math curriculum is aligned to the California Common Core Standards, utilizing Glencoe Math by McGraw-Hill as our core curriculum and supplementing with Eureka Math/Engage NY. Study Island and Next Gen Math are used as a technology platform, giving us valuable data as well as instructional practice for students. Through our rigorous curriculum and teaching practice, students apply concepts and procedures, problem solve through modeling and communicating reasoning, and increasing their depth of knowledge. Ratio and Proportion, Number System, Expression and Equations, Functions, Geometry, and Statistics and Probability are developed through the course of their middle school years.

Summative assessments are administered at the beginning of the school year, which allows us to effectively and strategically backward plan our instruction for the school year. Our ongoing formative assessments throughout the year include Interim Assessment Blocks (IAB), IO Assessments/EADMS, and Next Gen Math. Students are also assessed using formative assessments during the delivery of daily instruction. This includes checking for understanding, monitoring their work, “do now” activities, exit tickets, and quizzes. Based on the summative data, which includes SBAC and formative assessments, math teachers design and implement math instruction to meet the needs of the students. In addition to traditional assessment, projects are also used to demonstrate students’ knowledge. We measure data from all forms of assessment to target student’s strengths and weaknesses and at the same time, move them forward for greater success and growth to improve the academic learning for all students.

Our daily lesson plans and instructions are effectively and purposefully implemented to differentiate all learners by using interactive notebooks with structured notes, group work, think-pair-share, guided instructions, peer tutor, projects, visual modality, and manipulatives. Our students learn math with understanding conceptually. Lessons are scaffolded while building new knowledge from prior knowledge.

Students are challenged to problem solving and explain through their conceptual and application process, while encouraging multiple methods to a problem. Students are encouraged to express their knowledge of mathematical practice by explaining verbally what they know from their “do now” activities and assignments. They are encouraged to give explanations of what they know or analyze other student’s errors and offer constructive feedback. In addition, they demonstrate their math literacy in written form when they explain their rationale through an assignment, assessment, or project. Mistakes are part of their growth and learning curve for all students, therefore mistakes are used as a valuable tool. After an assessment, students who do not meet standards are required to complete error analysis reflecting on their mistakes, increasing the growth and success of each student.

1d. Science

WPACMS science curriculum is aligned to the Next Generation Science Standards. We use the McGraw-Hill Inspire Science textbook. Our science program is driven by inquiry-based instruction, where critical thinking, problem-solving, collaboration and innovation is valued. Grade six focuses on Earth Science, grade seven focuses on Life Science and grade eight focuses on Physical Science. All students are introduced to engineering design and are encouraged to think of themselves as scientists and engineers. Students learn through the introduction of phenomena, which drives their inquiry. They ask questions, research their own ideas and create and model skills learned.

Laboratory experiments and exploration are the highlight of our science program. Students participate in hands-on activities like wind turbine blade design, building a water filtering system, and investigating cell membrane using egg shells. Students explore how these science concepts relate to real world problems. Teachers utilize direct instruction, group discussions and demonstrations using technology to explore science concepts. Students are taught to read to understand and apply key concepts to their writing and engineering design.

Teachers aligned science units with the English Language Arts units. For example, students in eighth grade read the text, *A Long Walk to Water*, which explores families from Sudan who are forced to walk miles for fresh water. They discuss the need for clean water in rural areas. These concepts are also discussed in science class, where students learn about water filters and get to design and build their own. Students demonstrate their knowledge through formal assessments like oral presentations, research papers, lab investigations, science projects and standards-based exams. Students also participate in outside competitions like the Los Angeles County Science Fair and participate in field trips to the California Science Center and Los Angeles Water Treatment Plant.

1e. Social studies/history/civic learning and engagement

WPACMS social studies curriculum is aligned to California's Common Core state standards. Middle school utilizes the McGraw-Hill Impact textbook. Sixth grade explores Ancient Civilizations, seventh grade studies Medieval World History, and eighth grade studies American History, European colonization through post Civil War Reconstruction. Students are encouraged to "think like a historian," focusing on cause and effect, change and continuity, as well as how the past helps us make sense of the present and how people in the past view their world. Our teachers utilize culturally relevant teaching strategies to ensure students explore culture and history through multiple perspectives. Students are taught to challenge, question and make sense of history.

Wilder's teachers utilize Common Core English Language Arts strands reading, writing (citing text evidence, analyzing primary and secondary sources), speaking and listening as a guide for student learning. Students learn through guided reading and direct instruction using Cornell notes and annotations as a way to outline key ideas. Scaffolding and cooperative groups are used to ensure all students are successful. Our teachers utilize media that positively depicts different cultures. They use graphic organizers, charts, graphs, videos and maps to ensure students can make needed connections to the informational and literary text. There are ongoing opportunities for students to explore their ideas through art projects, group discussions, debates and Socratic seminars followed by writing and reflection. Formal assessments come in the form of written exams, essays, short responses and oral presentations. Students attend multiple field trips throughout the year to explore specific time periods. For example, eighth graders visit New York, Philadelphia, Maryland, and Washington DC to learn about the founding of the nation's capital and the first thirteen colonies. Students are able to see landmarks, visit homes of change agents like Frederick Douglass and explore the branches of government. These experiences allow students the opportunity to connect the past with the current. Our students are empowered to learn from history to impact their present lives in a positive way.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Wilder's school motto is, "We Build the Future." With each class, our students' take-away is intentional for their personal, emotional, professional and academic growth. Students are provided support throughout the day with their lead teachers and our intervention specialists that work to support students in the classroom. Our technology, math literacy and physical education classes are key to the maturity and personal growth of our students. All classes are geared towards developing self-esteem, team-building, and self-discipline.

In middle school, all students are exposed to technology classes daily. Technology class is not considered an elective class, offered to only the select. Instead, sixth, seventh and eighth graders are required to take technology classes. We emphasize multimedia communication, media literacy, design thinking, problem solving, and critical thinking. Starting in sixth grade, students begin to track their keyboarding skills, testing for accuracy at the end of the year. Students learn beginning coding, financial literacy along with Microsoft Office skills. They use online math resources like Next Gen Math and Study Island to improve their mastery of state aligned standards. Students also utilize this time to practice computer-based testing tools like the use of highlighting, line guide, sticky note, and using the pointer to select an answer. Students learn how to create spreadsheets, databases, and multimedia for assignments in other classes. By eighth grade, Wilder's middle school students learn to evaluate online resources for accuracy and usefulness. They learn to create responsibly, recognize a point of view and are able to determine if something is credible or not. Students are exposed to a variety of media arts tools like Adobe Photoshop, Google Arts and Culture, Stop motion, Nearpod, Flipgrid, Claymation and QuickBooks. They learn to work collaboratively in groups, share their ideas, communicate effectively and utilize a variety of creative tools from music to art and film.

In addition to technology classes, our middle school students take Math Literacy. This course is designed to reinforce math skills as well as use literacy skills (writing and speaking) to help develop a deeper understanding of math. Teachers use data driven from math and English assessments to drive their instruction. It is an opportunity to close gaps students may have in both English and math. All students take the class. They are broken up into small groups that focus on the current level of mastery. All students are able to improve mastery of content standards while also bolstering their confidence in math, public speaking and writing. Student progress is monitored every two weeks and positive reinforcements like Friday celebration (class party), assembly recognition awards, and "shout outs" on Class Dojo or in the classroom.

Middle school students all participate in physical education class. These classes are offered daily. Our physical education classes focus on healthy eating, maintaining an active lifestyle, and making good choices. Students learn team building games like the Human Knot, Trust Walk, and also practice stress management techniques through yoga and meditation. Dance is also incorporated into their free play, with students creating teacher approved playlists. During all activities, students learn the art of "healthy competition" and the importance of self-discipline. Students monitor their progress through monthly trackers and journal reflections. Students also have the opportunity to lead activities at the Friday morning middle school assemblies. During this time, homerooms compete using physical challenges as well as sports and college trivia. The goal is to promote team play and promote college awareness and preparation.

Lastly, students are also encouraged to join the school athletic teams. WPACMS is active in the FIYA (Foundation for Interscholastic Youth Athletics) league. Our students compete in flag football, volleyball, soccer, basketball, track and field, and softball. We've been recognized annually for league championships. At the end of the school year students participate in the Wilder's athletic banquet where student leadership, scholar athletes and excellence is acknowledged. Scholar athletes are also acknowledged at the eighth grade graduation with a special medal.

3. Academic Supports:

3a. Students performing below grade level

We are committed to maximizing the learning potential for each student. Therefore, the WPACS Intervention Program aids in providing additional scaffolding, resources, and strategies needed to address the particular needs of the low-performing students.

These targeted students are identified based on previous assessment data, classroom teacher recommendation, and/or the recommendation from the student success team. The success of our intervention program stems from the collaborative efforts of the current grade-level teacher and the intervention specialist. The two are able to coordinate days for small group pull-out as well as days for in-class assistance, with the intent to create continuity with the classroom instruction and pacing. Intervention teachers set realistic goals for each student, frequently monitoring student progress, and support the students' learning over the course of the year.

Intervention strategies include individual and small group instruction, re-teaching of curricular content, repetition, and additional time and practice to grasp concepts. These instructional strategies are implemented with high intensity, duration, and frequency as needed, with additional after school tutoring and extra time during formative and state testing.

Our intervention program provides multiple opportunities for individualized student learning. For example, when a pull-out session is done inside or outside the class, flexible grouping strategies are utilized based on academic goals and needs. Anywhere from one to seven students can be pulled aside or into another room based on the circumstances and context of the lesson, giving students a chance to learn in an environment that best meets their needs. Also, while teachers are continuously scaffolding and differentiating instruction, having an intervention specialist available provides more options for student learning. For example, if a student does not understand material after direct instruction, the intervention specialist provides students a chance to learn the same lesson with a different approach that hones in on their learning modality.

3b. Students performing above grade level

The instructional program at WPACMS is designed to meet the needs of all students. Students working above grade level show characteristics of consistent work ethic, independent achievement, academic prowess, and content mastery. High performing students benefit from small class sizes and small teacher-to-student ratios, individualized instructional plans, and academic guidance that challenges their intellect. High performing students are offered additional WPACMS instruction in and out of the classroom. Students are given extension work from the current curriculum that enables higher order and analytical thinking, along with rigor in any particular subject area. Also, students who have shown content mastery in a certain subject area may receive guided instruction from the grade level above for a portion of the day in order to enhance their current skills set. In regards to project-based and proficiency-based learning, high performing students are given opportunities to enhance their leadership skills by providing additional assistance to their peers. For example, high performing students lead group discussions during collaborative assignments and delegate assigned tasks to members of the group. These students are also beneficial in regards to peer tutoring under the guidance of the classroom teacher. Students gain confidence in fulfilling this model of leadership.

3c. Special education

WPACMS students receiving special education services spend a great amount of their day in the least restrictive environment, along with the general education students. Our belief that every student can learn when given the proper tools and opportunities resonates with children who qualify for an individualized education plan (IEP). It is important that all children in our school community learn together along with their peers with respect to their individual needs in an equitable environment. Teachers are equipped to employ a variety of interventions to accommodate the diverse needs of our students in the classroom. For example, a student may require materials in large print, additional verbal or visual cues and prompts, prescribed note-taking strategies, or general modifications such as preferential seating. Additionally, a student may receive customized one-on-one or small group instruction with the resource specialist program (RSP) teacher as determined by the IEP. This methodology requires planning meetings intended to implement differentiated instruction for competency-based learning and specialized assessments to determine mastery in each content area.

Additionally, students with inadequate verbal abilities may require a hierarchy of interventions for speech

and language development. For instance, the speech-language pathologist (SLP) may assist with the progress in areas such as articulation, by reinforcing accurate speech sounds and language development with reading and vocabulary practice, fluency, and voice intonation. The general education teachers and special education teachers work in unison to identify areas of academic deficiency and to focus on building firm foundational skills that will strengthen student confidence and their overall ability to achieve their goals.

3d. ELLs, if a special program or intervention is offered

Many WPACMS students were identified as proficient English speakers and tested at or above the intermediate level on the English Language Proficiency Assessment for reclassification while in elementary school. Currently, progress monitoring continues with EL and reclassified EL students, considering that the students receive EL instruction and assistance in their general education classrooms. English Learners benefit from second language instruction through our core curriculum. Each core subject has a built in EL component that utilizes EL strategies. The goal of the EL instructional strategies is to increase students' abilities within the four domains of listening, speaking, reading, and writing. Students become immersed in English through the use of EL instructional methods such as using graphic organizers, interactive notebooks, visual and audio media, think-pair-share, word study, brainstorming, and creating predictions and posters.

Additionally, project-based assignments give EL students ample opportunities to practice oral presentation skills and oral language development. Building academic language through collaborative conversation is an approach to teach academic courses to EL students. The instructional methods are designed for non-native speakers of English and focus on increasing the comprehensibility of the academic courses. In addition, WPACMS also uses intervention teachers to work with EL students in providing small group instruction that targets vocabulary, critical thinking, and writing development. If students are classified as an EL student, they are monitored annually through formal observations and assessment data under the guidance of ELD standards.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

WPACMS’s academic focus emphasizes that all children can learn if given the proper tools and opportunities. Our commitment to enhancing student performance is evident in our dedication to delivering a research based curriculum that meets the learning style of each student, in an enriched classroom. Our goal is to provide an equitable environment where students feel safe to make mistakes, and learn from them, as we continue to empower their minds and support their social and emotional growth. WPACMS staff inspires children to be life-long learners and independent thinkers in an atmosphere that fosters self-esteem and self-discipline. Our staff continues to recognize and honor students’ efforts for success, share their progress with the entire school community, and reward their accomplishments with regular celebratory events.

WPACMS Character Education Program reinforces strong morals and character values that will guide students throughout life. This program was created in support of affirmative restorative justice practices to build essential habits that stimulate social and emotional growth. Each character development lesson intentionally builds intrinsic motivation for student leadership and citizenship. By defining specific character traits and setting specific goals each month encourages likely behaviors in our students. Each month teachers provide interactive and innovative ways to endorse school wide goals for character education. With a new character trait each month, a calendar with different daily activities, and other resources to reference additional ideas for class discussions, activities, and writing prompts is advantageous for teachers to be able to cultivate significant attributes of character development and to make an impact on teaching good, moral principles to our students. Likewise, WPACMS maintains a collaborative professional environment among the staff that generates strength and support for one another. The assured accountability that acknowledges and values their intentions as leaders embraces a commitment to fully engage working together as a team. The familiarity between the staff creates a culture of shared goals and cooperation.

2. Engaging Families and Community:

WPACMS works collectively with students, parents, educators, and the community to actively join together as partners, to create an atmosphere for success. Parent participation is highly encouraged at WPACMS. We find that students respond well to learning and exhibit good citizenship when parents are more involved. Parents have the opportunity to volunteer in the classroom and at school wide events, join decision making committees that embrace parent advice, and unite community partnerships and resources that enhance our school community.

Once a month we conduct Eagle’s Nest parent meetings. The leadership team and instructional staff facilitate discussions as parents work collaboratively in groups with other families to exchange ideas on how to enhance our educational program, evaluate student performance, and engage in conversations about best parenting practices. The meetings are also designed to allow members of the surrounding community to present information to our families regarding financial literacy for adults and children, guidance counseling for families in need, and academic resources that will help parents support students who are having challenges in the classroom. These community based meetings provide opportunities for our stakeholders to have open dialogue about their stance on current school affairs.

Our stakeholders, including WPACMS Board of Trustees, play an important role in guiding the mission of the school and defining guidelines that protect our staff, students, and families. Stakeholders and parents receive information about the happenings at the school in a variety of ways. Administration provides updates and messages through text, phone call, and the school website. Each teacher creates a monthly newsletter and uses an online communication platform, in addition to the school website, to post messages regarding classroom and school wide events. Additionally, parents have the opportunity to attend two parent-teacher conferences per year to stay informed of their child’s academic progress, and our school counselor often communicates with families if there are any academic, social or emotional concerns.

3. Creating Professional Culture:

WPACMS is dedicated to providing the instructional staff with the necessary tools and resources to improve their skills as educators. Professional development topics for teachers and the academic support staff are designed with intent to enhance student performance and foster their growth as professionals. Prior to the beginning of each school year, staff members participate in a week-long professional development forum presented by administrators, the academic leadership team, and outside professionals. Topics include elements that are essential to teacher effectiveness, such as motivating students, management strategies, applied instructional techniques to meet the students needs, and implementing assessments that are aligned with state standards. Additionally, there are segments relating to specific content, restorative justice practices for behavior support, and mental health support. WPACMS also provides weekly professional development opportunities for teachers to present and share best practices, which allows our staff to demonstrate proficiency and empower leadership. Once a week teachers also take time to evaluate student performance data for the sake of grade level planning and collaboration, which allocates time to identify subject areas and content that may require more attention than others.

Instructional observations are conducted regularly by administrators and the academic leadership team in effort to present direct feedback and support teachers with respect to teacher effectiveness and performance. Observations are followed up with scheduled meetings to discuss current practices and to areas that need more growth and development. Teachers also have the opportunity to observe veteran teachers as they attempt to restructure their approach and they are given a variety of resources to help increase competency. These resources may include specific curriculum instructions for lesson and pacing planning, techniques for differentiated instruction, and outlining objectives for teacher performance standards. During these meetings we reflect on student performance data and assessments in order to inform interventions and define specific strategies for targeted instruction. New teachers receive individualized guidance that aligns with the California Standards for the Teaching Profession. With a purposeful action plan intended to implement professional development and peer teacher and administrative support, teachers are inclined to set personal and professional goals that maximize their efforts toward proficiency.

4. School Leadership:

School leadership at WPACMS is a collective team of representatives who embody the vision and mission of the educational program, with the chief executive officer (CEO) affirming the school's philosophy of providing a safe environment that promotes the physical, emotional, and mental well-being of our students. The principal endorses school policies and programs to ensure that procedures are implemented efficiently, while overseeing daily school operations. The principal maintains affiliation with community partners and encourages the use of community resources. Additionally, the principal is dedicated to fostering positive relationships with staff, students, and parents. She makes an attempt to acknowledge each person that comes into the building daily, as well as addresses the needs of the school community with urgency. She regularly collaborates with staff to develop goals and objectives for overall student achievement.

The assistant principal identifies yearly objectives for instructional professional development, oversees special education and student services, and manages budgetary obligations for school wide student events and activities. She encourages unity and teamwork among staff, students, and parents, while assisting the principal with managing a safe and productive environment that meets the needs of our students. The assistant principal takes pride in mentorship and assisting the school community with opportunities for involvement, growth, and leadership. She has a natural affinity for building student relationships.

The WPACMS principal and assistant principal, alongside the leadership team, collaboratively and strategically, analyze student data to identify areas of improvement in effort to close any academic achievement gaps. The leadership team consists of the testing coordinator, curriculum coordinators, and grade level lead teachers who are substantially equipped to train our staff and provide equitable opportunities for growth. The leadership team enriches the educational program by introducing new resources and programs to the curriculum, supporting the use of technology in the classroom, and establishing performance goals for each grade level.

The school counselor is also a part of the leadership team that helps to improve students' social-emotional habits through interventions and group counseling. She is experienced in guiding families and teachers through the Student Success Team process to ensure student achievement. Her contribution to WPACMS school wide restorative justice model has improved peer relationships and has provided teachers with a broader understanding of how to manage behaviors in a classroom setting.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

From the inception of its charter, (WPACMS) has intentionally and explicitly sought to aggressively close the achievement gap between African American and Latino/a students and their peers of other subgroups. With proven results of academic excellence centered around its established school culture, our approach to this success is upheld by the ideals and practices of “The Wilder’s Way.” The model practices of “The Wilder’s Way” embody the core beliefs and values embraced by our school community. “The Wilder’s Way” expressly underscores cultural identity development, modification of curriculum for student success, as well as social justice learning and action within the classroom environment. This frames the behavior and practice of the administrators, teachers, staff, students and parents alike, setting the tone for a college-preparatory, professional learning environment, supported by culturally responsive teaching.

While the school was incredibly successful, as measured by the California Standards Test in English Language Arts and math, the 2014-2015 state Smarter Balanced ELA/Literacy and math Assessments revealed gaps in college-ready reading, writing, and math literacy. Recognizing the need for changes in our academic structure, in 2015, we adapted a block-schedule with both math and English double blocked, allowing for full immersion in math and English Language Arts material and learning targets. Teachers create time for direct instruction, discussion, collaboration, feedback, and deep-dives into the texts and instructional materials. In 2018, WPACMS incorporated into the curriculum Math Literacy, a class supporting the goals of English and math. In small groups students focus on mastery of state standards, wherein they ask questions, become peer mentors and affirm their skills sets gained. Over the past three years, WPACMS state Math scores have increased from 44% to 54% proficiency and state ELA scores have improved from 73% to 83% proficiency. All scores surpassing the state average by over 20% for Math and 30% for ELA.

In 2016 WPACMS implemented a blend of Expeditionary Learning’s English Language Arts/Literacy modules and teacher-created instructional units. WPACMS moved to explicitly novel-based instruction, where informational and literary text in the form of supplemental articles, photographs, and other mediums revolved around the narrative of a central text. Social justice and a culturally responsive curriculum is central to our LCAP and charter petition, and all units reflect these values founded upon “The Wilder’s Way.” ELA units focus on relevant themes including, identity and coming of age, exploring the African Diaspora, examining correlations between and contributions of Native American and Latina cultures. Reading novels like, *A Long Walk Home*, *Little Rock Nine*, *Narrative of the Life of Frederick Douglass*, and literature that reflects student culture, music, art and film are incorporated, paralleling themes in science and social studies, while math connections highlight the unseen Hidden Figures with whom students identify.

Over the past four years, Wilder’s students have increased participation in student leadership, engagement in school and community service, while significantly decreasing incidences of school suspensions. Our eighth grade graduates have been accepted to the top performing high schools across Southern California, being awarded scholarships exceeding \$41,000 dollars a year. We believe if student engagement and self-efficacy improve, so will their academic progress and this is “The Wilder’s Way.”